# YEARLY STATUS REPORT - 2022-2023

| Part A | |
|---|---|
| **Data of the Institution** | |
| **1.Name of the Institution** | SIES College of Management Studies |
| • Name of the Head of the institution | Dr. Sandeep Bhanot |
| • Designation | I/C Director |
| • Does the institution function from its own campus? | Yes |
| • Phone no./Alternate phone no. | 02261083445 |
| • Mobile no | 8928042791 |
| • Registered e-mail | sandeepb@sies.edu.in |
| • Alternate e-mail | rachnaj@sies.edu.in |
| • Address | Sector 5, Nerul (East), Navi Mumbai 400706 |
| • City/Town | Navi Mumbai |
| • State/UT | Maharashtra |
| • Pin Code | 400706 |
| **2.Institutional status** | |
| • Affiliated /Constituent | Affiliated PG |
| • Type of Institution | Co-education |
| • Location | Urban |

| | |
|---|---|
| • Financial Status | **Self-financing** |
| • Name of the Affiliating University | **University of Mumbai** |
| • Name of the IQAC Coordinator | **Dr. Kaustubh Sontakke** |
| • Phone No. | **02261083449** |
| • Alternate phone No. | **9320010844** |
| • Mobile | **9320010844** |
| • IQAC e-mail address | **iqac.siescoms@sies.edu.in** |
| • Alternate Email address | **kaustubhs@sies.edu.in** |
| **3.Website address (Web link of the AQAR (Previous Academic Year)** | https://siescoms.edu.in/images/AQAR/AQAR%20Acceptance%20Report%202021-22.pdf |
| **4.Whether Academic Calendar prepared during the year?** | **Yes** |
| • if yes, whether it is uploaded in the Institutional website Web link: | https://siescoms.edu.in/docs/1st%20year%20Academic%20calendar%20for%20MMS%20program%202022-23.pdf |

**5.Accreditation Details**

| Cycle | Grade | CGPA | Year of Accreditation | Validity from | Validity to |
|---|---|---|---|---|---|
| **Cycle 1** | **B+** | **2.99** | **2018** | **02/11/2018** | **01/11/2023** |

| **6.Date of Establishment of IQAC** | **15/10/2018** |
|---|---|

**7.Provide the list of funds by Central / State Government UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.,**

| Institutional/Department /Faculty | Scheme | Funding Agency | Year of award with duration | Amount |
|---|---|---|---|---|
| **S.I.E.S. -Management-Dr. Seema Laddha & Dr Ira Kumar** | **New Product Launch** | **Healthledger Diognostics Pvt. Ltd.** | **2022-23** | **67,000** |

| 8.Whether composition of IQAC as per latest NAAC guidelines | **Yes** | |
|---|---|---|
| • Upload latest notification of formation of IQAC | View File | |
| 9.No. of IQAC meetings held during the year | **4** | |
| • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? | **Yes** | |
| • If No, please upload the minutes of the meeting(s) and Action Taken Report | No File Uploaded | |
| 10.Whether IQAC received funding from any of the funding agency to support its activities during the year? | **No** | |
| • If yes, mention the amount | | |

**11.Significant contributions made by IQAC during the current year (maximum five bullets)**

**1. Arranging programs for Teaching and Non-teaching Staff 2. Conduct of IQAC Meetings to map and regulate developments in the college 3. Review of previois NAAC cycle 1 to find the areas of improvements 4. Planning and Preparation for NAAC Cycle 2 5. Revision of Quality Policy of the College**

**12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year**

| Plan of Action | Achievements/Outcomes |
|---|---|
| **Being the last year of Cycle 1 accreditation, the focus was on the planning and preparation of Cycle 2. Hence the attempts were made in all the respect to take a review of last five years and make the neccessary improvements on continuous basis.** | **Quality Policy Revision. Achievement Documents Preparation. Strategic Plan Preparation. Constitution of Faculty Members to work upon various criterions for NAAC Cycle 2.** |

| 13.Whether the AQAR was placed before statutory body? | Yes |
|---|---|

- Name of the statutory body

| Name | Date of meeting(s) |
|---|---|
| CDC | 04/12/2023 |

**14.Whether institutional data submitted to AISHE**

| Year | Date of Submission |
|---|---|
| 2022-23 | 15/02/2024 |

**15.Multidisciplinary / interdisciplinary**

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 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.

## 16.Academic bank of credits (ABC):

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.

## 17.Skill development:

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 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. |

**18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)**

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.

**19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):**

OBE is a student-centric 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.

**20.Distance education/online education:**

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 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.

# Extended Profile

## 1.Programme

| 1.1 <br><br> Number of courses offered by the institution across all programs during the year | **140** |
|---|---|

| File Description | Documents |
|---|---|
| Data Template | [View File](#) |

## 2.Student

| 2.1 <br><br> Number of students during the year | **430** |
|---|---|

| File Description | Documents |
|---|---|
| Institutional Data in Prescribed Format | [View File](#) |

| 2.2 Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year | **123** |
|---|---|

| File Description | Documents |
|---|---|
| Data Template | View File |

| 2.3 Number of outgoing/ final year students during the year | **1** |
|---|---|

| File Description | Documents |
|---|---|
| Data Template | No File Uploaded |

## 3.Academic

| 3.1 Number of full time teachers during the year | **25** |
|---|---|

| File Description | Documents |
|---|---|
| Data Template | View File |

| 3.2 Number of sanctioned posts during the year | **25** |
|---|---|

| File Description | Documents |
|---|---|
| Data Template | No File Uploaded |

## 4.Institution

| 4.1 Total number of Classrooms and Seminar halls | **14** |
|---|---|

| 4.2 Total expenditure excluding salary during the year (INR in lakhs) | **498** |
|---|---|

| 4.3 Total number of computers on campus for academic purposes | **242** |
|---|---|

# Part B

## CURRICULAR ASPECTS

## 1.1 - Curricular Planning and Implementation

1.1.1 - The Institution ensures effective curriculum delivery through a well planned and documented process

The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment.Within the institute, faculty members and Heads of Departments (HODs) consult to plan the curricula for their various departments. The institute plans and delivers the course material using an outcome-based education methodology.

Students receive enough exposure to other countries through exchanges with foreign professors and overseas field trips that broaden their understanding of the world. A methodical procedure of developing session plans is followed in the implementation of the curriculum to guarantee that Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) are met.

The MCA programme at SIES College of Management Studies is the inclusion of skill-based laboratories, such as language and soft skill labs, in each semester. Through these laboratories, students can improve their soft skills and language competency. These labs' adaptability enables the delivery of content that is specifically designed to fit the needs of every group of learners. Furthermore, Massive Open Online Courses (MOOCs) are provided by the MMS and MCA programmes to aid in self-learning. The institute uses a variety of teaching-learning strategies, exchanges, mentorship, seminars, and workshops in its curriculum delivery. It includes talks, debates, practical experiments, quizzes, mini-projects, presentations, assignments, and management tasks in addition to lectures and classroom participation.

| File Description | Documents |
|---|---|
| Upload relevant supporting document | [View File](#) |
| Link for Additional information | Nil |

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

**(Previous year's taken here ) All of the institute's programs adhere to the official academic schedule which is also published on the institute's website. The initiatives of the institute are connected to a university. The academic calendars for MMS and MCA are created while taking into account all the holidays, events, and other activities. In order to ensure continual internal assessment and planned development of the students, faculty member organizetheir internal evaluation components across the term. Since the entire procedure is carried out in accordance with the academic term, students also appreciate it because it spreadstheir workload related to project and assignment submissions across a term.**

| File Description | Documents |
|---|---|
| Upload relevant supporting document | [View File]() |
| Link for Additional information | **Nil** |

| 1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year. Academic council/BoS of Affiliating University Setting of question papers for UG/PG programs  Design and Development of Curriculum for Add on/ certificate/ Diploma Courses  Assessment /evaluation process of the affiliating University | **A. All of the above** |
|---|---|

| File Description | Documents |
|---|---|
| Details of participation of teachers in various bodies/activities provided as a response to the metric | [View File]() |
| Any additional information | [View File]() |

**1.2 - Academic Flexibility**

**1.2.1 - Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented**

**1.2.1.1 - Number of Programmes in which CBCS/ Elective course system implemented**

**2**

| File Description | Documents |
|---|---|
| Any additional information | **No File Uploaded** |
| Minutes of relevant Academic Council/ BOS meetings | **No File Uploaded** |
| Institutional data in prescribed format (Data Template) | View File |

## 1.2.2 - Number of Add on /Certificate programs offered during the year

## 1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)

**13**

| File Description | Documents |
|---|---|
| Any additional information | **No File Uploaded** |
| Brochure or any other document relating to Add on /Certificate programs | **No File Uploaded** |
| List of Add on /Certificate programs (Data Template ) | View File |

## 1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year

**240**

| File Description | Documents |
|---|---|
| Any additional information | **No File Uploaded** |
| Details of the students enrolled in Subjects related to certificate/Add-on programs | View File |

## 1.3 - Curriculum Enrichment

1.3.1 - Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum

**SIES College of Management Studies (SIESCOMS) is renowned for its commitment to holisticeducation and preparing students to thrive in a dynamic and socially conscious world. By integratingcrosscutting issues into its curriculum, SIESCOMS equips students with the knowledge and skillsnecessary to become well-rounded individuals.**

(last year AQAR)Two University of Mumbai programmes are taught at the institution. throughout the relevant locations of the two-year master's degree programmes.The University of Mumbai has expanded its course offerings to include topics that cross over into the areas of sustainability, human values, gender equality, and environmental and professional ethics. In addition to receiving instruction through these classes, the institute expects all of its students to participate in extracurricular activities, such as internships with nonprofit organisations. To increase students' knowledge of these concerns and others, various campaigns are launched on and around specific days, such as World Human Rights Day, World Cancer Day, World Yoga Day, Women's Day, AIDS Day, World Mental Health Day, and World Diabetes Day. Motivate them to truly improve the lives of people who are impacted.

| File Description | Documents |
|---|---|
| Any additional information | No File Uploaded |
| Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum. | No File Uploaded |

## 1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

4

| File Description | Documents |
|---|---|
| Any additional information | No File Uploaded |
| Programme / Curriculum/ Syllabus of the courses | No File Uploaded |
| Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses | No File Uploaded |
| MoU's with relevant organizations for these courses, if any | No File Uploaded |
| Institutional Data in Prescribed Format | View File |

**1.3.3 - Number of students undertaking project work/field work/ internships**

**240**

| File Description | Documents |
|---|---|
| Any additional information | **No File Uploaded** |
| List of programmes and number of students undertaking project work/field work/ /internships (Data Template) | <u>View File</u> |

**1.4 - Feedback System**

| **1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni** | **A. All of the above** |
|---|---|

| File Description | Documents |
|---|---|
| URL for stakeholder feedback report | **Nil** |
| Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management | **No File Uploaded** |
| Any additional information | <u>View File</u> |

| **1.4.2 - Feedback process of the Institution may be classified as follows** | **A. Feedback collected, analyzed and action taken and feedback available on website** |
|---|---|

| File Description | Documents |
|---|---|
| Upload any additional information | **No File Uploaded** |
| URL for feedback report | **Nil** |

**TEACHING-LEARNING AND EVALUATION**

**2.1 - Student Enrollment and Profile**

**2.1.1 - Enrolment Number Number of students admitted during the year**

**2.1.1.1 - Number of students admitted during the year**

**240**

| File Description | Documents |
|---|---|
| Any additional information | **No File Uploaded** |
| Institutional data in prescribed format | View File |

**2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)**

**2.1.2.1 - Number of actual students admitted from the reserved categories during the year**

**96**

| File Description | Documents |
|---|---|
| Any additional information | **No File Uploaded** |
| Number of seats filled against seats reserved (Data Template) | View File |

**2.2 - Catering to Student Diversity**

2.2.1 - The institution assesses the learning levels of the students and organizes special Programmes for advanced learners and slow learners

**Steps are taken by SIESCOMS in the assessment of student learning levels and the effective organization of special programmes for both advanced and slow learners. Over the past academic year, the institution has implemented robust assessment mechanisms to gauge the diverse learning needs of students.**

**For advanced learners, SIESCOMS has successfully organized targeted enrichment programmes that challenge and engage students beyond the standard curriculum. These initiatives include guest lectures, workshops, and collaborative projects with industry experts to provide advanced learners with a stimulating and intellectually enriching environment.**

**Simultaneously, for slow learners, the institution has introduced tailored remedial programmes, leveraging a combination of one-on-one mentoring, peer-assisted learning, and additional tutorial sessions. These interventions are designed to address specific learning gaps, ensuring that every student receives the necessary support to thrive academically.**

The response from both students and faculty has been overwhelmingly positive, highlighting the effectiveness of these initiatives in promoting an inclusive and supportive learning environment at SIESCOMS. Moving forward, the institute remains committed to refining and expanding these programmes to meet the evolving needs of our diverse student body.

| File Description | Documents |
|---|---|
| Paste link for additional information | **Nil** |
| Upload any additional information | View File |

## 2.2.2 - Student- Full time teacher ratio (Data for the latest completed academic year)

| Number of Students | Number of Teachers |
|---|---|
| **430** | **25** |

| File Description | Documents |
|---|---|
| Any additional information | View File |

## 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

SIES College of Management Studies (SIESCOMS) is dedicated to achieving academic excellence through a systematic and effective teaching-learning process. Key highlights of this approach include:

Participative Classroom Learning:

1. Seminars/Webinars/Conferences: These events boost students' confidence, soft skills, and contemporary knowledge.
2. Group Projects: Students are assigned group projects to enhance technical skills and foster teamwork.
3. Research Work: Involvement in research activities develops students' out-of-the-box thinking and research aptitude.
4. Group Discussions: Conducted to cultivate reading habits, improve critical thinking, and enhance soft skills.

Experiential Learning:

1. Institutional Events: Events like Virtualities, Pixels, and

Intellect throughout the year improve event management, leadership, people handling, and conflict management skills.
   2. Field Visits: Engage students in team-building activities, enhance leadership skills, and provide real-life learning experiences.
   3. Internships: Offer opportunities to enhance professional skills by exposing students to current corporate trends.
   4. Learning through Media: Utilizing movies, books, and media to teach management concepts, fostering critical thinking.

Problem-Solving Methodology:

   1. Assignments: Problem-solving assignments develop students' logical reasoning.
   2. Case Studies: Solving case studies with faculty discussions presents diverse perspectives.
   3. Tutorials: Problems are given to enhance students' problem-solving skills.

This comprehensive approach ensures a well-rounded educational experience, preparing students for success in the dynamic professional landscape.

| File Description | Documents |
|---|---|
| Upload any additional information | No File Uploaded |
| Link for additional information | Nil |

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

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**

**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 | Documents |
|---|---|
| Upload any additional information | **No File Uploaded** |
| Provide link for webpage describing the ICT enabled tools for effective teaching-learning process | **No File Uploaded** |

## 2.3.3 - Ratio of mentor to students for academic and other related issues (Data for the latest completed academic year )

## 2.3.3.1 - Number of mentors

**25**

| File Description | Documents |
|---|---|
| Upload, number of students enrolled and full time teachers on roll | **No File Uploaded** |
| Circulars pertaining to assigning mentors to mentees | **No File Uploaded** |
| Mentor/mentee ratio | View File |

## 2.4 - Teacher Profile and Quality

## 2.4.1 - Number of full time teachers against sanctioned posts during the year

**25**

| File Description | Documents |
|---|---|
| Full time teachers and sanctioned posts for year (Data Template) | View File |
| Any additional information | **No File Uploaded** |
| List of the faculty members authenticated by the Head of HEI | **No File Uploaded** |

**2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)**

**2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year**

**16**

| File Description | Documents |
|---|---|
| Any additional information | View File |
| List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year (Data Template) | **No File Uploaded** |

**2.4.3 - Number of years of teaching experience of full time teachers in the same institution (Data for the latest completed academic year)**

**2.4.3.1 - Total experience of full-time teachers**

**248**

| File Description | Documents |
|---|---|
| Any additional information | View File |
| List of Teachers including their PAN, designation, dept. and experience details(Data Template) | **No File Uploaded** |

**2.5 - Evaluation Process and Reforms**

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

**SIESCOMS has MMS and MCA Programs. In MMS Program there are 40 marks in every course assessed through internal evaluation and 60 marks**

assessment takes place based on external examination. There are various components such as Class test, Quiz, Assignment, Presentation, Roll Play, etc. and the faculty needs to use at least 3 components whereas 10 marks out off 40 are reserved for Attendance and Class Paricipation.In MCA Program the internal assessment is conducted for through Class Test of 20 marks, and one component out of Quiz, Assignment, Presentation, and Case Study carrying 20 marks. There internal assessment weightage is further scaled down to 20 marks for MCA program and final end-sem exam is conducted for 80 marks.

| File Description | Documents |
|---|---|
| Any additional information | [View File](#) |
| Link for additional information | **Nil** |

2.5.2 - Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient

A transparent, time-bound, and efficient mechanism for addressing internal examination grievances is paramount for the smooth functioning of both the MMS and MCA programs. Such a system has always ensuredfairness, accountability, and student satisfaction. By providing clear procedures and timelines for lodging and resolving complaints, it fosters trust and confidence in the academic process. Transparency enables students to understand their rights and responsibilities, while efficiency ensures timely resolution, minimizing disruptions to their academic journey. Ultimately, a well-structured grievance mechanism has always promoteda conducive learning environment where issues are addressed promptly and equitably, benefiting both students and the institution.

| File Description | Documents |
|---|---|
| Any additional information | **No File Uploaded** |
| Link for additional information | **Nil** |

## 2.6 - Student Performance and Learning Outcomes

2.6.1 - Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

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, etc.

2.End-term component- This carries 60% weightage of the total marks (i.e. 60 marks for fullcredit 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 | Documents |
| --- | --- |
| Upload any additional information | No File Uploaded |
| Paste link for Additional information | https://siescoms.edu.in/academics/masters-in-management-studies-mms |
| Upload COs for all Programmes (exemplars from Glossary) | No File Uploaded |

2.6.2 - Attainment of Programme outcomes and course outcomes are evaluated by the institution.

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, etc.**

**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.**

| File Description | Documents |
|---|---|
| Upload any additional information | **No File Uploaded** |
| Paste link for Additional information | **Nil** |

## 2.6.3 - Pass percentage of Students during the year

## 2.6.3.1 - Total number of final year students who passed the university examination during the year

**181**

| File Description | Documents |
|---|---|
| Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template) | [View File](#) |
| Upload any additional information | **No File Uploaded** |
| Paste link for the annual report | **Nil** |

## 2.7 - Student Satisfaction Survey

**2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)**

https://siescoms.edu.in/student_satisfaction_survey

**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 year (INR in Lakhs)**

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

0.67

| File Description | Documents |
|---|---|
| Any additional information | View File |
| e-copies of the grant award letters for sponsored research projects /endowments | No File Uploaded |
| List of endowments / projects with details of grants(Data Template) | View File |

**3.1.2 - Number of teachers recognized as research guides (latest completed academic year)**

**3.1.2.1 - Number of teachers recognized as research guides**

1

| File Description | Documents |
|---|---|
| Any additional information | No File Uploaded |
| Institutional data in prescribed format | View File |

**3.1.3 - Number  of departments having Research projects funded by government and non government agencies during the year**

**3.1.3.1 - Number of departments having Research projects funded by government and non-government agencies during the year**

1

| File Description | Documents |
|---|---|
| List of research projects and funding details (Data Template) | View File |
| Any additional information | No File Uploaded |
| Supporting document from Funding Agency | No File Uploaded |
| Paste link to funding agency website | Nil |

## 3.2 - Innovation Ecosystem

3.2.1 - Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

SIES College of Management Studies is home to the renowned Intellectual Property Rights Cell and Entrepreneurship Cell, as well as the Indian Knowledge System, an environment for inventions. A special focus is placed on the ecosystem conditions that foster an innovative and entrepreneurial spirit in our students. These conditions help to foster productive entrepreneurship, which in turn forms a support system for innovation processes and leads to the development of new technologies and innovations.

The Department of Computer Applications hosts an annual business event called "Itellect" to inspire and foster a sense of innovation and entrepreneurship in the students. The purpose of this gathering was to honour the power of intellect and knowledge. This event, which benefits both our students and faculty members, brings together a variety of industry executives and specialists from the Information Technology and Enabled Services (ITES) sector to provide a discussion on current information technological trends. Because of this, it's critical that students with an IT background stay current and knowledgeable about emerging technologies in order to prepare them for the workforce and take advantage of many career options.

| File Description | Documents |
|---|---|
| Upload any additional information | No File Uploaded |
| Paste link for additional information | Nil |

## 3.2.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the year

**3.2.2.1 - Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during the year**

**12**

| File Description | Documents |
|---|---|
| Report of the event | **No File Uploaded** |
| Any additional information | **No File Uploaded** |
| List of workshops/seminars during last 5 years (Data Template) | View File |

**3.3 - Research Publications and Awards**

**3.3.1 - Number of Ph.Ds registered per eligible teacher during the year**

**3.3.1.1 - How many Ph.Ds registered per eligible teacher within the year**

**2**

| File Description | Documents |
|---|---|
| URL to the research page on HEI website | **Nil** |
| List of PhD scholars and their details like name of the guide , title of thesis, year of award etc (Data Template) | View File |
| Any additional information | **No File Uploaded** |

**3.3.2 - Number of research papers per teachers in the Journals notified on UGC website during the year**

**3.3.2.1 - Number of research papers in the Journals notified on UGC website during the year**

**5**

| File Description | Documents |
|---|---|
| Any additional information | **No File Uploaded** |
| List of research papers by title, author, department, name and year of publication (Data Template) | View File |

**3.3.3 - Number of books and chapters in edited volumes/books published and papers published**

| in national/ international conference proceedings per teacher during the year |
| --- |

| **3.3.3.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during year** |
| --- |

| **7** |
| --- |

| File Description | Documents |
| --- | --- |
| Any additional information | **No File Uploaded** |
| List books and chapters edited volumes/ books published (Data Template) | [View File](#) |

## 3.4 - Extension Activities

3.4.1 - Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year

**Extension activities in the neighbourhood community initiatives undertaken by our college to engagewith the local community beyond the campus. These activities aim to create a positive impact, raiseawareness about social issues, and contribute to the holistic development of students.**

**Students participate in various community service activities suchas organizing health camps, blood donation drives, cleanliness drives, and teaching or mentoringunderprivileged children.**

**Colleges organize skill development training programs for the rural areacommunity especially this is done during their NGO internship. These initiatives can focus on impartingcomputer literacy, entrepreneurship, or other areas of interest.**

**Students organize rallies forcreating 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. Suchcampaigns raise awareness, challenge stereotypes, and promote inclusivity and social justice.**

**Colleges establish partnerships with local NGOs, government organizations, orcommunity 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),**

**Our college organize cultural and sports events that involve**

communityparticipation 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.

| File Description | Documents |
|---|---|
| Paste link for additional information | Nil |
| Upload any additional information | [View File](#) |

**3.4.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year**

**3.4.2.1 - Total number of awards and recognition received for extension activities from Government/ Government recognized bodies year wise during the year**

0

| File Description | Documents |
|---|---|
| Any additional information | No File Uploaded |
| Number of awards for extension activities in last 5 year (Data Template) | No File Uploaded |
| e-copy of the award letters | No File Uploaded |

**3.4.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., ( including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs ) during the year**

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

12

| File Description | Documents |
|---|---|
| Reports of the event organized | **No File Uploaded** |
| Any additional information | **No File Uploaded** |
| Number of extension and outreach Programmes conducted with industry, community etc for the during the year (Data Template) | [View File](#) |

**3.4.4 - Number of students participating in extension activities at 3.4.3. above during year**

**3.4.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year wise during year**

**12**

| File Description | Documents |
|---|---|
| Report of the event | **No File Uploaded** |
| Any additional information | **No File Uploaded** |
| Number of students participating in extension activities with Govt. or NGO etc (Data Template) | [View File](#) |

**3.5 - Collaboration**

**3.5.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship during the year**

**3.5.1.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year wise during the year**

**0**

| File Description | Documents |
|---|---|
| e-copies of related Document | **No File Uploaded** |
| Any additional information | **No File Uploaded** |
| Details of Collaborative activities with institutions/industries for research, Faculty | **No File Uploaded** |

**3.5.2 - Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the year**

**3.5.2.1 - Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year wise during the year**

3

| File Description | Documents |
|---|---|
| e-Copies of the MoUs with institution./ industry/corporate houses | **No File Uploaded** |
| Any additional information | **No File Uploaded** |
| Details of functional MoUs with institutions of national, international importance, other universities etc during the year | View File |

**INFRASTRUCTURE AND LEARNING RESOURCES**

**4.1 - Physical Facilities**

4.1.1 - The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

**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.**

**Language Lab:**

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

**Seminar Hall, Meeting Rooms, Auditorium**

**Other ICT facilities:**

**Backup, emergency lighting systems,CCTVs and a fire system to ensure safety and security.**

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Paste link for additional information | **Nil** |

4.1.2 - The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.

**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 | Documents |
|---|---|
| Upload any additional information | **No File Uploaded** |
| Paste link for additional information | **Nil** |

## 4.1.3 - Number of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.

**14**

| File Description | Documents |
|---|---|
| Upload any additional information | <u>View File</u> |
| Paste link for additional information | **Nil** |
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | <u>View File</u> |

## 4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)

## 4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)

**71.34**

| File Description | Documents |
|---|---|
| Upload any additional information | **No File Uploaded** |
| Upload audited utilization statements | **No File Uploaded** |
| Upload Details of budget allocation, excluding salary during the year (Data Template | View File |

## 4.2 - Library as a Learning Resource

4.2.1 - Library is automated using Integrated Library Management System (ILMS)

**The integration of an Integrated Library Management System (ILMS) has automatedthe library operations, streamlined processes and enhanced user experience. Through ILMS, tasks such as cataloguing, circulation, acquisition, and inventory management are efficiently managed using digital tools and databases. Users benefit from features like online catalogue searches, self-checkout stations, and remote access to resources. The system also facilitates seamless communication between library staff and patrons, enabling real-time updates on book availability, due dates, and notifications. By digitizing library collections and services, ILMS enhances accessibility, allowing users to access resources anytime. Additionally, the system generates valuable data insights that inform collection development, resource allocation, and service improvements. Overall, the implementation of an ILMS transforms the traditional library into a dynamic, user-centric hub of knowledge and information, aligning with modern technological advancements and meeting the evolving needs of its community.**

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Paste link for Additional Information | **Nil** |

| | |
|---|---|
| **4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources** | **A. Any 4 or more of the above** |

| File Description | Documents |
|---|---|
| Upload any additional information | **No File Uploaded** |
| Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template) | View File |

**4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)**

**4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)**

**26.34**

| File Description | Documents |
|---|---|
| Any additional information | **No File Uploaded** |
| Audited statements of accounts | **No File Uploaded** |
| Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template) | View File |

**4.2.4 - Number per day usage of library by teachers and students ( foot falls and login data for online access) (Data for the latest completed academic year)**

**4.2.4.1 - Number of teachers and students using library per day over last one year**

**38**

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Details of library usage by teachers and students | **No File Uploaded** |

**4.3 - IT Infrastructure**

4.3.1 - Institution frequently updates its IT facilities including Wi-Fi

**Total 242desktop 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. Uninterrrupted 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.

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Paste link for additional information | Nil |

## 4.3.2 - Number of Computers

**242**

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| List of Computers | No File Uploaded |

| 4.3.3 - Bandwidth of internet connection in the Institution | A. ? 50MBPS |
|---|---|

| File Description | Documents |
|---|---|
| Upload any additional Information | [View File](#) |
| Details of available bandwidth of internet connection in the Institution | No File Uploaded |

## 4.4 - Maintenance of Campus Infrastructure

## 4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support

**facilities) excluding salary component during the year (INR in Lakhs)**

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

**231**

| File Description | Documents |
| --- | --- |
| Upload any additional information | **No File Uploaded** |
| Audited statements of accounts | <u>View File</u> |
| Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates) | **No File Uploaded** |

4.4.2 - There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

**At SIESCOMS, robust systems and procedures are in place for the effective maintenance and utilization of various physical, academic, and support facilities. The library boasts an extensive collection of resources and is automated using an Integrated Library Management System (ILMS), enabling seamless access to information for students and faculty alike. Furthermore, the computer facilities are well-equipped with modern technology and software to support academic and research endeavours. Classrooms are smart classrooms which are equipped with audio-visual aids and ergonomic seating arrangements to facilitate effective teaching and learning experiences. Through these established systems and procedures, SIESCOMS ensures that its facilities are optimally utilized to foster holistic development and academic excellence among its stakeholders.**

| File Description | Documents |
| --- | --- |
| Upload any additional information | **No File Uploaded** |
| Paste link for additional information | **Nil** |

**STUDENT SUPPORT AND PROGRESSION**

**5.1 - Student Support**

**5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year**

## 5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

0

| File Description | Documents |
|---|---|
| Upload self attested letter with the list of students sanctioned scholarship | **No File Uploaded** |
| Upload any additional information | **No File Uploaded** |
| Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template) | <u>View File</u> |

## 5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year

## 5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year

0

| File Description | Documents |
|---|---|
| Upload any additional information | **No File Uploaded** |
| Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template) | <u>View File</u> |

| | |
|---|---|
| **5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills** | **A. All of the above** |

| File Description | Documents |
|---|---|
| Link to Institutional website | **Nil** |
| Any additional information | **No File Uploaded** |
| Details of capability building and skills enhancement initiatives (Data Template) | [View File](#) |

**5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year**

**179**

**5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year**

**179**

| File Description | Documents |
|---|---|
| Any additional information | **No File Uploaded** |
| Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template) | [View File](#) |

| | |
|---|---|
| **5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees** | **A. All of the above** |

| File Description | Documents |
|---|---|
| Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee | **No File Uploaded** |
| Upload any additional information | View File |
| Details of student grievances including sexual harassment and ragging cases | **No File Uploaded** |

## 5.2 - Student Progression

### 5.2.1 - Number of placement of outgoing students during the year

### 5.2.1.1 - Number of outgoing students placed during the year

**159**

| File Description | Documents |
|---|---|
| Self-attested list of students placed | **No File Uploaded** |
| Upload any additional information | **No File Uploaded** |
| Details of student placement during the year (Data Template) | View File |

### 5.2.2 - Number of students progressing to higher education during the year

### 5.2.2.1 - Number of outgoing student progression to higher education

**0**

| File Description | Documents |
|---|---|
| Upload supporting data for student/alumni | **No File Uploaded** |
| Any additional information | **No File Uploaded** |
| Details of student progression to higher education | **No File Uploaded** |

### 5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

**5.2.3.1 - Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) during the year**

**20**

| File Description | Documents |
|---|---|
| Upload supporting data for the same | **No File Uploaded** |
| Any additional information | **No File Uploaded** |
| Number of students qualifying in state/ national/ international level examinations during the year (Data Template) | <u>View File</u> |

**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 year**

**5.3.1.1 - 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 year.**

**3**

| File Description | Documents |
|---|---|
| e-copies of award letters and certificates | **No File Uploaded** |
| Any additional information | **No File Uploaded** |
| Number of awards/medals for outstanding performance in sports/cultural activities at univer sity/state/national/international level (During the year) (Data Template) | <u>View File</u> |

5.3.2 - Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms )

**We, at SIESCOMS, strive for the holistic development of the student. The institute believes student centric approach in every aspect of education. SIESCOMS, with the objective of fostering student**

learning and development by supporting students in their academic, personal, professional, and social growth. Students are really empowered with representation and engagement in various administrative, co-curricular and extracurricular activities through various committees and the student council.

There are around 12 committees besides some mandatory committees like Anti-ragging, Student Grievance Committee and an unfair means committee and others, those are managed by the management and the faculty members.

Giving below list of Committees wholly managed by the students right from the conceptualisation till execution of all the activities.

1.  Student Council of SIESCOMS is the apex body of a few elected Students in the College which officially represents the entire student fraternity. The purpose is to ensure better communication between the various bodies of the institute and the students. It gives students an opportunity to develop leadership by organizing and carrying out institutional activities and projects.
2.  Academic Committee
3.  Cultural Committee
4.  Sports Committee
5.  Alumni Committee
6.  CSR/ISR Committee
7.  Women Empowerment Committee
8.  IIC & Entrepreneurship Committee
9.  Library Committee
10. External Events Committee
11. Corporate Connect Committee
12. Placement Committee

| File Description | Documents |
|---|---|
| Paste link for additional information | Nil |
| Upload any additional information | No File Uploaded |

## 5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)

## 5.3.3.1 - Number of sports and cultural events/competitions in which students of the Institution participated during the year

**20**

| File Description | Documents |
|---|---|
| Report of the event | **No File Uploaded** |
| Upload any additional information | **No File Uploaded** |
| Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (Data Template) | [View File]() |

## 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

A dedicated and very active South Indian Education Society Management College AlumniAssociation 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 allinstitutional development activities with around 7000 plus alumni base within the country and outsidecountry like Canada, Dubai, South Africa etc. Three prime objectives: · To discover our Alumni · To connect with our Alumni · To engage and benefit our Alumni.

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

1.Dignitaries for various events:., 2.Members of Board of Studies: 3.Project Guides: T 4.Corporate Interaction Series: 5.Mentoring Sessions:

6.Judging the events:

7.Guest Lectures: 9.As Motivators: . 10.Conferences, Conclaves and Panel Discussions: .

| File Description | Documents |
|---|---|
| Paste link for additional information | **Nil** |
| Upload any additional information | [View File](#) |

| **5.4.2 - Alumni contribution during the year (INR in Lakhs)** | **E. <1Lakhs** |
|---|---|

| File Description | Documents |
|---|---|
| Upload any additional information | **No File Uploaded** |

**GOVERNANCE, LEADERSHIP AND MANAGEMENT**

**6.1 - Institutional Vision and Leadership**

6.1.1 - The governance of the institution is reflective of and in tune with the vision and mission of the institution

**The Managing Council of the SIEShas 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 andCollege Development Committee. IQAC plays a coordinating role.**

**This organizational structure is less hierarchical, flat and all decisions are taken mainly through decentralized processes to ensure alignment andachievement 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 are as under:**

**Classroom inputs,Experiential and phenomenon-based learning,Case studies and simulations,Corporate / alumni interactions,Industry internship,Research based activities,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.**

| File Description | Documents |
|---|---|
| Paste link for additional information | **Nil** |
| Upload any additional information | [View File]() |

6.1.2 - The effective leadership is visible in various institutional practices such as decentralization and participative management.

**The decision-making processes at the institute are broadly decentralized. All internal stakeholders to a large extent, involved in decisions affecting them. E.g, faulty (course and other issues) related decisions are taken through broad consensus through departmental or general faculty meetings. Similarly, the institute has well-structuredstudent 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 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 | Documents |
|---|---|
| Paste link for additional information | **Nil** |
| Upload any additional information | **No File Uploaded** |

## 6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

**The strategic plan 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 forstudents 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.**

| File Description | Documents |
|---|---|
| Strategic Plan and deployment documents on the website | View File |
| Paste link for additional information | https://siescoms.edu.in/docs/Institutional%20Perspective%20Plan.pdf |
| Upload any additional information | View File |

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

The 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 | Documents |
|---|---|
| Paste link for additional information | Nil |
| Link to Organogram of the institution webpage | https://siescoms.edu.in/about/structure |
| Upload any additional information | No File Uploaded |

| 6.2.3 - Implementation of e-governance in areas of operation Administration Finance and | A. All of the above |
|---|---|

| Accounts Student Admission and Support Examination | |
|---|---|

| File Description | Documents |
|---|---|
| ERP (Enterprise Resource Planning)Document | **No File Uploaded** |
| Screen shots of user inter faces | View File |
| Any additional information | **No File Uploaded** |
| Details of implementation of e-governance in areas of operation, Administration etc(Data Template) | View File |

## 6.3 - Faculty Empowerment Strategies

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

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.
4. Some preference in admission to children of staff in SIES institutions
5. Special leavein genuine needy cases
6. Cash reward on completion of higher education
7. Free tea facilities
8. Parking space facility for two-wheeler as well as four-wheeler vehicles inside the campus

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

Additionally, the SIES has recently come out with an exhaustive "Research Policy" that prescribes various special facilities to the teaching faculty such as:

1. 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.

4. Liberal support through reimbursement related toconferences
orFDPs.

| File Description | Documents |
|---|---|
| Paste link for additional information | **Nil** |
| Upload any additional information | **No File Uploaded** |

**6.3.2 - Number of teachers provided with financial support to attend conferences/ workshops and towards membership fee of professional bodies during the year**

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

**4**

| File Description | Documents |
|---|---|
| Upload any additional information | **No File Uploaded** |
| Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template) | <u>View File</u> |

**6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year**

**6.3.3.1 - Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff during the year**

**18**

| File Description | Documents |
|---|---|
| Reports of the Human Resource Development Centres (UGCASC or other relevant centres). | **No File Uploaded** |
| Reports of Academic Staff College or similar centers | **No File Uploaded** |
| Upload any additional information | **No File Uploaded** |
| Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template) | [View File](#) |

**6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)**

**6.3.4.1 - Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during the year**

**5**

| File Description | Documents |
|---|---|
| IQAC report summary | **No File Uploaded** |
| Reports of the Human Resource Development Centres (UGCASC or other relevant centers) | **No File Uploaded** |
| Upload any additional information | **No File Uploaded** |
| Details of teachers attending professional development programmes during the year (Data Template) | [View File](#) |

6.3.5 - Institutions Performance Appraisal System for teaching and non- teaching staff

**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.

| File Description | Documents |
|---|---|
| Paste link for additional information | Nil |
| Upload any additional information | View File |

## 6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

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.

Audit objections (if any) are duly attained and settled within due time to ensure compliance and transperancy.

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

| File Description | Documents |
|---|---|
| Paste link for additional information | Nil |
| Upload any additional information | View File |

## 6.4.2 - Funds / Grants received from non-government bodies, individuals, philanthropers during the year (not covered in Criterion III)

**6.4.2.1 - Total Grants received from non-government bodies, individuals, Philanthropers during the year (INR in Lakhs)**

0.67

| File Description | Documents |
|---|---|
| Annual statements of accounts | **No File Uploaded** |
| Any additional information | **No File Uploaded** |
| Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template) | [View File](#) |

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

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.

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

| File Description | Documents |
|---|---|
| Paste link for additional information | **Nil** |
| Upload any additional information | **No File Uploaded** |

## 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

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

**A. 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. **Workshops are being conducted by IQAC in associaction of other committees.**
3. **SIESSLLD in association with SIESCOMS IQACorganizes various seminars / workshops exclusively for faculty of SIESCOMS.**
4. **Structured feedback mechanism is prepared for conducting student feedback on teaching learning.**
5. **Teaching plan is being maintained to monitor the lecture delivery system.**

**A. Promoting 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.**
3. **The IQAC is actively involved in implementing the Research Policy.**

**C. 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 and seminarorganized.**

| File Description | Documents |
|---|---|
| Paste link for additional information | **Nil** |
| Upload any additional information | [View File](View File) |

6.5.2 - The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

**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 | Documents |
|---|---|
| Paste link for additional information | **Nil** |
| Upload any additional information | [View File](#) |

| 6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA) | **A. All of the above** |
|---|---|

| File Description | Documents |
|---|---|
| Paste web link of Annual reports of Institution | **Nil** |
| Upload e-copies of the accreditations and certifications | **No File Uploaded** |
| Upload any additional information | **No File Uploaded** |
| Upload details of Quality assurance initiatives of the institution (Data Template) | [View File](#) |

## INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

**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 becomingan institute of choice for girls in Navi Mumbai.**

**Over the past few years, we have seen approx. 40 % enrollment of female students in management courseand approx. 28% enrollment in technical course, which is comparable to the global standard of femalecandidates 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. Also Institute focuses on:**

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

**Apart from the above,following activities ara taken care by the organization.**

**Gender sensitization initiatives**

**Safety and security**

**Counselling & Mentoring**

**Common Room and other infrastructure**

| File Description | Documents |
|---|---|
| Annual gender sensitization action plan | **Nil** |
| Specific facilities provided for women in terms of:a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information | **Nil** |

| **7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures   Solar energy Biogas plant Wheeling to the Grid   Sensor-based energy conservation Use of LED bulbs/ power efficient equipment** | **A. 4 or All of the above** |
|---|---|

| File Description | Documents |
|---|---|
| Geo tagged Photographs | **No File Uploaded** |
| Any other relevant information | [View File]() |

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste

management Biomedical waste management E-waste management  Waste recycling system Hazardous chemicals and radioactive waste management

**The institute has well-established procedures in place for handling garbage recycling, liquid and solid waste management, electronic waste management, and help from local organisations. The institute's planned and implemented methodical management methods have received recognition even from the local body. The process of managing solid waste includes both the collection and treatment of waste materials. It also offers rules for recycling goods that don't belong in the garbage or junk category. Financial support, trained personnel, cooperation between different government agencies, and public awareness of the issues are all necessary for liquid waste treatment. The institute handles this coordination with the assistance of the local government since inappropriate handling of liquid wastes, especially human excreta, results in problems for the environment and human health.**

| File Description | Documents |
| --- | --- |
| Relevant documents like agreements / MoUs with Government and other approved agencies | **No File Uploaded** |
| Geo tagged photographs of the facilities | **No File Uploaded** |

**7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus**

**A. Any 4 or all of the above**

| File Description | Documents |
| --- | --- |
| Geo tagged photographs / videos of the facilities | **No File Uploaded** |
| Any other relevant information | **No File Uploaded** |

**7.1.5 - Green campus initiatives include**

**7.1.5.1 - The institutional initiatives for greening the campus are as follows:**

1. **Restricted entry of automobiles**
2. **Use of bicycles/ Battery-powered**

**B. Any 3 of the above**

    **vehicles**
3. **Pedestrian-friendly pathways**
4. **Ban on use of plastic**
5. **Landscaping**

| File Description | Documents |
|---|---|
| Geo tagged photos / videos of the facilities | **No File Uploaded** |
| Various policy documents / decisions circulated for implementation | **No File Uploaded** |
| Any other relevant documents | **No File Uploaded** |

**7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution**

| **7.1.6.1 - The institutional environment and energy initiatives are confirmed  through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities** | **A. Any 4 or all of the above** |
|---|---|

| File Description | Documents |
|---|---|
| Reports on environment and energy audits submitted by the auditing agency | **No File Uploaded** |
| Certification by the auditing agency | **No File Uploaded** |
| Certificates of the awards received | **No File Uploaded** |
| Any other relevant information | **No File Uploaded** |

| **7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment        5. Provision for enquiry and  information : Human assistance, reader, scribe, soft copies of** | **B. Any 3 of the above** |
|---|---|

| reading material, screen | reading | |
|---|---|---|

| File Description | Documents |
|---|---|
| Geo tagged photographs / videos of the facilities | No File Uploaded |
| Policy documents and information brochures on the support to be provided | No File Uploaded |
| Details of the Software procured for providing the assistance | No File Uploaded |
| Any other relevant information | No File Uploaded |

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

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

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

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

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

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

| File Description | Documents |
|---|---|
| Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | **No File Uploaded** |
| Any other relevant information | **No File Uploaded** |

7.1.9 - Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

**The institution regularly observes holidays such as Republic Day, Independence Day, Teachers Day, World Human Rights Day, and others, which raises awareness among students and staff about their rights, duties, and responsibilities under the constitution as citizens.**

| File Description | Documents |
|---|---|
| Details of activities that inculcate values; necessary to render students in to responsible citizens | **Nil** |
| Any other relevant information | **Nil** |

| | |
|---|---|
| **7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff       4. Annual awareness programmes on Code of Conduct are organized** | **B. Any 3 of the above** |

| File Description | Documents |
|---|---|
| Code of ethics policy document | **No File Uploaded** |
| Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims | **No File Uploaded** |
| Any other relevant information | **No File Uploaded** |

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

**In observance of these occasions, the organisation organises festivals, events, and national and international memorial days. Examples of these include World Diabetes Day, World Human Rights Day, World Cancer Day, Organ Donation Awareness Week, and World Mental Health Day.**

| File Description | Documents |
|---|---|
| Annual report of the celebrations and commemorative events for the last (During the year) | **No File Uploaded** |
| Geo tagged photographs of some of the events | **No File Uploaded** |
| Any other relevant information | **No File Uploaded** |

## 7.2 - Best Practices

7.2.1 - Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.

**1.SASHAKT (EMPOWER)-Student Comprehensive Excellence Program:- Initiative is to foster student learning and development by supporting students in their academic, personal, professional, and social growth. By implementing this practice, mission is to empower students in enhancing their learning ability and decision-making skills. Goal is to bring an everlasting change in the mindset of students so that they become strong internally for challenges, become job ready and take responsibilities towards their own self and the nation.**

**This can be summarized as**

- **Improvement in learning and research competency**
- **Increase employability.**
- **Create opportunities for skill development.**
- **Enhancing physical & emotional wellbeing**
- **Develop socially responsible citizens.**

**2. SAKSHAM (DEVELOPNING 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 of the parent body, SIESCOMS gives a lot of thrust on holistic development and welfare of its teaching and non-teaching staff. The main goal of Saksham is to ensure that the workplace is enjoyable and safe for everyone. SIESCOMS has always believed and practiced the social cohesion of its employees. Some of the activities in this regard include Annual Day. Staff sports day, Experiential Learning, Birthday celebration and Festival celebrations.**

| File Description | Documents |
|---|---|
| Best practices in the Institutional website | **Nil** |
| Any other relevant information | **Nil** |

## 7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

1. **The purpose of instruction and training is to get pupils ready for the workforce. The placement section takes the initiative to investigate, understand, and share with the institute's instructors and trainers the corporate needs in relation to knowledge and abilities.**
2. **In accordance with the institutional vision, mission, and objectives, the institute swiftly and forcefully addressed the challenging pandemic phase scenario. This allowed it to function extremely effectively in all areas, including certificate programmes, online lectures, webinars, workshops, the systematic and dependable administration of examination systems, and other academic and administrative fronts. This guaranteed the ongoing development of every student enrolled in the institute's courses and enabled it to consistently**

**supply the business sector with a workforce of the highest calibre.**

| File Description | Documents |
|---|---|
| Appropriate web in the Institutional website | **No File Uploaded** |
| Any other relevant information | **No File Uploaded** |

7.3.2 - Plan of action for the next academic year

**Plan of Action for the year 2023-24**

**1. Preparations will start for second cycle of NAAC and NBA, both of which are due in 2024.**

**2. New ERP will be implemented.**

**3. Projects on 'Indian Knowledge Systems' will be initiated among the MMS students, which is one of the requirements of NEP 2020.**

**4. Entrepreneurship will be encouraged for MMS and MCA students.**

**5. Global immersion program will be re-started in 2023-24.**