



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

SIES COLLEGE OF MANAGEMENT STUDIES

**SRI CHANDRASEKARENDRA SARASWATHI VIDYAPURAM PLOT 1E, SECTOR
5, NERUL NAVI MUMBAI**

400706

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

October 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The SIES College of Management Studies (SIESCOOMS) was established in 1995. SIESCOOMS envisages providing quality management / technical education for the dynamic future managers for 21st Century. SIESCOOMS's foundation maps its roots to the rich tradition of South India Education Society (SIES), one of the oldest and value-based educational trusts that run several educational institutes in the city of Mumbai and Navi Mumbai. Located on a sprawling campus at Sector-5, Nerul, the academic hub of Navi Mumbai, SIESCOOMS boasts of one of the best physical infrastructure and academic ambience befitting a modern B-school.

SIESCOOMS is a private, unaided, and linguistic minority (Tamil) institution.

Ever since its inception, academic programs of the institute enjoy patronage of corporate sector and other stakeholders. Today SIESCOOMS holds a place of distinction among premier business schools in India. It was the first private business school in the country to start an exclusive vertical post-graduate management program for pharmaceutical industry. Similarly, it was one of the few business schools to conceive a vertical program for the biotech sector.

SIESCOOMS has always been striving to provide quality education and in that pursuit, SIESCOOMS received the ISO 9001:2008 certification for quality management education by the Lloyd Register Quality Assurance (LRQA) as early as in 2003. An important milestone on its journey of continuous quality improvement was reached when SIESCOOMS was conferred with the prestigious Ramakrishna Bajaj National Quality (RBNQ) award for the year 2008 in the "Education Category". This is the an award developed in the country on the lines of the Malcolm-Baldrige National Quality Award. The institute also holds NAAC (2018) & NBA (2021) accreditation to its credit. The erstwhile Post-Graduate Diploma in Management (PGDM) Program was also accredited by the Accreditation Council for Business Schools and Programs (ACBSP), USA in 2016. This program has since been shifted to the sister institute "SIES School of Business Studies (SIESSBS)" in 2020.

Similarly, placement record has always been phenomenal with average salary as well as number of companies visiting the campus improving year upon year. The Institute has a strong corporate networking.

Vision

Vision

To be One of the Preferred Business Schools in India

Institute Values:

The institute's "Core Values" are "Character Building" and Value Based Education".

The Corporate and individual values of SIESCOMS include:

1. Respect for individuals
2. Respect for freedom
3. Creativity & innovation
4. Quality focus in process
5. Belief in achievement
6. Self-confidence to achieve.
7. Social sensitivity
8. Integrity
9. Credibility
10. Self esteem

Governance Structure:

The apex policy making body is the Managing Council of SIES. The SIES has recently constituted a "SIESCOMS Managing Committee" as a sub-set of the Managing Council for guiding affairs of the institute. As per guidelines of University of Mumbai, the College Development Committee (CDC) is the policy making body within which the institute functions. The internal management of the institute is overseen by the Director assisted by the Faculty (including HODs), Registrar (for administrative functions), and various specialized wings. The institute also has a "Mentor" who is involved with all internal stakeholders for academic / non-academic guidance as well as their grooming.

The institute thus follows a "less hierarchical organizational policy" in terms of decentralized decision-making processes that are through faculty meetings, departmental interactions, staff meetings, etc., both formal as well

as informal. The mission, vision, and the value systems of the institute are always kept in mind while taking the decisions. Students are treated as the most important internal stakeholders and all actions are aimed at developing them as “holistic individuals”. The Board of Studies (BOS) tries to bring in the corporate expectations in the curriculum.

Mission

Mission

- To provide an education that equips students with knowledge, skills and attitude that meets industry expectations.
- To develop critical thinking and innovative skills through experiential learning, applied research and mentoring.
- To instil and nurture sense of ethics and values in students.
- To impart leadership and collaborative skills with high professional competence.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

SWOC Analysis:

SIESCOMS has been in existence for more than 25 years. As described above, there have been ups and downs during the journey. But the institute is getting stronger in terms of brand value. There is, however, a need to do SWOT analysis to understand its positioning correctly. A quick analysis will look like as under:

STRENGTHS:

Strong parental brand

Affiliation with a good university

Good brand recall among students particularly in the state of Maharashtra for both the programs

Committed faculty

Good corporate relations

Decent placement records

Strong values and ethical standards

A strong brand for girl students as a “safe place for learning”

Institutional Weakness

WEAKNESSES:

Not very well known as a brand on Pan India basis

Quality of infrastructure in terms of sports and other facilities

Research publications in indexed journals

Internationalization exposure both for students as well as faculty

Corporate training and consultancy

Institutional Opportunity

OPPORTUNITES:

Located in a premier place like the city of Mumbai

Substantive opportunities for collaboration

New areas of operation like skill enhancement, on-line education, etc.

Potential for corporate training and consulting

Institutional Challenge

CHALLENGES:

Tough competition from existing players as well as new entrants

Meeting ever increasing expectations of students

Changing regulations

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Criteria 1-Curricular Aspects:

SIES College of Management Studies, affiliated with Mumbai University, ensures the effective delivery of its curriculum through a well-planned and documented process. The institute offers two programs, MMS and MCA, with the curriculum designed and developed by the university. The curriculum aims to impart

knowledge, develop skills, and shape students' attitudes.

Within the institute, curriculum planning takes place in the respective departments through consultations among the Heads of Departments (HODs) and Faculty Members. The institute follows an “outcome-based education” approach in planning and delivering the course content. Subject allocation considers the expertise and interests of the faculty, and it is communicated well in advance to facilitate adequate preparation.

Curriculum delivery at the institute encompasses various teaching-learning methods, interactions, mentorship, seminars, workshops, etc. It involves lectures, discussions, classroom participation, debates, quizzes, mini-projects, presentations, assignments, role plays, case studies, simulations, practical experiments, and constant interaction with corporate personnel. To enhance the learning experience, students have access to study materials from diverse sources, including newspapers, journals, books, and research literature.

SIESCOMS recognizes the significance of gender equality and diversity in modern management education. While not explicitly addressed as separate topics, various subjects within the syllabus necessitate a comprehensive discussion on gender-related aspects for a complete understanding. To tackle these crucial topics, the institute incorporates teaching methods such as case studies, discussions, and real-world examples. Case studies provide practical scenarios for students to analyze challenges and propose solutions related to gender equality and diversity, fostering critical thinking skills and understanding of managing a diverse workforce.

Teaching-learning and Evaluation

Criteria 2-Teaching-Learning and Evaluation:

SIESCOMS ensures transparent admission process that follows norms set by the Maharashtra State Government considering its linguistic minority status. The institute supports students from various categories providing financial and academic assistance for weaker and brighter students.

SIESCOMS focuses on achieving academic excellence through a systematic and effective teaching learning process. Teaching learning at SIESCOMS includes participative classroom learning, experiential learning, problem solving methodology amidst others. Faculty employ various pedagogical methods, such as case studies, simulations, role plays, practical experiments, and projects, all based on Bloom's Taxonomy. The session plans are shared with the students before the start of the classes, allowing them to have a clear understanding of the course structure. Implementation of the curriculum follows a systematic process of session plan development, ensuring the fulfilment of Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs).

Faculty members use interactive and collaborative tools such as Microsoft Team, Cisco Webex, ZOOM and WhatsApp. Faculty use video conferencing for teaching, meetings, online mentoring, and taking sessions to give academic and online learning that is capable of seamlessly connecting students. ICT is integrated in teaching-learning processes. Faculty members also use various software like SPSS / Excel / R / MiniTab, amidst others, in respective courses. The internal and external assessment is transparent, and time bound.

Students are well-informed in advance about their assessment schedule in the academic calendar. The rubrics of various assessments are known to students. All examination related grievances are handled effectively.

Research, Innovations and Extension

Criteria 3-Research, Innovations and Extension:

SIES has a well-defined Research Policy which encourages teaching fraternity to take up research in fundamental and applied areas. This policy prescribes liberal financial incentives for publication in renowned / indexed journals. Many faculty of SIESCOMS have published their research papers in reputed national and international journals with good impact factors; some have created intellectual property through patents and copyrights.

SIES as an educational trust is well-known for its various institutional social responsibility (ISR) projects. These include creation of “Vedapthasala” at Nerul campus, adoption of schools in tribal belts, financial support to select Army Schools under a special project known as “Army Connect”, working with special NGOs like Adhata, MRLF, etc. SIESCOMS as an educational wing of SIES is intimately connected with some such projects.

Extension activities are undertaken by the institute to sensitize students to social issues and promote holistic development. Students gain practical exposure, develop empathy, and enhance their understanding of societal challenges. They learn to work in diverse teams, develop leadership skills, and become socially responsible citizens. Students participate in various community service activities such as organizing health camps, blood donation drives, cleanliness drives, and teaching or mentoring underprivileged children.

Infrastructure and Learning Resources

Criteria 4-Infrastructure and Learning Resources:

The Institute has adequate infrastructure as per the AICTE norms.

The teaching pedagogy facilitates a blend of both traditional as well as ICT tools. The departments have been allotted separate tutorial rooms to address the doubts of the students. There is a Computer Centre which is shared by both the programs for academic activities. There are computer laboratories exclusively for MCA students to conduct practical and software projects related to curriculum. For Ph.D. candidates, laboratories are equipped with software like SPSS and AMOS. Other software like WEKA, Anaconda, R are also installed for research activities. The institute also has software for visually impaired students: Perl scanner with Open Book Reader.

The institute has a separate examination cell and university paper evaluation room to carry out online university assessment activities.

There are an adequate number of seminar halls, meeting and conference rooms to hold institution level meetings / discussions. The auditorium is used for corporate events and students’ mega events. There are other infrastructure facilities as well like medical room, shared canteen facility, playground, yoga / mediation room, entrepreneurship cell, common rooms for boys and girls.

The library at SIESCOMS caters to the information needs of the institute faculty, students, staff, and research activities. The collection comprises books, reports, students' projects & journals. The non-book collections include material like CD ROM discs and different databases. It has a separate collection of prescribed Reference Books. All the library activities are computerized with On-line Public Access Catalogue (OPAC) terminals for searching books.

The institute has an integrated ERP system.

Student Support and Progression

Criteria 5-Student Support and Progression:

SIESCOMS always strives for holistic development of the students. Students are given continuous training and exposure to various activities to develop their soft skills through activities such as “experiential learning” where they learn soft skills like team building, group behavior, time management, stress reduction amidst others. The goal is to uncover students' latent talents to prepare them for handling a variety of challenging situations in workplace and personal lives. Many programs in various domains are arranged by faculties as well as students to explore and develop their talents.

SIESCOMS believes that providing full satisfaction and comfort to all stakeholders is the utmost requisite for perfect administration.

In pursuit of this ideology, SIESCOMS has established an efficient and effective grievance redressal mechanism.

Governance, Leadership and Management

Criteria 6-Governance, Leadership and Management:

Due to the value-based education of a high standard that it provides in response to changing times, SIESCOMS is one of the most sought-after management institutions in the country. "Students" are the Institution's main priority. Therefore, the management has developed a "student-centric approach" to address their changing demands.

SIESCOMS's leadership and governance align with its core vision and mission. The governance structure is flat and decentralized. The institute is also trying for effective implementation of the National Education Policy.

The institute has several policies for the benefit of students and faculty. These include special policies for “inclusivity”, “specially abled students”, “research policy” amidst many others.

The Institute has an active internal quality assurance cell (IQAC) formed in the year 2017. The institute has an active NBA accreditation from 2021-2024. The Institute has been applying regularly for NIRF since 2019.

Institutional Values and Best Practices

Criteria 7-Institutional Values and Best Practices:

The institute values described earlier have helped it in creating and maintaining an inclusive environment for all stakeholders. The college promotes linguistic, regional, and cultural diversity among the students through various awareness programs. The institute's "mission", "policies", "student oath" all are designed to instill a sense of ethics, patriotism, national & social responsibility among the students.

SIESCOMS also recognizes the fact that gender equality is a human right and a pre-condition for sustainable, people-oriented development. The discipline and safe environment of the college has led it to becoming an institute of choice for girls in Mumbai.

The institute also takes pride in driving good practices for the development of all stakeholders. These practices are.

SASHAKT (EMPOWER)-Student Comprehensive Excellence Program-This initiative is to foster student learning and development by supporting students in their academic, personal, professional, and social growth. By implementing this practice, the mission is to empower students to enhance their learning ability and decision-making skills.

SAKSHAM (DEVELOPING CAPABILITY)- Faculty / Staff Welfare & Holistic Development: SIES as a Trust has always shown an attitude of compassion and trust towards all its employees. Following the ideology, SIESCOMS gives a lot of thrust on holistic development and welfare of its teaching and non-teaching staff. This initiative emanates from an intrinsic belief that "internal stakeholders" are the prime drivers of success of an organization.

SAHYOG-TOGETHER WE CAN: SIESCOMS, a part of the SIES that runs institutions, has for the last many years been trying to inculcate the spirit of change in the students, keeping in mind needs of society and nation. SAHYOG is one such distinct initiative to develop socially responsible students.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SIES COLLEGE OF MANAGEMENT STUDIES
Address	Sri Chandrasekarendra Saraswathi Vidyapuram Plot 1E, Sector 5, Nerul Navi Mumbai
City	Navi Mumbai
State	Maharashtra
Pin	400706
Website	www.siescoms.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director(in-charge)	Sandeep Bhanot	022-27708333	8097045216	022-27708379	sies@siescoms.edu
IQAC / CIQA coordinator	Kaustubh Sontakke	022-61083430	9320010844	022-27708379	kaustubhs@sies.edu.in

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes 2.1.2 Copy of the letter SIES minority .pdf
If Yes, Specify minority status	
Religious	
Linguistic	South Indian Language Tamil minority
Any Other	

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	02-06-2023	12	

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Sri Chandrasekarendra Saraswathi Vidyapuram Plot 1E, Sector 5, Nerul Navi Mumbai	Urban	0.73	8296

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, Management,	24	As per state CET cell and Govt. of Maharashtra Guidelines	English	180	180
PG	MCA, Mca,	24	As per state CET cell and Govt. of Maharashtra Guidelines	English	120	103
Doctoral (Ph.D)	PhD or DPhil, Management, Management Studies	48	Post Graduate and entrance examina	English	6	4

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	4				6				15			
Recruited	3	1	0	4	2	4	0	6	3	12	0	15
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				24
Recruited	15	9	0	24
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				3
Recruited	3	0	0	3
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	3	1	0	2	4	0	0	7	0	17
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	3	5	0	8
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female	Others	Total
		12	12	0	

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
PG	Male	131	3	0	0	134
	Female	46	5	0	0	51
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	2	0	0	0	2
	Female	2	0	0	0	2
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	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	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
General	Male	116	67	80	64
	Female	68	52	43	54
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		184	119	123	118

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Education is important for development and promotion of national integration providing universal access to free education is the step towards global stage in terms of economic growth. It is based on the fact that education should provide cognitive capabilities and disposition. NEP 2020 helps in the development of new education, though moving away from conventional methodologies of learning new holistic development. SIES College of management studies is affiliated to Mumbai University and follows its guidelines of NEP 2020. The institute has taken its various activities towards NEP under multidisciplinary schemes. SIES education undertakes various multidisciplinary courses in</p>
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	<p>various domains of management. Institute provides electives to the Second year (Third Semester) students in various interdisciplinary domains like Digital Marketing and Business Analytics, Entrepreneur Management, Management Information System and Organisation Development and Change and Excel to name a few. During summer and winter vacations Institute offers various Internship projects for multidisciplinary/interdisciplinary education. Students regularly participate in various competitions at the state and national level, Final year projects which include capstone which provide a platform for solving real-world problems which are multidisciplinary/interdisciplinary domains of Management . Adequate international exposure is provided to the students through interactions with international faculty and visit abroad to enhance global perspective. The curriculum also emphasizes social responsibility, social awareness, and environmental consciousness, contributing to the holistic development of students. The institution has formed a research mentoring committee to guide the institution's research activities. Institute proactively is working towards implementation of the suggestions given in the NEP-2020 and Mumbai university.</p>
2. Academic bank of credits (ABC):	<p>SIES College of Management studies, affiliated to Mumbai University is in the process of implementing the Academic bank of Credits from time to time as per guidelines issued by UoM from the Academic year 22-23. The students in the institute have registered on ABC portal and the information of the same is updated to the University of Mumbai. The institute also has MoU signed with foreign university for academic collaboration which will be of importance with the progress in NEP implementation. Various pedagogical approaches like enquiry based, collaborative and integrative approaches are used by the faculty members during their course delivery. Summative and Formative assessments and assignments are used to evaluate the Students' learning outcomes. Faculty members are also involved in developing study material and Assessment components which are available in the public domain.</p>
3. Skill development:	<p>NEP 2020 aims to develop employable skills among the youth of the country by training them adequately for the skills that are required by the industry. To be</p>

	<p>an important part of NEP2020 skill development, SIESCOMS provides an education that includes several courses catering the importance of soft skills, team work, problem solving, decision making, analytical thinking etc. Value based education courses such as universal human values, professional ethics, environmental sciences are also conducted. Also, events commemorating the national and international days of importance, birth, death anniversaries of eminent people are organized to bring inspiration, motivation and camaraderie among students and faculty for a value based career and life. To ensure students develop the skills required in industry, the Institute has the legacy to conduct skills based student development programs in various domains. The latest trends skill based programs conducted for the students include EXCEL Trainings , Digital Marketing techniques, Artificial Intelligence and Machine Learning, Advanced Java, Computer Vision, Blockchain, Distributed System and Cloud computing . Apart from these students develop managerial/leadership skills, planning and entrepreneur skills and interpersonal skills by participating in extracurricular activities, and organizing events on/off campus. Institute faculties are also undergoing skill based certifications to impart skill based education to the students. Institutes regularly conducts Corporate Interaction Series to get industry expert feedback on latest skills based education requirements of NEP2020.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Indian Knowledge System being a vast & undivided source of knowledge and unattended for many decades, has been disassociated from the societal memories. Though some parts of IKS were continued in teaching and learning in Sanskrit and other traditions, this kind of isolation made it inaccessible. It is, therefore, desired to integrate the IKS content into the contemporary knowledge in harmonious way. Such integration demands a lot of labour and clarity. We have music club with Sanskrit recitation of Veda mantras through Ved pathshala. We celebrate different festivals based Indian tradition and culture .We also celebrate Ganesh Festival, Garba ,Durga Pooja ,Onam in our premises. There is huge cultural diversity with various ethnicity of students and staff members.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Outcome-Based Education (OBE) is a student-centric</p>

	<p>teaching and learning methodology in which the course delivery, assessment are planned to achieve stated objectives and outcomes. It focuses on measuring student performance i.e. outcomes at different levels. The key to success in outcome-based education is clarity, for both teachers and students to understand what's expected of them. Outcome-based education aims to create a clear expectation of results that students must achieve. Here, the outcome includes skills, knowledge and attitude. Graduate attributes (GAs) articulate the generic abilities to be looked for in a graduate. They form the Program Outcomes (POs) that reflect the skills, knowledge and abilities of graduates regardless of the field of study. In outcome-based education, a process is employed which starts from POs to Course Outcomes (COs) and outcomes for individual learning experiences. Each course outcome must be detailed and focused on the specific performance to be expected. The Teacher/ must be able to measure each Course Outcome by using the appropriate verb mentioned in Bloom's taxonomy. Each course outcome must be such that the students must be able to achieve those with a reasonable amount of effort and application of the knowledge gained by them. The course outcomes are mapped to program outcomes. The mapping of PO and CO is conducted through a process of Internal assessment and External Assessment. These attainment levels of program outcomes is analysed to find gaps if any at the program level and the appropriate action is planned.</p>
6. Distance education/online education:	<p>SIESCOMS focuses on achieving Academic Excellence through a systematic and effective online resources and ERP module. Faculty members use the tools like OBS studio and many other tools to record the lectures. These practical and theory lectures are then shared with students on Google drive or One Drive for their future reference. We have smart boards which can help engage students by providing a dynamic and interactive learning experience. Interactive boards are also employed to present information in a variety of formats, such as text, images, audio, and video. This can make it easier for students to understand and retain information. Our faculty members use interactive and collaborative tools such as Microsoft Team, Cisco Webex, ZOOM and WhatsApp. Faculties use video conferencing for</p>

teaching, meetings, online mentoring, and taking sessions to give academic and online learning that is capable of seamlessly connecting students. Faculty members also use various soft wares like SPSS/Excel/R programs in respective courses and research . For successful teaching and learning, all departments hold webinars, online quizzes, and guest lectures on new advances and current challenges in core using ERP. The Institute is also registered as a SWAYAM-NPTEL Local Chapter. During the last couple of years, students and faculty of the institute have enrolled and completed various online courses offered by various MOOC platforms. As a part of Institutional strategic plan, the faculty members are in the process of development of various MOOC courses. This will help students to learn multidisciplinary certification courses through distance education/online mode.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes Set up in 2023
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	YES Faculty Coordinators: Dr. Aditya Sontakke Dr. Christina Shiju Students Coordinators: Athreya Vijayaraghavan, MMS Sem I Nayana Bhamre, MMS Sem I Kunal Pardeshi, MMS Sem I
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Establishment of Electoral Committee: (AY 2023-24) Under the guidelines of Election Commission of India, the Electoral Committee has been established SIES College of Management Studies. The Committee is an initiative under Systematic Voter's Education and Electoral Participation (SVEEP). Objectives: To educate and engage the students about the democratic way of elections. To share the information about the process and various systems related to electoral system of India. To motivate the students to contribute to the concept of nation building by raising awareness about voting rights and electoral participation, to cast and to educate the other voters in the society by playing as a catalyst for a smooth democratic function.
4. Any socially relevant projects/initiatives taken by	SIES College of Management Studies is proposed to

<p>College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>create online video Series content on voter awareness.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>No This is a post graduate MMS and MCA program. The average age of the students is above 18 yrs. All the students are enrolled as voters in the electoral role.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
539	534	522	501	525

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: 32

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
25	23	25	24	25

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
525.89	299.33	534.84	342.79	306.73

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:

SIES College of Management Studies, affiliated with Mumbai University, ensures the effective delivery of its curriculum through a well-planned and documented process. The Institute offers two programs, MMS and MCA, with the curriculum designed and developed by the university. The curriculum aims to impart knowledge, develop skills, and shape students' attitudes.

Within the institute, curriculum planning takes place in the respective departments through consultations among the Heads of Departments (HODs) and faculty members. The institute follows an outcome-based education approach in planning and delivering the course content. Subject allocation considers the expertise and interests of the faculty, and it is communicated well in advance to facilitate adequate preparation. Each faculty member prepares their respective course files, which are then reviewed by the HODs. A timetable is prepared before the commencement of classes. The Institute also offers new elective courses based on industry-specific requirements, which are continually improved over time.

Adequate international exposure is provided to the students through interactions with international faculty and visit abroad to enhance global perspective. The implementation of the curriculum follows a systematic process of session plan development, ensuring the fulfilment of Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs).

Teachers employ various pedagogical methods, such as case studies, simulations, role plays, and projects, based on Bloom's taxonomy. The session plan is shared with the students before the start of the academic session, allowing them to have a clear understanding of the course structure.

The MCA program at SIES College of Management Studies is distinguished by the inclusion of skill-based laboratories in every semester, including soft skill and language labs. These labs enable learners to develop proficiency in languages and soft skills. The flexibility of these labs allows for the delivery of tailored content to meet the specific needs of each batch of learners. Additionally, both the MMS and MCA programs offer Massive Open Online Courses (MOOCs) to facilitate self-learning.

Curriculum delivery at the institute encompasses various teaching-learning methods, interactions, mentorship, seminars, and workshops. It involves lectures, discussions, classroom participation, practical experiments, debates, quizzes, mini-projects, presentations, assignments, and management activities.

Practical application of the curriculum is ensured through internships, summer projects, research projects, and capstone projects. Students are encouraged to undertake live projects and assignments to foster their personal growth and development. The curriculum also emphasizes social responsibility,

social awareness, and environmental consciousness, contributing to the holistic development of students.

SIESCOMS values the shift from a teacher-centric to a learner-centric education system, which is facilitated by semester-based credits system. Additionally, the institute offers value-added certificates in areas such as advanced excel and psychometrics.

- The institute benefits from a wide network of alumni across the globe, whose contributions enrich the curriculum delivery and improvement processes.

To ensure continuous improvement, SIESCOMS maintains a robust feedback mechanism. It actively interacts with students and other stakeholders, including corporate recruiters, to gather feedback on curriculum and pedagogy. The Heads of Departments (HODs) and IQAC coordinators diligently monitor the course delivery to ensure its effectiveness.

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

1.2 Academic Flexibility

1.2.1

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

Response: 52

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Other Upload Files

1

[View Document](#)

1.2.2

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

Response: 83.52

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

2022-23	2021-22	2020-21	2019-20	2018-19
420	425	460	409	475

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

SIES College of Management Studies (SIESCOMS) is renowned for its commitment to holistic education and preparing students to thrive in a dynamic and socially conscious world. By integrating crosscutting issues into its curriculum, SIESCOMS equips students with the knowledge and skills necessary to become well-rounded individuals.

Gender :

SIESCOMS recognizes the significance of gender equality and diversity in modern management education. While not explicitly addressed as separate topics, various subjects within the syllabus necessitate a comprehensive discussion on gender-related aspects for a complete understanding. To tackle these crucial topics, Institute incorporate teaching methods such as case studies, discussions, and real-world examples. Case studies provide practical scenarios for students to analyze challenges and propose solutions related to gender equality and diversity, fostering critical thinking skills and understanding of managing a diverse workforce.

Moreover, SIESCOMS has a dedicated Women's Empowerment Cell that organizes activities and programs focused on women's growth, development, and awareness. These initiatives include Celebration of International women Day, awareness campaigns, seminars, conclave discussions, and workshops, promoting inclusivity and educating the community. The institution also hosts the "Women Alumni Achievers" award ceremony, recognizing the accomplishments of successful women alumni and inspiring current students. These efforts highlight SIESCOMS' commitment to creating a safe, inclusive environment where gender issues are integrated into the curriculum and campus life.

Environmental Sustainability:

SIES College of Management Studies (SIESCOMS) recognizes the importance of integrating environment and sustainability into its curriculum. The MMS program focuses on topics like Corporate Social Responsibility, Sustainable Development, Environmental Management, and Green Marketing through discussions and case studies. Students also engage in practical experiences by working on projects with NGOs. On campus, SIESCOMS implements sustainable practices such as solid waste management, e-waste management, and rainwater harvesting. These initiatives aim to prepare students to be environmentally conscious leaders in their future careers.

Professional Ethics and Human Values:

Subjects such as Business Ethics, Corporate Governance, Strategic Management, and Ethical Decision Making play a crucial role in equipping students with the necessary knowledge and skills to navigate complex ethical dilemmas in their professional careers. By studying these subjects, students develop a deep understanding of the ethical principles and frameworks that guide business practices.

In addition to ethical education, the curriculum places significant emphasis on the development of teamwork, collaboration, and interpersonal skills. Through engaging group projects and interactive sessions, students learn the value of working together, appreciating diverse perspectives, and fostering an inclusive and empathetic environment. This promotes important values such as empathy, respect, and inclusivity, which are essential for effective teamwork and leadership in the business world.

SIESCOMS goes beyond academic learning by actively encouraging community engagement and social responsibility among its students. By integrating these crosscutting issues of ethics, human values, teamwork, and social responsibility into both the curriculum and extracurricular activities, SIESCOMS ensures that its students receive a comprehensive education.

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

1.3.2

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

Response: 76.25

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

Response: 411

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

1.4 Feedback System

1.4.1

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

Response: C. Feedback collected and analysed

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 97.17

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

2022-23	2021-22	2020-21	2019-20	2018-19
240	178	172	373	378

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
240	180	180	390	390

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 48.12

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

2022-23	2021-22	2020-21	2019-20	2018-19
87	69	59	56	61

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

2022-23	2021-22	2020-21	2019-20	2018-19
120	90	90	195	195

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 21.56

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:

SIESCOMS focuses on achieving Academic Excellence through a systematic and effective teaching learning process . The highlights of this process are as

Participative Classroom learning: -

- 1.Seminars/Webinars/Conferences: Seminars/ Webinars/ Conferences are helpful to boost the confidence and soft skills of students. It also help the students to enhance their contemporary knowledge.
- 2.Projects : Students are assigned with group projects to enhance their technical skills and also learn to work in a team.
- 3.Research Work : Students are involved in the research work activities to develop their out of box thinking skills which also improves their research aptitude.
- 4.Group Discussions: Group discussions are conducted to develop the reading habits in students. It also enhance the critical thinking and soft skills of students.
- 5.Role Plays/Skits : This platform provides the students to play some real life roles.

Experiential Learning:

- 1.Institutional Events: Various institutional events with specific themes are organised throughout the year which help students to enhance their event management skills, leadership quality, people handling skills and conflict management skills. Events like Virtualities , Pixels , Itellect etc.
- 2.Field Visits: It is the platform for engaging students in team building activities, enhance leadership skills and learning from the experience to real life.
- 3.Internships: Internships help the students to enhance the professional skills by learning the current trends in corporate world.
- 4.Learning through Movies, Books and Media: This technique is usually used by the management programme. It helps to learn some management concepts/lessons which enhances the critical thinking of students.

Problem solving methodology:

- 1.Assignments: Problem solving based assignments are given to students to develop their logical reasoning.
- 2.Case Studies : Students are asked to solve the case studies and the faculty members do further discussions with students and present different perspectives on the same.
- 3.Tutorials: Problems are given to the students to enhance their problem solving skills.

ICT- enabled tools involved in teaching and learning process

- 1.Faculty members use the tools like OBS studio and many other tools to record the lectures. These practical and theory lectures are then shared with students on Google drive or One Drive for their future reference.

2. We have smart boards which can help engage students by providing a dynamic and interactive learning experience. Interactive boards are also employed to present information in a variety of formats, such as text, images, audio, and video. This can make it easier for students to understand and retain information.
3. Our faculty members use interactive and collaborative tools such as Microsoft Team, Cisco Webex, ZOOM and WhatsApp. Faculties use video conferencing for teaching, meetings, online mentoring, and taking sessions to give academic and online learning that is capable of seamlessly connecting students. Faculty members also use various soft wares like SPSS/Excel/R programs in respective courses and research
4. For successful teaching and learning, all departments hold webinars, online quizzes, and guest lectures on new advances and current challenges in core using ERP.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 63.21

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

2022-23	2021-22	2020-21	2019-20	2018-19
32	24	25	56	56

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

2.4.2

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

Response: 58.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	13	15	13	14

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

MMS

Internal & External Exam assessment for MMS as per University of Mumbai		
Exam	Weightage	Criteria
External Exam	60 marks	Case study, Application Questions
Internal Exam	40 marks	Various Parameters given below-
<i>Parameters for Internal exam -</i>	10 marks	Class Test (Mid-term Test)
	10 marks	Individual Assignment/ Group Assignment/ Project
	10 marks	Case Study Analysis and/ Presentation/ Role Play/ Simulation Exercise

10 marks

Attendance/Class participation

Internal & External Exam assessment for MCA 3 Year & MCA 2 year(new) as per University of Mumbai

Exam	MCA 3 Year		MCA 2 Year(new)	
	Weightage	Criteria	Weightage	Criteria
External Exam	Theory-80 marks Practical – 75 marks		Theory-80 marks Practical – 50 marks	
Internal Exam	Theory-20 marks Practical Term work – 25 marks	20 marks- Average of two class tests	Theory-20 marks Practical Term work – 50/25 marks	20 marks Average of class test and continuous assessment
<i>Parameters for Internal exam -</i>	20 marks	Class Test-I	20 marks	Class Test
	20 marks	Class Test-II	20 marks	Continuous Assessment- Assignments /Quiz /Case studies /Projects

Document: Document: MCA Internal and External Assessment Scheme of University**Mechanism to deal with examination related grievances is transparent, time-bound and efficient.**

To conduct the examination in a transparent, time-bound, and efficient manner the Institute adheres to the ordinances of the University of Mumbai as well as its own defined mechanism approved by IQAC to deal with examinations linked grievances.

- During the Induction programme the students are familiarized with the examination process and examination policy.
- The rules pertaining to examinations are also printed on the cover page of the answer booklet as well

as announced by the invigilator before the commencement of the examination. The Exam cell monitors the smooth conduct of examinations in accordance to the rules of University of Mumbai.

MMS and MCA Examination Process documents attached.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

One of the most important aspects of the entire teaching-learning process is the assessment and measurement of results. At SIESCOMS, this is a continuous process. The assessments play an important role in measuring the Course Outcomes (CO) for each individual course and PSO (Program Specific Outcomes) as well as the Program outcomes (PO).

As recommended by the University, the assessment for each course is divided into following two components-

1. **Internal component**- This carries 40% weightage of the total marks (i.e. 40 marks for full credit course and 20 marks for half credit course). The course faculty can choose any of the following components for the internal assessments in which the 40% weightage gets divided-

- Assignments
- Midterm
- Attendance and Class Participation
- Case Study
- Role Plays
- Quiz
- Project

1. **End-term component**- This carries 60% weightage of the total marks (i.e. 60 marks for full

credit course and 30 marks for half credit course). The course faculty sets the question paper based on the standard format provided by the examination cell (format as recommended by Mumbai university). The course faculty decides on the distribution of weightage of marks across various CO's for the course.

SIESCOMS has adopted the Outcomes based approach. The entire assessment is divided into following two types-

- **Direct Assessment-** This is used to determine the direct attainment level of a Program Outcome and is calculated by taking the average across all courses addressing that Program Outcome. The calculation involves both Internal and End-term components as mentioned above.

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:

One of the most important aspects of the entire teaching-learning process is the assessment and measurement of results. At SIESCOMS, this is a continuous process. The assessments play an important role in measuring the Course Outcomes (CO) for each individual course and PSO (Program Specific Outcomes) as well as the Program outcomes (PO).

As recommended by the University, the assessment for each course is divided into following two components-

1. **Internal component-** This carries 40% weightage of the total marks (i.e. 40 marks for full credit course and 20 marks for half credit course). The course faculty can choose any of the following components for the internal assessments in which the 40% weightage gets divided-
 1. Assignments
 2. Midterm
 3. Attendance and Class Participation
 4. Case Study
 5. Role Plays

6. Quiz

7. Project

2. End-term component- This carries 60% weightage of the total marks (i.e. 60 marks for full credit course and 30 marks for half credit course). The course faculty sets the question paper based on the standard format provided by the examination cell (format as recommended by Mumbai university). The course faculty decides on the distribution of weightage of marks across various CO's for the course.

SIESCOMS has adopted the Outcomes based approach. The entire assessment is divided into following two types-

- **Direct Assessment-** This is used to determine the direct attainment level of a Program Outcome and is calculated by taking the average across all courses addressing that Program Outcome. The calculation involves both Internal and End-term components as mentioned above.
- **Indirect Assessment-** The indirect level of Program outcome is determined based on the following surveys-
 1. **Placement-**
 2. **Recruiters Feedback-**
 3. **Alumni feedback-**
 4. **Students Feedback-- Calculating the final Program Attainment-** Following formula is used for calculating the final program attainment-

Program Outcome Attainment= 80% (direct attainment) + 20% (Indirect attainment)

The Flowchart for the attainment of PO and CO is attached.

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

2.6.3

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

Response: 93.33

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

2022-23	2021-22	2020-21	2019-20	2018-19
119	220	173	171	171

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

2022-23	2021-22	2020-21	2019-20	2018-19
179	221	173	171	171

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

2.7 Student Satisfaction Survey**2.7.1****Online student satisfaction survey regarding teaching learning process****Response:** 3.61

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: 0.57

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	0.57	00

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

In present conditions of tough competition, technological advances, digitalization and exponential growth of knowledge, entities like entrepreneurship and innovation are specifically focused. Entrepreneurship and innovation are considered the drivers of competitiveness, social and economic development. Entrepreneurship is essential in amplifying innovation. SIES College of Management Studies has an ecosystem for innovations, Indian Knowledge System which includes well established Intellectual Property Rights Cell and Entrepreneurship Cell. Special attention is paid to ecosystem conditions that encourage the spirit of innovation and entrepreneurship in our students which contribute to the development of productive entrepreneurship resulting into a formation of support for innovation processes and creation of technologies and innovations. To motivate and promote a sense of Innovation and Entrepreneurship in the students, Department of Computer Applications conducts an annual corporate event named as "Itellect." This event was envisaged to celebrate the power of knowledge and intellect. In this event various industry professionals and experts from Information Technology, and

enabled services (ITES) sector are invited to deliver the talk on current information technological trends, which becomes an enriching experience for our students as well as faculty members. As it is important for the students of IT background to keep abreast and be aware of the latest technologies to make them industry ready and grab numerous opportunities in industry. The faculty event coordinators and students set out a plan and work relentlessly towards organizing the event. Apart from this event, department of computer applications also conducts various workshops and Seminars inclusive of hands-on training for our students on Technologies like Open-Source Technologies, Solid Principles, Artificial Intelligence & Machine Learning, Data Science and Machine Learning, Cyber Terrorism, Building Engaging Voice Experiences with Alexa. The Department of Computer Applications has also introduced a Technical Club which involves students in the development of various institutional and non-institutional projects. The technical club is also involved in conducting technical quizzes, coding competitions, and Web page design contests. The above all initiatives are required to inculcate the qualities in the students which may help them in shaping their entrepreneurial journey. Our institute started an E-Cell on 11th January 2013 for boosting Entrepreneurial spirit in the young minds. IPR Cell and Entrepreneurship Cell also organize various talks, workshops, panel discussions and activities time to time, which involves resource persons from corporate Industry and participation of students and Faculty Members. E-Cell have organized an annual E-Summit event under the title “**Startup Impulse.**” The audience's demographic was students of Management, Computer Applications, B-Pharm, Biotech. E-Cell has organized a panel discussion on Entrepreneurship. In this panel discussion four external panellist were invited for the discussion. This event provided a lot of insights to the students about entrepreneurship. E-Cell has also conducted an inter collegiate event under title “Shark Tank” in coordination with the academic committee of our institute. Government of India has taken initiative of National IPR awareness mission (NIPAM) under which the awareness and training would be imparted one million students IPR. IPR Cell of our college conducts various events like world IPR Day, IPR awareness program and seminars.

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: 18

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

2022-23	2021-22	2020-21	2019-20	2018-19
8	4	1	3	2

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

3.3 Research Publications and Awards

3.3.1

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

Response: 1.19

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	3	6	9	5

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Link to re-directing to journal source-cite website in case of digital journals	View Document
Links to the papers published in journals listed in UGC CARE list or	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.3.2

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

Response: 0.38

3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in

national/ international conference proceedings year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
3	5	3	1	0

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4 Extension Activities**3.4.1**

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

Response:

Extension activities in the neighbourhood community initiatives undertaken by our college to engage with the local community beyond the campus. These activities aim to create a positive impact, raise awareness about social issues, and contribute to the holistic development of students. Here are some examples of extension activities undertaken by SIES College of Management Studies and their potential impact:

Community Service and Volunteering: Students participate in various community service activities such as organizing health camps, blood donation drives, cleanliness drives, and teaching or mentoring underprivileged children. These activities help students develop a sense of empathy, social responsibility, and leadership skills while making a positive difference in the community. Students conduct one activity on Independence Day i.e., Flag Box Event. It is in relation to Flag code of India. We had volunteers standing outside the auditorium with the flag box and requested the audience to keep their flags in the box so that we can dispose them in a correct manner. The audience was co-operative, and lot of flags were collected.

Skill Development Programs: Colleges organize skill development training programs for the rural area

community especially this is done during their NGO internship. These initiatives can focus on imparting computer literacy, entrepreneurship, or other areas of interest. By equipping community members with valuable skills, these programs contribute to their employability and empowerment.

Awareness Campaigns: Colleges initiate awareness campaigns on important social issues such as gender equality, environmental conservation, mental health, or substance abuse. Students organize rallies for creating awareness about cancer, workshops, seminars, and awareness drives to educate the community and promote positive change towards women empowerment, joy of giving blood donation etc. Such campaigns raise awareness, challenge stereotypes, and promote inclusivity and social justice.

Collaborative Projects: Colleges establish partnerships with local NGOs, government organizations, or community groups to undertake collaborative projects. SIES has tied up with various NGOs such as Deepshikha foundation, P.A.W. S - Mumbai based NGO, Mangalam Charitable Foundation (NGO), Snehbandhan Charitable Trust, Mango Garden (NGO), Youth on the Move NGO etc. These projects could involve activities like conducting programs for senior citizens, awareness about street play on No honking, or addressing specific community needs like Blood donation etc. Collaborative projects provide valuable experiential learning opportunities for students while addressing community concerns.

Cultural and Sports Events: Our college organize cultural and sports events that involve community participation which foster community integration and promote cultural exchange. Students organize festivals, sports tournaments, talent shows, or cultural exhibitions that celebrate diversity, promote harmony, and provide a platform for showcasing local talents.

The impact of these extension activities on sensitizing students to social issues and promoting holistic development is significant. Students gain practical exposure, develop empathy, and enhance their understanding of societal challenges. They learn to work in diverse teams, develop leadership skills, and become socially responsible citizens.

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

3.4.2

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

Response:

Extension activities in the neighbourhood community initiatives undertaken by our college to engage with the local community beyond the campus. These activities aim to create a positive impact, raise awareness about social issues, and contribute to the holistic development of students. SIES College of Management Studies has received various recognitions for conducting CSR programs for the benefit of society at a large. Following are few to name along with its description and photographs.

Students participate in various community service activities such as organizing health camps, blood donation drives, cleanliness drives, and teaching or mentoring underprivileged children. These activities help students develop a sense of empathy, social responsibility, and leadership skills while making a positive difference in the community. Colleges organize skill development training programs for the rural area community especially this is done during their NGO internship. These initiatives can focus on imparting computer literacy, entrepreneurship, or other areas of interest. By equipping community members with valuable skills, these programs contribute to their employability and empowerment. Colleges initiate awareness campaigns on important social issues such as gender equality, environmental conservation, mental health, or substance abuse. Students organize rallies for creating awareness about cancer, workshops, seminars, and awareness drives to educate the community and promote positive change towards women empowerment, joy of giving blood donation etc. Such campaigns raise awareness, challenge stereotypes, and promote inclusivity and social justice. Colleges establish partnerships with local NGOs, government organizations, or community groups to undertake collaborative projects. SIES has tied up with various NGOs such as Deepshikha foundation, P.A.W. S - Mumbai based NGO, Mangalam Charitable Foundation (NGO), Snehbandhan Charitable Trust, Muskurahat Foundation, Mango Garden (NGO), Youth on the Move NGO, Retired Life foundation etc. These projects could involve activities like conducting programs for senior citizens, awareness about street play on No honking, or addressing specific community needs like Blood donation etc. Collaborative projects provide valuable experiential learning opportunities for students while addressing community concerns.

SIESCOMS conducts entertainment program for cancer patients in association with Mangalam Charitable foundation. Mangalam Foundation is a non-profitable charitable organization working for noble cause of Society.

Foundation has its mission to help the Cancer Patients by arranging accommodation for those coming from various parts of India for their treatment in Tata Memorial Hospital.

Sahyog Committee of SIESCOMS got the opportunity to organize an entertainment program for the patients, so that they can forget everything and enjoy.

Students learnt the importance of how a single act of even interacting and listening can make a person happy who are undergoing a turmoil in their own life. This event helped our students to understand that *“No matter how tough it gets, hope and courage will get us through”*. The patients and their family members realized that people are always around them to help them, encourage them and make them happy.

SIESCOMS has conducted various programs along with various NGOs and for that, SIESCOMS has received recognition also. Following are few recognitions received from various NGOs.

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

3.4.3

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

Response: 10

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

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

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

3.5 Collaboration

3.5.1

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

Response: 3

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

- Classrooms and Learning Facilities:

The MCA and MMS departments have lecture rooms and laboratories for 1st and 2nd year as per university requirements. The teaching pedagogy facilitates a blend of both traditional as well as ICT tools. The Classrooms and Seminar Halls are smart classrooms. The departments have been allotted separate tutorial rooms to address the doubts of the students. Computer Center is shared across all programmes for academic activities and student events. There are computer laboratories exclusively for MCA students to conduct practical and software projects related to curriculum. For Ph.D. candidates, labs are equipped with softwares like SPSS (10 license), AMOS (28 license) and WEKA, Anaconda, R.

Exam Cell and Paper Evaluation Room:

Institute has separate exam cell and university paper evaluation room to carry out online university assessment activities.

Hardware, Softwares and Wi-Fi:

There are centralized, networked printers, and Wi-Fi facilities available in the institute. There are hardware equipments to suit academic and institutional needs. There are licensed and open-source software tools and a comprehensive ERP system is introduced for academic activities. Software like anti-virus and anti-malware are installed to protect PCs from viruses and malware. UPS is also available in each lab in case of power outage.

Language Lab:

Language software – Lingua phone (25 licensed) is a tool that assists learners with phonetics, pronunciation, and vocabulary.

Seminar Hall, Meeting Rooms, Auditorium, etc.:

There are adequate seminar halls, meeting rooms and conference rooms to hold institution level

meetings/discussions. A large auditorium is used for corporate events and students' events. There is one shared medical room, one canteen for student and faculty refreshments. The institute also provides one boy's common room and one girl's common room.

Other ICT facilities:

The practical laboratories are also equipped with backup, emergency lighting systems in case of power outage. The premises are equipped with CCTVs and a fire system to ensure further safety and security.

Auditorium, Seminar Hall and Computer Center and Labs for cultural and corporate Events:

There are annual student events like Virtuality and PIXELS. The institute's premises also have a mini amphitheater where events are organized. The institute has demarcated rooms, laboratories, auditorium, and lobby area where cultural programs, technical activities, indoor games, yoga, sports etc. are organized.

Sports Facility:

Students are encouraged to participate in inter and intra-college events and national events as well. The institute promotes sports activities for inculcating healthy sportsman spirit among the students.

a. Indoor and Outdoor Sports Facility:

A dedicated indoor facility is available for chess, carrom, and table tennis during sports events. SIESCOMS provides ground facilities for outdoor games. Various sports equipments are available for college students, staff, and faculty.

Yoga:

Every year on International Yoga Day, the institute holds yoga sessions for staff and students to promote and create awareness about the benefits of yoga.

Common Rooms for Boys and Girls

The Institute also provides one boy's common room and one girl's common room for relaxation, exchanging ideas, informal meeting among students, and sharing views and discussions.

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

4.1.2

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

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

4.2 Library as a Learning Resource**4.2.1**

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

Response:

The library at SIESCOMS caters to the information needs of the institute faculty, students, staff and research activities. The collection comprises printed documents such as books, reports, student's projects & journal back volumes. The non-book collections include material like CD ROM discs and different databases. It has a separate collection of prescribed Reference Books in the reference section for the exclusive use of staff and students. The library provides various services for its members such as - Lending of books and journal current/back volumes, reservation of books, inter-library loan, document delivery, reprographic, e-material circulation (CDs/ DVDs) and Internet services. All the library activities are computerized, including bar-coded ID cards and separate On-line Public Access Catalogue (OPAC) terminals for searching books in the library. The library takes suggestions from subject teachers and students regarding additional book requirements. New reference books are added as per university

requirements.

The library at SIESCOMS is equipped with physical and digital learning resources through the following Integrated Library Management System KOHA , cloud based library management software. The following are the

details :

Name of the ILMS software	Nature of automation (fully or partially)	Year of Automation
KOHA	Partial	Mar 2016-Mar 2020
JUNO ERP	Partial	Apr 2020-Mar 2021
KOHA	Partial	Apr 2021- Till date

OPAC(Online Public Access Catalogue):

The web OPAC is accessible on/off campus through <http://siesmlibrary.ourlib.in/> URL link.

Electronic Resource Management package for e-journals & Company Database:

The Library has subscribed to online databases, E-journals, e-books and open source repository to motivate the researchers, students, and faculty. Presently the library has the following learning resources.

- Online databases - CMIE (Prowess IQ), DELNET
- E-journals - Springer Nature - 3 Subject Collections, IEEE (ASPP)(2022-23) , EBSCO(2023-24).
- E-books - EBSCO (E-Books)-yearly subscription, Pearson (E- Books) Perpetual Access(from 2017).
- Open source repository - Shodaganga(No membership required).
- E-Shodhsindhu – Registered for e-resources.

Library Website:

The Library tab on www.siescoms.edu college website provides detailed information about the services and resources available to the students.

Library automation:

The Library is partially automated with KOHA and various supporting modules in KOHA. The following four major modules in KOHA are streamlined and automated:

- 1. Library House-keeping Operations.
- 2. Circulation Desk.
- 3. Online Public Access Catalogue (OPAC).
- 4. Attendance /Library footfall.

Total number of computers in the library:

There are 16 desktops with LAN and Wifi facilities in the Library.

Institutional Repository:

The user community can access the Institutional Repository on a library PC in offline mode. Users can access university syllabus and question papers, articles, e-books, archived projects ,etc.

Participation in Resource sharing networks/consortia (like Inflibnet):

SIESCOMS library has membership with

- Developing Library Network (DELNET) -yearly membership.
- MALIBNET (Management Library Network)-life membership.
- National Digital Library (NDL)

Students and teachers of SIESCOMS use the library facilities for reading general magazines, newspapers, journals, e-books in addition to referring to reference books as prescribed in their subject syllabus. Students are encouraged to study, prepare for assignments and projects individually as well as collaboratively. Teachers also visit the library for research and academic purpose.

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

4.3 IT Infrastructure

4.3.1

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

connection

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

Response:

IT and ICT infrastructure is operational effectively across the office, IT and academic departments, library, and other administrative departments of the institute. As and when need arises, these facilities are continuously upgraded to meet the demands by the stakeholders of the institute. The upgradation usually takes the form of hardware updations, addition of terminals, additions of bandwidth, buying licensed softwares as well as installation of open source softwares as prescribed by the university of Mumbai. The institute's LAN network is connected via CAT 6 cables. We have internet service providers like Tata and Jio. Continuous power supply facility is made available to carry out day-to-day operations smoothly and effectively.

Close to 245 desktop computers and adequate number of laptops are connected to the institute's LAN and Wifi. When necessary, machines in labs, classrooms, and other departments have their configurations upgraded in accordance with AICTE specifications. Presently these machines have a high-end configuration like I3 and I5 Processor, 8 GB and 16 GB RAM, 500 GB HDD. Networking of these terminals is done using 24 port switch, D Link router. Uninterrupted power supply is available in case of power outage. Backup in the form of centralized UPS is available for all labs, critical terminals and server room .

Initially, the institute started using MOODLE LMS for teaching-learning process. During the academic years 2020-21 and 2021-22, 'JUNO CAMPUS ERP' system was used which got discontinued. The institute is digitally automated with biometrics for employee attendance. A new Learning Management System is being introduced and is in its final implementation phase. The library department provides a highly versatile and user-friendly Online Public Access Catalog (OPAC) for simple and advanced search for books.

Campus Integration Softwares:

Server based HRM software portal is operational for staff and administrators with login credentials. This portal handles day-to-day employee related data and information, data exchange with HR department and data sharing for administrative control. During COVID, all teaching and non-teaching staff used either ZOOM Or MS Teams to effectively organize staff meetings and interact with the students in delivering lectures and conduct exams. Students are encouraged to enroll in MOOCs from platforms like NPTEL, SWAYAM, Coursera, Google Analytics Academy, and IBM Cognitive Class. As per MCA syllabus, students should mandatorily complete online course (MOOC) before the completion of the MCA course. The College has an active website for more than a decade. The Institute also has a strong presence on social media platforms such as facebook, linkedin , twitter. We also have our own You tube channel to host various academic and cultural activities.

Augmentation of Internet Connectivity:

Service Providers	No. Of Connections	Bandwidth	Year of Purchase
Reliance Jio	1:1	Internet leased line	July-2022

		-100MBPS	
Tata Teleservices	1:1	Internet leased line	July-2022
		-200MBPS	
Reliance Jio	1:1	Internet leased line	July-2021
		-100MBPS	
Reliance Jio	1:1	Internet leased line	May-2020
		-100MBPS	
Tata Teleservices	1:1	Internet leased line	June-2020
		-20MBPS	
Reliance Jio	1:1	Internet leased line	May-2019
		-50MBPS	
Sify Technologies	1:1	Internet leased line	April-2018
		-70MBPS	

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

4.3.2

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

Response: 2.24

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

Response: 241

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

4.4 Maintenance of Campus Infrastructure

4.4.1

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities

excluding salary component, during the last five years (INR in Lakhs)

Response: 7.32

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

2022-23	2021-22	2020-21	2019-20	2018-19
56.11	22.53	24.86	18.38	25.18

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: 9.77

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	65	47	84	60

File Description

Document

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

[View Document](#)

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

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.1.2

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

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

Response: B. 3 of the above

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

5.1.3

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

Response: 35.22

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

2022-23	2021-22	2020-21	2019-20	2018-19
179	222	173	174	175

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

5.1.4

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

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

Response: C. 2 of the above

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

5.2 Student Progression

5.2.1

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

Response: 49.06

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

2022-23	2021-22	2020-21	2019-20	2018-19
80	102	85	70	82

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

2022-23	2021-22	2020-21	2019-20	2018-19
119	220	173	171	171

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

5.2.2

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

Response: 0.46

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

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

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 4

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

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

File Description**Document**

Upload supporting document

[View Document](#)

list and links to e-copies of award letters and certificates

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.3.2

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

Response: 10

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	2	17	18	9

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:

A dedicated and very active **South Indian Education Society Management College Alumni Association** working continuously towards their objectives connecting the alumni with their alma mater. During the convocation ceremony all graduating students take a pledge which encourages them to be a “loyal ambassador for our institute and seek to promote its welfare and maintain its reputation”. We, as an institute are proud to mention that our alumni are one of the strongest stakeholders towards all institutional development activities with around 7000 plus alumni base within the country and outside country like Canada, Dubai, South Africa etc.

Three prime objectives:

- . To discover our Alumni
- . To connect with our Alumni
- . To engage and benefit our Alumni

Contribution of the Alumni to the institution:

The proud alumni who are spread across the fields are always ready and getting involved in various activities of their alma mater for its holistic development.

1. **Dignitaries for various events:** The alumni who are in very senior level do come to our college as Chief Guests, Guests of Honour and as special guests for the events like Induction Ceremony, Convocation Ceremony, Panel Discussions, Conferences etc.,
2. **Members of Board of Studies:** We are proud that our alumni involved in many intellectual work of the institute right from the planning of the syllabus to degree distribution.
3. **Project Guides:** They contribute as guides and mentors to the current students in their Corporate live, Concurrent Projects.
4. **Corporate Interaction Series:** One of our specialities is having CIS sessions every Saturday. Mostly the Senior Alumnus from various Corporate fields visits college and interacts with our students and share their knowledge, experiences and latest developments in their fields.
5. **Mentoring Sessions:** The identified alumni members are invited to guide Ist and IInd -year students in choosing their specialization and also mentor them before the company comes to the campus for placements.
6. **Judging the events:**

Our proud alumni from various backgrounds do come to judge various events conducted by the students like Virtualities- College annual festival, Sahyog Committee, Debating Society, Finance Committee, and others.

7. **Guest Lectures:** Some of the passionate alumni do visit our campus to deliver special lectures.

8. **Panel Members:** Our alumni support the college in training our students for placements as panel members for Mock GDs and PIs and Viva Voce of summer internship projects and capstone reports.

9. **As Motivators:** as mentioned Alumni group is a backbone of any institution. Our alumni motivate our current students with their involvement in college activities. Our students get motivated by seeing them, listening to them whenever they come to college during Annual Alumni Meets held in college every year.

10. **Conferences, Conclaves and Panel Discussions:** We have very happy that our alumni have grown to the very high levels in the industry and always do come to the campus as the speakers in various conferences, conclaves and other Panel Discussions in the fields of Finance, Marketing, General Management, Human Resource Management and Operations.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The Managing Council of the South Indian Education Society (SIES) has established a hierarchy for the institute with the Director as overall Head of the institution and the Registrar for administrative purposes. Finance and human resource departments are centralized at the Trust level. The institute also has a “Mentor” who is involved in guiding the development of internal stakeholders particularly the faculty and students. The institute works under the overall guidance of the Managing Committee of SIESCOMS as well as College Development Committee (CDC). IQAC also plays a major coordinating role.

This organizational structure is less hierarchical, flat and all decisions are taken mainly through decentralized processes to ensure alignment as well as achievement of all aspects of the institute’s mission and vision. All actions of the institute always keep in mind development of the students as holistic individuals (in terms of mission) and improving the brand equity of the institute (in terms of vision).

These student development initiatives comprise of different interventions as under:

1. Classroom inputs
2. Experiential and phenomenon based learning
3. Case studies and simulations
4. Corporate / alumni interactions
5. Industry internship
6. Research based activities
7. Value based educational interventions

Success of the placement track record over the years is a testimony to the effectiveness of the various interventions in alignment with mission and vision.

As a part of NEP 2020, SIESCOMS is implementing the Academic Bank of Credits since 2022-23, with students' information being updated on the ABC portal. Further, skill and entrepreneurship inputs are also integrated with all courses in terms of NEP guidelines. From this year onwards, 1st year MMS students have also been given projects under Indian Knowledge System (IKS).

The decision-making processes at the institute are broadly decentralized. All internal stakeholders including faculty, non-teaching staff and students are, to a large extent, involved in decisions affecting them. For example, faculty (course and other issues) related decisions are taken through broad consensus through departmental and / or general faculty meetings. Similarly, the institute has well-structured

student committees in all major areas of student activities. These committees guide all such initiatives with only guidance from a faculty coordinator. For example, placements, branding, alumni relations are some of the unique initiatives driven by students. “Student Council” also plays an important role in all such efforts.

Besides internal stakeholders, the institute also takes into account the inputs from other important and associated stakeholders like corporate, alumni, external experts, etc. in various decisions. Thus, in the true sense the institute follows a multi-disciplinary stakeholder approach.

Similarly, administrative decisions are taken by the Register in consultation with all sections of administrative staff.

In its planning process as well, the institute has an inclusive approach. For formulation of the perspective plan, the think tank comprises of representatives from various internal stakeholders. This idea is to listen to views from all.

In brief, the institute has robust and decentralized governance structure and processes in alignment with its mission and vision.

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 strategic plan for the period 2018-23 was prepared by a think tank comprising various stakeholders. It set out targets in major spheres of activity of the institute after undertaking political, economic, social and technological (PEST) analysis of the environment and SWOT of the institute. The short term as well as long term academic as well as non-academic and financial objectives of the institute were set during the exercise.

The achievements under the plan need to be analyzed & interpreted in the background of the two major problems faced by the institute during the period: Pandemic and division of the institute because of regulatory guidelines of AICTE requiring creation of separate institutions running university affiliated and the autonomous programs. Despite the two major setbacks, the results have been satisfying particularly in the two most important dimensions: brand retaining its value in terms of attractiveness for

students and corporate backing constantly improving (in terms of placement).

The institute continued to maintain its student centric approach through various value-added courses (besides the university curriculum) and different activities / initiatives that aimed at holistic development of students. Physical facilities, amenities, classrooms, library resources, IT facilities also showed improvement during the period. The institute during this period continued to bring out several own publications besides the articles being authored by the faculty. In all senses, the attempt during the period was to overcome the problems and come out successful. And the results have been encouraging.

The Managing Council of the South Indian Education Society (SIES) has established a hierarchy for the institute with the Director as overall Head of the institution and the Registrar for administrative purposes. Finance and human resource departments are centralized at the Trust level. The institute also has a “Mentor” who is involved in guiding the development of internal stakeholders, particularly the faculty and students. The institute works under the overall guidance of the Managing Committee of SIESCOMS as well as the College Development Committee (CDC). IQAC also plays a major coordinating role.

This organizational structure is less hierarchical, flat and all decisions are taken mainly through decentralized processes to ensure alignment as well as achievement of all aspects of the institute’s mission and vision. The decentralized actions take place through faculty meetings, departmental meetings, etc.

All major processes and policies in terms of recruitment, HRM, administration, service conditions / rules are in place and followed. There are special and unique policies in existence at the institute; these include policies for “differently abled students”, “inclusivity policy”, “special policy for development of students”, “entrepreneurship policy”, “green campus policy”, “ethics policy”, etc.. The institute also has a special policy on “mentoring of students”.

The policy documents set up procedure & processes to be followed for implementation of the said policies. There are special set ups by the students (through Committees and Student Council) and faculty including leadership teams to see these policies are implemented and deviations are kept to the minimum.

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

6.2.2

Institution implements e-governance in its operations

1. Administration

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

Response: D. 1 of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The institute has a good performance management system. This includes well-defined KRAs both for teaching as well as non-teaching staff. The HR function is centralized at Trust level. At the end of each year, the performance appraisal form is required to be filled in by all members of staff. This appraisal contains self-assessment on different parameters of work. These forms for non-teaching staff are reviewed by the Registrar. In the same way, the appraisal forms filled in by the teaching staff are reviewed by the HODs. These are then finally evaluated by the Director and sent to the Society HR Department with due recommendations. If need be, there is a personal interview at the level of the Director before sending the recommendations. These recommendations might include release of regular annual increment or incentive through additional increment / increase in AGP or promotion to the next cadre. Institute has a robust policy to recognize the merit and right incentives are given to the right people. The university prescribed career advancement scheme (CAS) is also kept in view during the career progression process.

In addition, the institute is known as an “employee friendly” employer and following generic facilities are available to all employees:

1. Provident fund
2. Medical insurance

3. Felicitation on completion of 25 years of service and on retirement during the annual get together of the Trust
4. Some preference in admission to children of staff in SIES institutions
5. Special leave (with or without pay) in genuine needy cases
6. Cash reward on completion of higher education (on selective basis)
7. Free tea facilities
8. Parking space facility for two-wheeler as well as four-wheeler vehicles inside the campus

The most important and unique feature of SIES has been that all salaries are paid absolutely on time by beginning (1st week) of the succeeding month without fail.

In addition to the generic benefits as above, the SIES has recently come out with an exhaustive “Research Policy” that prescribes various special facilities to the teaching faculty. Some of the important provisions of the said policy include the following:

1. Some relaxation in terms of working time to faculty undertaking their doctoral work
2. Cash incentives to faculty on completion of PhD while on service
3. Liberal cash incentives to faculty towards their publication in select journals like UGC Care, Scopus / Web of Science Indexed, IEEE publications, etc. This includes reimbursement of article processing charges (APC) as well subject to an upper cap.
4. Liberal support through reimbursement of registration fees and travel expenses for attending research conferences and / or faculty development programs.

The above benefits aim towards developing a research ambience in the institute.

In brief, the institute follows a liberal and employee friendly approach as this is an absolute necessity in a “human intellect driven organization” like an academic institution.

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

6.3.2

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

Response: 24.59

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	1	1	8	17

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

6.3.3

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

Response: 41.15

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	22	32	33	10

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

2022-23	2021-22	2020-21	2019-20	2018-19
22	25	25	24	25

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The institute has specific strategies for mobilization of funds. The major source till now has been the fees from the students only. Other sources of income are limited. These include:

1. Sale of application forms for admission
2. Charges levied for various additional services rendered to students or alumni like additional transcript or issuing duplicate marksheets, etc.
3. Interest received on saving deposits.
4. Income from certificate courses / management development programs
5. Donations from various sources including endorsements
6. Funds raised from university or other sources for projects
7. Sundry income generated through funds raised for events, sale of scrap, etc.

The institute has specific strategies for utilization of funds. Funds raised for specific purposes are used for the said purpose only and no diversions are allowed under any circumstances.

As a matter of financial prudence, the institute has an internal auditor through a senior faculty member who audits all the above items of income to see that everything is in order.

In addition, the institute follows an annual budgeting system. The institution's annual budget consists of a capital and revenue budget. For the requirements of academics, it is done by HODs in consultation with other faculty members of their department. Various other departments like the library, sports, examination, and administrative office fill in their requirements in the prescribed format. The budget

committee of the institute prepares comprehensive budget for the year which is further reviewed by the Director and finally sent to the SIES Trust for approval. At the Trust level, there is a vetting process of the budget proposal submitted. There is a meeting of the management representatives with the Director and other senior faculty members to get clarity on the budget items. All budgets are submitted with detailed calculations of the need for the various purpose like convocation, admissions process, branding, library resources, events / conferences at the institute, to name a few. After detailed deliberations, the final budget is approved and intimated to the institute.

After that it is the responsibility of the administration of the institute to ensure that money is spent judiciously, and all actual expenses are within the budgeted amount. This ensures proper utilization of funds.

Since all the cheques are to be signed at the Trust level as well, it ensures a double check.

The Management has appointed V. Sankar Aiyar & Co. as the external auditor for auditing the financial statements of the Society at the end of the financial year ending 31st March, in accordance with the accounting principles generally accepted in India.

In brief, SIESCOMS follows a prudent financial management policy and ensure strict financial prudence.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The IQAC at SIESCOMS consistently strives to institutionalize quality assurance strategies and processes at every level of functioning of the Institute.

1. Improving Teaching Quality:

- 1.To improve teacher quality, the IQAC has been motivating the faculty to attend workshops, seminars and FDPs from time to time.
- 2.A rational system for recruitment of fully qualified teaching faculty has been adopted.

- 3.Regularization under University norms has been done for fully qualified teachers.
- 4.Workshops are being conducted by IQAC, Library committee, Research committee, SIES School of Learning & Leadership Development (SISSLLD).
- 5.SISSLLD in association with SIESCOMS organizes various seminars / workshops exclusively for faculty of SIESCOMS on current issues to provide opportunity to entire faculty to remain updated in terms of knowledge and skills.
- 6.Structured feedback mechanism is prepared for conducting student feedback on teaching learning.
- 7.Teaching plan is being maintained to monitor the lecture delivery system.

2. Promoting Culture of Research among Faculty:

- 1.Specific research conferences / workshops (on various areas of research process) are being organized from time to time.
- 2.The system of “Research Colloquium” has been initiated where a faculty presents his / her research work to the colleagues to get feedback and inputs. These colloquiums help in creation of research ambience.
- 3.The IQAC is actively involved in implementing the Research Policy.

3. Imbibing Research Culture among Students:

- 1.Students are encouraged to present case studies and write research papers.
- 2.An interactive session by an international faculty Dr. Peter Cunningham from Nelson Mandela University, South Africa was organized by IQAC to promote research culture.
- 3.Research competition among students is organized.
- 4.Training programs / seminars are organized for students on research topics.

4. Other Quality Initiatives:

IQAC is deeply involved in various innovations in teaching learning processes at the institute. Some of these include:

- 1.Effective teaching learning and monitoring process
- 2.“Experiential Learning” being conducted through full day extensive program for students conducted at outstation resort.
- 3.Skill development through initiatives like image mapping workshops, guidance for special courses like NISM / NSE / BSE certifications, encouraging students to take up Coursera / SWAYAM online certifications, etc.
- 4.Active participation in entrepreneurship activities through creation of entrepreneurship cell to help students nurture and sharpen their entrepreneurial skills and abilities.
- 5.Help in holistic development of students through various social and community activities.

Objective of all the above endeavours is to enhance “student experience” at the institute and provide a platform where they can transform themselves. IQAC on periodic basis takes a stock of the various processes to see their effectiveness and see where further actions are needed from the perspective of students. Placement, however, remains the final yardstick of effectiveness of performance of all the quality initiatives under IQAC.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: B. Any 3 of the above

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

SIESCOMS recognizes the fact that gender equality is a human right and a pre-condition for sustainable, people-oriented development. The discipline and safe environment of the college has led us to becoming an institute of choice for girls in Navi Mumbai.

A. Focus on equal representation of gender-

Student Enrollment-

Over the past few years, we have seen approx. 40 % enrollment of female students in management course and approx. 28% enrollment in technical course, which is comparable to the global standard of female candidates choosing management and technical career as per the report by few reporting agencies-

Staff Strength –There is a balanced representation of the male & female employees in the institute.

Apart from the above the institute focus on representation of both the genders in-

- Nomination of Class Representatives
- Inviting guests for seminars & conclaves
- Formation of student council
- Formation of student & staff committees

B. Gender sensitization initiatives-

The Institution has a dedicated ‘Women’s Empowerment cell’ that organizes various activities and programs on growth, development & awareness on women-related issues. Other departments also conduct programs to create awareness about gender equality. Few such initiatives are appended below-

- Prevention of Human Trafficking
- International Day for elimination for violence against women

- Social sensitization among colleges on issues related to women and women empowerment.
- Blog Writing-|| ???, ??, ???, ?????????? ?????????????? ?????, ?????????? ???
?????????? ||

C. Seminars & conclave

- The HR Conclave 2021 ‘Diversity and Inclusion at workplace’
- Panel discussion on “Managing Money-Empowering Women” (20/08/2022)

D. Safety and security

- Safety norms are strictly followed.
- All Joining students are given an orientation about complaint redressal mechanisms available in the college like Anti-Ragging Cell, Internal Complaint Committee and Student Grievance Redressal Cell.
- There are both male & female professional security personnel.
- CCTVs is connected to the Registrar’s office. CCTV cameras are installed at strategic positions to ensure the security of students and staff.
- ID cards are issued to the students and staff to prevent the entry of outsiders.
- There is a student code of conduct which is given to each student and the guidelines given in the same are strictly implemented.
- Female students are encouraged to be present in the campus between 8.30 am to 7.30 p.m. and any engagement subsequently is strictly under the presence of faculty.
- The presence of office staff and faculty is mandatory for all late evening fests & functions.
- Workshops on safety awareness are organized by Women Empowerment committee.

D. Counselling & Mentoring

- Professional counselors are available on campus for issues related to gender.
- There is a mentoring policy which is followed for the benefit of the students.
- POSH workshops are done in every academic session for creating awareness.

E. Common Room and other infrastructure

- The Institution has Common Rooms – for boys and girls on the campus.
- Separate washrooms are available for lady staff and students.
- There is a sanitary pad vending machine and incinerators.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

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

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

Response: B. Any 3 of the above

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

7.1.4

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

Response:

Initiatives in providing an inclusive environment.

The Institution strives towards maintaining an inclusive environment for all stakeholders. The College promotes linguistic, regional, and cultural diversity among the students.

Sensitivity towards Linguistic diversity-

There are many students who have mother tongue influence. There is a language lab to help such students. We also have a bridge course for these students to improve the English communication skills.

Students enjoy and participate in cultural programs organized in different regional languages.

Socio-economic Diversity

- Sensitivity towards underprivileged- The students undergo internships in NGO's who are working for underprivileged communities.
- Rebate in Tuition fees to economically backward students
- Equal opportunity to all students is given in all activities conducted by the institute.
- The campus has a Ved Pathsahla and Senior Home. There is free mingling of the communities

from these places with the students at the institute.

Cultural Diversity is celebrated in various ways-

Celebration of festivals:

- Rangoli Competition on Diwali.
- Secret Santa on Christmas & New year for the staff & Faculty.
- Celebration of Maharashtra Day
- Saraswati Puja is organized by the library department & MCA Department
- Dandiya dance during Durga puja
- Celebration of Festivals like Onam, Pongal, Sankranti.

Cultural day:

The students of all the programs celebrate cultural day where they dress in their native /state attire. The purpose of the event is to encourage the students to appreciate the culture and values of other faiths and live in harmony.

Awareness on cultural diversity through courses & workshops

- Cross Cultural Communication under the course of Business Communication
- Cross Cultural behavior and environment in International Business
- Workshop on-Unity in diversity-VASUDEV KUTUMBHKAM

Religious diversity

The college promotes an environment of religious tolerance on the campus. Students of all communities study together in an environment of harmony. We have not seen any incidence of conflict on religious matters in the institute.

Regional diversity

Being a Tamil linguistic Minority college, the institute has the uniqueness of south Indian culture and civilization. There are students from other states also and all students dwell together in an environment of teamwork, peer learning and group participation.

Sensitization to the constitutional obligations

The institutes' values, mission, handbook, student oath, all are designed to instill a sense of value, ethics, patriotism & empathy among the students. Few initiatives by this committee are.

- Awareness on constitution directive principles & fundamental rights
- Celebrating Independence Day, Republic Day, and undertaking National flag collection drive during these days.
- Celebrating days of National importance like-National Youth Day, Indian Army Day.
- Vocal for Local ?????????? (Atmanirbhar Bharat)
- Remembering heroes of 26/11
- 75th Independence Day Celebration- Azadi ka Amrit Mahotsav
- Fund raising for army school.
- Fund raising and donation for distressed citizens under national calamities like flood, earthquakes etc.
- Oath taking Swatantra Amrit Mahotsav
- Broadcast of soft launching of Chandrayan 3 in the auditorium-23rd Aug 2023.

Awareness on Social Responsibility

- Workshop on Cybercrime
- Road safety & Traffic rules Awareness program
- Social Debates & Street Play

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:

Initiatives in providing an inclusive environment.

The Institution strives towards maintaining an inclusive environment for all stakeholders. The College promotes linguistic, regional, and cultural diversity among the students.

Sensitivity towards Linguistic diversity-

There are many students who have mother tongue influence. There is a language lab to help such students. We also have a bridge course for these students to improve the English communication skills.

Students enjoy and participate in cultural programs organized in different regional languages.

Socio-economic Diversity

- Sensitivity towards underprivileged- The students undergo internships in NGO's who are working for underprivileged communities.
- Rebate in Tuition fees to economically backward students
- Equal opportunity to all students is given in all activities conducted by the institute.
- The campus has a Ved Pathsahla and Senior Home. There is free mingling of the communities from these places with the students at the institute.

Cultural Diversity is celebrated in various ways-

- Celebration of festivals:
- Rangoli Competition on Diwali.
- Secret Santa on Christmas & New year for the staff & Faculty.
- Celebration of Maharashtra Day
- Saraswati Puja is organized by the library department & MCA Department
- Dandiya dance during Durga puja
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- Cultural day:

The students of all the programs celebrate cultural day where they dress in their native /state attire. The purpose of the event is to encourage the students to appreciate the culture and values of other faiths and live in harmony.

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- Cross Cultural behavior and environment in International Business
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3. Celebrating days of National importance like-National Youth Day, Indian Army Day.
4. Vocal for Local ?????????? (Atmanirbhar Bharat)
5. Remembering heroes of 26/11
6. 75th Independence Day Celebration- Azadi ka Amrit Mahotsav
7. Fund raising for army school.
8. Fund raising and donation for distressed citizens under national calamities like flood, earthquakes etc.
9. Oath taking Swatantra Amrit Mahotsav
10. Broadcast of soft launching of Chandrayan 3 in the auditorium-23rd Aug 2023.

Awareness on Social Responsibility

1. Workshop on Cybercrime
2. Road safety & Traffic rules Awareness program
3. Social Debates & Street Play

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

SAMVEDANA

The deepest Sense of compassion

“In a gentle way, you can shake the world ” – Mahatma Gandhi.

SIESCOMS, a part of the SIES run institutions, has for the last many years been trying to inculcate the spirit of change in the students, keeping in mind the mission of the institute to impart holistic education in order to create globally responsible citizens.

CSR Initiatives at SIESCOMS

NGO Internships

Since the year 2008 college has been sending the students for a 10 to 15 days NGO internship program with a view to giving them hands-on exposure which is essential in order to develop social sensitivity and responsiveness among students. This endeavour has two-pronged objective:

- Providing the students with a practical exposure as to how an NGO operates at ground level, and
- Helping the students in sharpening their skills to apply managerial principles, theories and paradigms in a social sector.

Some NGOs that were involved in the internship program in past years are Mimaansa, Alert India, P.A.W.S., Youth for move, Shashwat Foundation, Bombay Mothers and Children Welfare Society, IWSA, MSRLM, Vanavasi Kalyan Ashram, Jeevan Jyot Prathishthan, Enlighten Foundation, Shivacchhaya Mitra Mandal, Deepshikha Foundation etc.

Sahyog Activities:

Under the aegis of Sahyog, the management students undertake a number of activities designed to help the less privileged members of society while sensitizing the students to social issues. Over the last five years (2019-2023), the students have been involved in the following activities:

Awareness programs:

Awareness on Health Issues –Activities are organised by the students to raise awareness regarding critical diseases.

- Heart-strokes
- Organ donation
- Blood donation
- Critical Disease -Diabetes, Cancer, Hepatitis B Virus (HBV) and Hepatitis C Virus (HCV).
- Rose Day Celebration -Awareness towards Cancer- Rose Day is celebrated on September 24th every year for the survivors and fighters of cancer at Deepsikha Foundation. In year 2022, it was celebrated on September 23rd at Assam Bhavan. Vashi. For the year 2023- Walkathon was conducted on 4th February 2023 at 4.30 pm to 6.00 pm at Mini Seashore.

World Suicide Prevention Day-- World Suicide Prevention Day (WSPD), on 10 September, The institute runs an awareness campaign on this day.

Environmental Awareness - SIESCOMS students have undertaken Tree Plantation Drives, Clean-Up drives. Activities are organised to celebrate-

- World Earth Day Celebrations (22nd April 2022).
- The students along with NGOs have been involved in Post Immersion Beach Clean-Up awareness drives during Ganesh festival.
- Nukkad Natak Prakruti on save Environment was organized by the members of sahyog committee on (27th February 2021)
- No Plastic Campaign by MCA students in 2019.
- Our students participated in Swatch Bharat Mission March held on 31st March 2023 by the Municipal Corporation of Navi Mumbai
- World Environment Day Celebrations (5th June 2023)

Independence Day, Republic Day and Flag disposal – The student volunteers of the Sahyog committee along with other students at the institute ensure that the national flag which everyone wears with such pride is collected keeping its dignity intact and is disposed of in accordance with the flag code.

Human Rights Day is observed every year on 10 December. This event is observed every year with the aim of spreading awareness about the rights that humans have.

- Posters on human rights were shared on the college on social media on 10th Dec'20.
- On 10/12/21, two flyers along with a message were shared among all the group of students as well as on the social media handle of our committee.

World Literacy Day was celebrated from 4th September'20 to 8 Sep 2020. With the aim of sharing information and raising more awareness about the topic. The objective was to understand the right to education.

Animals Protection & Animal rights

- A talk was organized on 31st Aug 2018 by NGO "PAWS" on animal welfare and animal rights.
- Many students participate in NGO'S working for animals during the 15 days NGO Internships program every year.

Support Programs

Joy of giving Week – Students are involved in collecting clothes and other utilities for the needy.

Senior Citizens – Every year the students have been holding a meet with the Senior Citizens Forum of Navi Mumbai with a lot of mutual give and take between the youth and the Senior Citizens, benefiting both.

NGO Products Mela – The products made by special needs children and distressed women are show cased and sold at this mela thereby generating both awareness and money for the cause.

Army Connect Program

To encourage and assist children of armed forces serving or retired and children of widows of armed personnel to pursue higher education in engineering and management in SIES Institutions. The faculty and students of SIESCOMs also donated 1 day's salary for helping the schools in setting up infrastructure for primary schools.

Blood Donation Campaign

CSR Conferences and Publications

With a view to creating a greater awareness among the student body, SIESCOMS has been organising Conferences and Seminars on Corporate Social Responsibility.

Publications:

Besides the conference proceedings, SIESCOMS has two other publications related to social issues:

- Prerna - An annual journal dedicated exclusively to social issues. This is widely respected by the NGO / social sector in India.
- Compendium – A compendium of the student reports of their NGO internships. This exercise has been a very successful endeavor.

Social Debates & Role Play

Street Play -The main objective is to propagate social awareness and create a positive change in society. It is used as a tool to spread awareness related to politics, social equality, injustice, and diseases.

Social Debates- CSR Sahyog Committee organizes social debates every year to raise awareness among students and to provide them a platform to engage in healthy yet eye-opening discussions.

Nukkad Natak-27th Nov 2021 the students organize inter college shows and dramas to highlight the social & burning issues of the society.

Village Adoption

With a view to enriching the lives of villagers in at least one village in Maharashtra, SIESCOMS adopted a village called Khairpada, located in Shahpur Taluka in Thane District. The objective was to provide better education, infrastructure and employment opportunities.

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

5. CONCLUSION

Additional Information :

Programs and Pedagogy:

The institute has two post-graduate programs: “Master of Management Studies (MMS)” and “Master in Computers Application (MCA)”. Both these programs are affiliated to University of Mumbai and approved by the All-India Council for Technical Education (AICTE). These programs are currently of two years duration. MCA previously used to be a three-year program; however, it has been made a two-year program since 2020. The approved intake for both the programs up to 2022-23 are 180 and 60 respectively. The strength of the MCA program has increased to 120 from the year 2023-24.

Both the above programs have curriculums and syllabus prescribed by the University of Mumbai. SIESCOMS tries to go the extra mile in exposing students to value added courses with a view to honing the required competencies and make them better employable under the current challenging environment. Efforts are made to bring in innovations in teaching pedagogies to keep students engaged and make their education experience a pleasure. The teaching pedagogy in management program is application oriented and primarily based on experiential learning besides classroom discussions. A certain percentage of the course of the advanced and specialized courses in management / MCA is taught by corporate many of whom are alumni of the institute. Efforts are also being made to integrate the spirit of NEP 2020 in the course curriculum by twinning skill as well as entrepreneurship courses. There is also thrust on Indian Knowledge System. Projects under Indian Knowledge System have been given to the current year 1st year MMS students as a value-added project.

The institute also has a PhD program in Management Studies (affiliated with University of Mumbai). This program has an approved strength of 6. The institute has applied to start a PhD program in Computer Application from the University of Mumbai. Similarly, the institute has also requested an increase in PhD program in Management Studies. Decisions for both the applications are pending.

Concluding Remarks :

Final Observation:

The above analysis reveals that the institute needs to run fast and cannot rest on the past laurels. Things are changing fast and getting complex. SIESCOMS needs to understand the market reality and should create a niche for itself. SIESCOMS should also try to develop new programs and try for international collaborations. However, the university guidelines sometimes come in the way of doing something totally different from university prescribed curriculum.

Looking Ahead for Next 5 years:

The SIES Trust has filed an application for “Deemed to Be University” status. Coming days are, therefore, going to be exciting. It is need of the hour to look ahead. Some of the important indicators are as under:

Academics:

The success of any business school is determined by how the graduates are equipped with knowledge, skills and attitude for the corporate sector and society at large. In nutshell, how good the graduates passing out are in terms of their “graduate aptitudes” from employment and societal perspective. SIESCOMS will, therefore, endeavor to inculcate futuristic “technical”, “digital” and “life skills” to make the graduates not only employable but also socially responsive citizens in a globalized world. One critical dimension would be to make them competitive from a global perspective. The pedagogy would involve moving away from “classroom” to “experiential” and “phenomena-based learning”. The institute will migrate towards a “liberal education approach” and 15 to 20 per cent credits would be offered in areas away from management domain say, in arts, humanities, music, dance, etc.

Some of the newly conceived programs would focus on:

1. Industry relevance
2. New generation specializations
3. Entrepreneurship and innovations
4. Social and environmental relevance
5. Indian ethos & values
6. Executive skill development through EMBA

Focus should also be to scale up the management development programs and to see that at least 4 to 5 percent of the total revenues of the institute are generated through such programs.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :52</p> <p>Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.</p>																				
1.2.2	<p>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</p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>240</td> <td>176</td> <td>174</td> <td>167</td> <td>163</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>420</td> <td>425</td> <td>460</td> <td>409</td> <td>475</td> </tr> </tbody> </table> <p>Remark : As per SOP, number of enrolled student in certificate/ Value added courses should not be more than total number of enrolled student so based on that DVV Input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	240	176	174	167	163	2022-23	2021-22	2020-21	2019-20	2018-19	420	425	460	409	475
2022-23	2021-22	2020-21	2019-20	2018-19																	
240	176	174	167	163																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
420	425	460	409	475																	
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships</p> <p>Answer before DVV Verification : 430</p> <p>Answer after DVV Verification: 411</p> <p>Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.</p>																				
1.4.1	<p><i>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</i></p>																				

Answer before DVV Verification : A. Feedback collected, analysed, action taken & communicated to the relevant bodies and feedback hosted on the institutional website

Answer After DVV Verification: C. Feedback collected and analysed

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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:

2022-23	2021-22	2020-21	2019-20	2018-19
240	178	174	167	175

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
240	178	172	373	378

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
240	180	180	180	180

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
240	180	180	390	390

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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:

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

Answer After DVV Verification :

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

87	69	59	56	61
----	----	----	----	----

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
120	90	90	195	195

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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:

2022-23	2021-22	2020-21	2019-20	2018-19
25	24	25	23	25

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
32	24	25	56	56

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
16	13	13	11	11

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
16	13	15	13	14

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
181	175	173	173	171

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
119	220	173	171	171

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
181	175	173	173	171

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
179	221	173	171	171

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
.67	.44	1.41	1.44	5.13

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	0.57	00

Remark : As provided supporting documents are does not seem to be a sanction letter so based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
12	7	14	18	15

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
8	4	1	3	2

Remark : As per the revised data and clarification received from HEI, Only those activities considered which is related to Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship so based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
13	4	10	12	8

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
15	3	6	9	5

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5	2	8	1	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	5	3	1	0

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
12	13	18	13	12

Answer After DVV Verification :

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

Remark : As per SOP, Only extension activities for the benefit of community has been considered so based on that DVV Input is recommended.

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

Answer before DVV Verification :

Answer After DVV Verification :3

Remark : As per the revised data and clarification received from HEI, Only functional MoUs during the assessment period have been considered so based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
71.34	15.01	43.18	33.81	80.63

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

Remark : As from the provided audited statements, no data found for this metric so based on that DVV input is recommended.

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

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

Answer before DVV Verification : 242

Answer after DVV Verification: 241

Remark : As per provided entries of computers purchased in the stock registers so based on that DVV Input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
231	147.8	424.67	120.83	141.51

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
56.11	22.53	24.86	18.38	25.18

Remark : As from the provided audited statements only repair and maintenance has been considered so based on that DVV input is recommended.

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 : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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: C. 2 of the above

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
159	204	160	150	159

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
80	102	85	70	82

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
179	220	173	162	172

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
119	220	173	171	171

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

5.2.2	<p>Percentage of students qualifying in state/national/ international level examinations during the last five years</p> <p>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.)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 430 1046 564"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>20</td> <td>11</td> <td>0</td> <td>3</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 645 1046 779"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : As per provided certificate so based on that DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	20	11	0	3	0	2022-23	2021-22	2020-21	2019-20	2018-19	1	1	0	0	0
2022-23	2021-22	2020-21	2019-20	2018-19																	
20	11	0	3	0																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
1	1	0	0	0																	
5.3.1	<p>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</p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1214 1046 1348"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>0</td> <td>2</td> <td>4</td> <td>19</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1429 1046 1563"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0</td> <td>0</td> <td>0</td> <td>3</td> </tr> </tbody> </table> <p>Remark : As per the provided certificate so based on that DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	3	0	2	4	19	2022-23	2021-22	2020-21	2019-20	2018-19	1	0	0	0	3
2022-23	2021-22	2020-21	2019-20	2018-19																	
3	0	2	4	19																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
1	0	0	0	3																	
5.3.2	<p>Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)</p> <p>5.3.2.1. Number of sports and cultural programs in which students of the Institution participated year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1921 1046 2056"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>20</td> <td>12</td> <td>49</td> <td>34</td> <td>40</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	20	12	49	34	40										
2022-23	2021-22	2020-21	2019-20	2018-19																	
20	12	49	34	40																	

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4	2	17	18	9

Remark : As per SOP, Multiple activities on the relatively closer dates to be considered as one only so based on that DVV Input is recommended.

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 : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
4	1	1	17	33

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	1	1	8	17

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5	7	23	21	8

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	22	32	33	10

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
13	22	25	6	8

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
22	25	25	24	25

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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 : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

7.1.3

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>430</td> <td>361</td> <td>345</td> <td>343</td> <td>353</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>539</td> <td>534</td> <td>522</td> <td>501</td> <td>525</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	430	361	345	343	353	2022-23	2021-22	2020-21	2019-20	2018-19	539	534	522	501	525
2022-23	2021-22	2020-21	2019-20	2018-19																	
430	361	345	343	353																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
539	534	522	501	525																	
2.1	<p>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>570.26</td> <td>347.01</td> <td>577</td> <td>405</td> <td>382</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>525.89</td> <td>299.33</td> <td>534.84</td> <td>342.79</td> <td>306.73</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	570.26	347.01	577	405	382	2022-23	2021-22	2020-21	2019-20	2018-19	525.89	299.33	534.84	342.79	306.73
2022-23	2021-22	2020-21	2019-20	2018-19																	
570.26	347.01	577	405	382																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
525.89	299.33	534.84	342.79	306.73																	