YEARLY STATUS REPORT - 2020-2021

Part A

Data of the Institution

1.Name of the Institution

> Siva Sivani Institute of Management

- Name of the Head of the institution

  > Dr. S.V. Ramana Rao

- Designation

  > Director

- Does the institution function from its own campus?

  > Yes

- Phone No. of the Principal

  > 9959110061

- Alternate phone No.

  > 04027165450

- Mobile No. (Principal)

  > 9959110061

- Registered e-mail ID (Principal)

  > ramanarao@ssim.ac.in

- Address

  > NH-44,Ruby Block, Kompally

- City/Town

  > Secunderabad

- State/UT

  > Telangana

- Pin Code

  > 500100

2.Institutional status

- Autonomous Status (Provide the date of conferment of Autonomy)

  > 09/12/1992

- Type of Institution

  > Co-education

- Location

  > Semi-Urban

- Financial Status   **Self-financing**

- Name of the IQAC Co-ordinator/Director   **M Chaitanya**

- Phone No.   **04027165450**

- Mobile No: **9160054499**

- IQAC e-mail ID   **iqac@ssim.ac.in**

3.Website address (Web link of the AQAR (Previous Academic Year)   https://ssim.ac.in/naac-2021/AQAR_2019_20.pdf

4.Was the Academic Calendar prepared for that year?   **Yes**

- if yes, whether it is uploaded in the Institutional website Web link: https://ssim.ac.in/SSIM_Academic_Calendar_2020-21.pdf

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 2	**B+**	**2.58**	**2021**	**30/11/2021**	**29/11/2026**
Cycle 1	**B**	**2.56**	**2014**	**10/12/2014**	**09/12/2019**

6.Date of Establishment of IQAC   **30/03/2012**

7.Provide the list of Special Status conferred by Central and/or State Government on the Institution/Department/Faculty/School (UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC, etc.)?

Institution/ Department/Faculty/School	Scheme	Funding Agency	Year of Award with Duration	Amount
Nil	**Nil**	**Nil**	**Nil**	**Nil**

8.Provide details regarding the composition of the IQAC:

- Upload the latest notification regarding the composition of the IQAC by the HEI   View File

9.No. of IQAC meetings held during the year   **2**

- Were the minutes of IQAC meeting(s) and compliance to the decisions taken uploaded on the institutional website?   No

- If No, please upload the minutes of the meeting(s) and Action Taken Report   No File Uploaded

10.Did IQAC receive funding from any 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)

12.Plan of action chalked out by IQAC at 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
Accreditation	Completed the second cycle on NAAC Accreditation

13.Was the AQAR placed before the statutory body?   No

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Nil	Nil

14.Was the institutional data submitted to AISHE ?   Yes

- Year

Part A
Data of the Institution

1.Name of the Institution	`Siva Sivani Institute of Management`
• Name of the Head of the institution	`Dr. S.V. Ramana Rao`
• Designation	`Director`
• Does the institution function from its own campus?	`Yes`
• Phone No. of the Principal	`9959110061`
• Alternate phone No.	`04027165450`
• Mobile No. (Principal)	`9959110061`
• Registered e-mail ID (Principal)	`ramanarao@ssim.ac.in`
• Address	`NH-44,Ruby Block, Kompally`
• City/Town	`Secunderabad`
• State/UT	`Telangana`
• Pin Code	`500100`
2.Institutional status	
• Autonomous Status (Provide the date of conferment of Autonomy)	`09/12/1992`
• Type of Institution	`Co-education`
• Location	`Semi-Urban`
• Financial Status	`Self-financing`
• Name of the IQAC Co-ordinator/Director	`M Chaitanya`

• Phone No.	**04027165450**
• Mobile No:	**9160054499**
• IQAC e-mail ID	**iqac@ssim.ac.in**
3.Website address (Web link of the AQAR (Previous Academic Year)	**https://ssim.ac.in/naac-2021/AQAR_2019_20.pdf**
4.Was the Academic Calendar prepared for that year?	**Yes**
• if yes, whether it is uploaded in the Institutional website Web link:	**https://ssim.ac.in/SSIM_Academic_Calendar_2020-21.pdf**

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
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Cycle 1	**B**	**2.56**	**2014**	**10/12/2014**	**09/12/2019**

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Institution/ Department/Faculty/School	Scheme	Funding Agency	Year of Award with Duration	Amount
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8.Provide details regarding the composition of the IQAC:

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9.No. of IQAC meetings held during the year	**2**
• Were the minutes of IQAC meeting(s) and compliance to the decisions taken uploaded on the institutional website?	**No**

• If No, please upload the minutes of the meeting(s) and Action Taken Report	No File Uploaded

10.Did IQAC receive funding from any 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)

12.Plan of action chalked out by IQAC at 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
Accreditation	**Completed the second cycle on NAAC Accreditation**

13.Was the AQAR placed before the statutory body?	**No**
• Name of the statutory body	

Name of the statutory body	Date of meeting(s)
Nil	**Nil**

14.Was the institutional data submitted to AISHE ?	**Yes**
• Year	

Year	Date of Submission
03/03/2022	**03/03/2022**

15.Multidisciplinary / interdisciplinary

16.Academic bank of credits (ABC):

17.Skill development:

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

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

20.Distance education/online education:

Extended Profile

1.Programme

1.1	**3**
Number of programmes offered during the year:	

File Description	Documents
Institutional Data in Prescribed Format	No File Uploaded

2.Student

2.1	**466**
Total number of students during the year:	

File Description	Documents
Institutional data in Prescribed format	No File Uploaded

2.2	**243**
Number of outgoing / final year students during the year:	

File Description	Documents
Institutional Data in Prescribed Format	No File Uploaded

2.3	**254**
Number of students who appeared for the examinations conducted by the institution during the year:	

File Description	Documents
Institutional Data in Prescribed Format	No File Uploaded

3.Academic

3.1	**216**
Number of courses in all programmes during the year:	

File Description	Documents
Institutional Data in Prescribed Format	No File Uploaded

3.2	**30**
Number of full-time teachers during the year:	

File Description	Documents
Institutional Data in Prescribed Format	No File Uploaded

3.3	**30**
Number of sanctioned posts for the year:	

4.Institution

4.1	**0**
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

4.2	**14**
Total number of Classrooms and Seminar halls	

4.3	**466**
Total number of computers on campus for academic purposes	

4.4	**999**
Total expenditure, excluding salary, during the year (INR in Lakhs):	

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Design and Development

1.1.1 - Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which are reflected in Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of the various Programmes offered by the Institution.

Management education has evolved to be a premier choice among post-graduation degree aspirants all over the world. The growing complexity of business, coupled with technological advances has made this course futuristic in its outlook, attracting the best minds to chart new directions for organizations. Business education should, therefore, integrate these vagaries in the environment to build a talent base. Siva Sivani Institute of Management is one of the leading business schools in the country offering Post Graduation in Business Management since 1992. SSIM offers programmes by aligning industry requirements. These resources are delivered by eminent resource persons drawn from the industry as well as an academic fraternity. SSIM is committed to crafting the careers of students in a manner that they are ready to excel in managerial and entrepreneurial roles. It is our responsibility to offer more specialized and focused programs to meet the industry needs, resulting in programmes like PGDM-TPS, PGDM- BIFS, PGDM – General, PGDM Business Analytics. The curriculum of each PGDM course can build the competencies needed by the local and national business organisations. The present business environment requires good interpersonal communication skills, the ability to work in a competitive and challenging environment, innovativeness, strategic thinking skills, Analytical skills, leadership skills, networking skills. Hence, considering the need to meet the local and national industry expectations while designing curriculum industry inputs and alumni inputs are factored in. The Programme structure at SSIM is unique, as it has been developed based on a thematic approach. Each trimester has a specific 'central learning focus' according to the local, regional, national and global developmental needs as detailed below. Trimester 1 Theme: Corporate Impellent Objective: To provide conceptual knowledge of business management for understanding business aspects and facilitate in appreciating the corporate performance. Trimester 2 Theme: Corporate Intrinsic Objective: To provide exposure to various functions that the organizations/corporations perform and further the understanding of basic concepts in decision-making. Trimester 3 Theme: Corporate Integral Objective: To advance students' learning of corporate functional applications for critical decision-making.Trimester 4 Theme: Corporate Adept Objective: To enhance students learning of

their chosen functional area and equip them with requisite skills. Trimester 5 Theme: Corporate Astute Objective: To augment students' learning of their chosen functional area and become competent professionals. Trimester 6 Theme: Corporate Ace Objective: To facilitate the application of business knowledge in a corporate environment for professional and personal growth.

Industry Expectations: Management graduates need to be corporate ready by the time they complete the programme like Classroom to Corporate. Hence, considering the need to meet the industry expectations while designing industry inputs and alumni inputs are factored in.

Outcome-Based Education: Programme Structure is vital for the successful implementation of Outcome Based Education. Outcome-Based Education should facilitate the attainment of Program Outcomes and Programme Specific Outcomes. Hence, learning outcomes are defined at the trimester level and cascaded to the subject level.

File Description	Documents
Upload additional information, if any	[View File](#)
Link for additional information	Nil

1.1.2 - Number of Programmes where syllabus revision was carried out during the year

2

File Description	Documents
Minutes of relevant Academic Council/BOS meeting	[View File](#)
Details of syllabus revision during the year	[View File](#)
Any additional information	No File Uploaded

1.1.3 - Number of courses focusing on employability/entrepreneurship/ skill development offered by the Institution during the year

14

File Description	Documents
Curriculum / Syllabus of such courses	View File
Minutes of the Boards of Studies/ Academic Council meetings with approval for these courses	View File
MoUs with relevant organizations for these courses, if any	**No File Uploaded**
Any additional information	**No File Uploaded**

1.2 - Academic Flexibility

1.2.1 - Number of new courses introduced across all programmes offered during the year

14

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

1.2.2 - Number of Programmes offered through Choice Based Credit System (CBCS)/Elective Course System

3

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	View File
Any additional information	**No File Uploaded**
List of Add on /Certificate programs (Data Template)	View File

1.3 - Curriculum Enrichment

1.3.1 - Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, and Human Values into the curriculum

Management education aims at the Holistic development of students.

This is achieved through vigorous and updated curricular inputs. SSIM offers programs that are not directly linked to one's discipline of study but contribute to sensitizing students to crosscutting issues relevant to contemporary concerns nationally and internationally. SSIM offers courses relevant to cross-cutting issues such as human values, environment, and sustainability for creative and divergent competencies. A few of the courses directly related to sustainability, human values, and professional ethics, development of creative and divergent competencies. 1. Corporate Governance and Sustainability: Corporate governance is a system of rules, policies, and practices that dictate how a company's Board of Directors manages and oversees the operations of a company. It including principles of transparency, accountability, and security. 2. Organizational Behaviour: organizational behavior demonstrates how people interact within groups. It includes increasing job performance, job satisfaction, promoting innovation, and encouraging leadership 3. Human Resource Management: This covers the fields of staffing (hiring people), retention of people, pay and perks setting and management, performance management, change management and taking care of exits from the company to round off the activities.

4. Human Resource Development: Human Resource Development provides a framework for developing employees and their skills, knowledge, abilities for advancement in their career, besides providing equal opportunity irrespective of cast, breed, gender, and culture, which in turn improves an organization's effectiveness.

5. Indian Ethos and Business Ethics: Indian Ethos refers to the values and practices that the culture of India can contribute to service, leadership, and management. Business Ethics are the moral principles and values that guide human behaviour. Morals dictate what is 'right' or 'wrong'. An ethical business is one, which applies a set of moral principles to all interactions with stakeholders. 6. Sustainable Business Strategy: This aims at developing a business strategy considering 17 Sustainable Development Goals. 7. Managing Diversity: This course aims at providing knowledge on managing human resources, making the workplace inclusive that values and protects each of the employees equally, and providing resources to learn, connect and respect individual differences 8. Social Project: The main objective of the course is to inculcate social sensitivity among the students. This course will make the student understand the importance of society for holistic development.

File Description	Documents
Upload the list and description of the courses which address issues related to Gender, Environment and Sustainability, Human Values and Professional Ethics in the curriculum	View File
Any additional information	**No File Uploaded**

1.3.2 - Number of value-added courses for imparting transferable and life skills offered during the year

2

File Description	Documents
List of value-added courses	View File
Brochure or any other document relating to value-added courses	View File
Any additional information	**No File Uploaded**

1.3.3 - Number of students enrolled in the courses under 1.3.2 above

50

File Description	Documents
List of students enrolled	View File
Any additional information	View File

1.3.4 - Number of students undertaking field work/projects/ internships / student projects

158

File Description	Documents
List of programmes and number of students undertaking field projects / internships / student projects	View File
Any additional information	View File

1.4 - Feedback System

1.4.1 - Structured feedback and review of the syllabus (semester-wise / year-wise) is	A. All 4 of the above

obtained from 1) Students 2) Teachers 3) Employers and 4) Alumni

File Description	Documents
Provide the URL for stakeholders' feedback report	https://ssim.ac.in/naac-2021/Criteria_1/SSIM_Stakeholder_Feedback_Report.pdf
Upload the Action Taken Report of the feedback as recorded by the Governing Council / Syndicate / Board of Management	View File
Any additional information	No File Uploaded

1.4.2 - The feedback system of the Institution comprises the following	A. Feedback collected, analysed and action taken made available on the website

File Description	Documents
Provide URL for stakeholders' feedback report	https://ssim.ac.in/naac-2021/Criteria_1/SSIM_Stakeholder_Feedback_Report.pdf
Any additional information	View File

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of Students

2.1.1.1 - Number of students admitted (year-wise) during the year

205

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

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

0

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 students' learning levels and organises special programmes for both slow and advanced learners.

Assessment of learning levels Siva Sivani Institute of Management practices a student-centric approach. Each student is given personal attention and grooming throughout his/her journey during the program. The students at SSIM are divided into two categories based on their academic performance and language skills, as slow learners and advanced learners. The criterion for categorizing into Slow Learners and Advanced Learners is given below: Induction Program SSIM conducts a 21-day induction program for new entrants every year. This program aims to sensitize them towards the principles, practices, and ethics of the institution and to orient them into the ecosystem of the Institute. Critical inputs in various foundational courses such as Accounting, Business Statistics, Economics, are given to students who come from different States and different academic disciplines. Training on Communication skills, personality development, and motivational sessions by Corporate Managers and Alumni are also given. A special test is conducted for the first-year students after induction categorized as under: Slow Learners: Less than 20 marks (40%) out of 50 marks Advanced Learners: Above 20 out of 50 marks

Trimester I – VI Thereafter, the students are allocated to Faculty Mentors who groom and counsel the students throughout the program duration. Based on the Mid-Term Marks in the first trimester, students are categorized as Slow Learners and Advanced Learners as follows:

Slow Learners: Less than 8 marks out of 20 marks. Advanced Learners: Above 8 out of 20 marks. Encouragement to Bright Students Advance learners are appreciated and encouraged by the Institute in a variety of ways to appreciate and engage them productively. They also get an opportunity to be part of the organizing committee of events within the campus. They work along with the faculty concerned. They are encouraged to participate in Workshops, conducted by the other institutes. They are encouraged to pursue certification courses by professional bodies. The

various initiatives for bright students include the following

Participation in Inter-Collegiate Competitions representing SSIM Co-ordinators in Organising Events Placement Executive Committee Members Participate in live / field promotional events of the company Participate in Webinars / Seminars / Conferences / Workshops Professional Memberships Certification Courses

Slow Learners The slow learners are facilitated with remedial classes beyond class hours. These students are mentored by one-to-one interactive sessions. The slow learners are paid personal attention to help them cope up with the new environment and courses. Most of these students also face difficulty in communicating in the English language fluently. This is mainly because of their inhibition. The faculty of Communication during their sessions observe such candidates and train them specially. Measures were taken for Slow Learners The various initiatives are taken by the Institute for helping the slow learners include: Remedial Classes Personality Development Mock Interviews for building confidence Group activities or Peer activities Group Discussions Brainstorming Sessions

The progress of students is regularly observed through a continuous assessment process.

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

2.2.2 - Student – Teacher (full-time) ratio

Year	Number of Students	Number of Teachers
31/05/2021	386	30

File Description	Documents
Upload 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:

SSIM is committed to the pursuit of excellence. All academic endeavours are oriented towards a student-centric learning environment, grounded on the OBE philosophy. Experiential learning is imparted in SSIM through 1. Simulation Lab-work: A capstone project is a multifaceted assignment that serves as a culminating academic and intellectual experience for students, e.g. Capstone Projects. 2. Internships: An internship for 4 to 6 weeks is the best way to put classroom knowledge to practice.

3. Field projects: Students are given the opportunity to work on the field to gain hands-on experience to understand the market and its sentiments. 4. On Job Training (OJT): This is the training that the students get during the internship by the Corporates on the core business domain.

5. Experiential Learning: The institute organizes interactions with highly experienced corporate professionals. This provides a laboratory of experience learning to the students. 6. Social Projects: Students in association with Social or NGOs engage in their activities to understand the ground realities of the society.

Participative Learning is imparted to the students through 1. Classroom Interaction: Students are encouraged to participate in the classroom interaction with the Faculty who acts as a facilitator. 2. Tutorial Interaction: In these sessions, slow learners are given personal attention to cope with the subject concepts and applications.

3. Peer-Learning: These are group activities and group assignments where the students learn from their peers through group dynamics. 4. Community Learning Platform: These include engagements with NGOs and other social organizations to sensitize the students and learn from observations and experience. 5. Group Discussions: These include discussions on topics that are current and relevant and students are given inputs to the fact the corporate selections processes. 6. Clubs activities: Students are encouraged to participate in the clubs of their choice to showcase their talent. 7. Company Review session: Students review a Company and present it in front of the class using multimedia. 8. Book review session: Students are encouraged to read the book prepare a review and present it before the class. 9. Role Play: Students have done the roles of Corporate executives and are trained to take management decisions. Fostering Creativity, Critical Thinking, and Problem Solving: 1. Learning through research-based projects: Students are

assigned market survey research-based assignments to get a feel of the real-time market dynamics. 2. Case-based learning: Students learn from Case studies facts, and issues concerning all functional areas of the management domain for better understanding and insights. 3. Writing Business Plans: This assignment enhances the creative talent of the students and the imagine business ideas and implement them. 4. Lectures from Business owners / Entrepreneurs: Invited Entrepreneurs and Alumni share their valuable experiences with students in these sessions. 5. Management lessons from Movies: Movies provide a source of learning management lessons for students, in the area of Leadership, Teamwork, Patriotism, etc.

File Description	Documents
Upload any additional information	[View File](#)
Link for additional Information	Nil

2.3.2 - Teachers use ICT-enabled tools including online resources for effective teaching and learning

SSIM has State-of-art- infrastructure networked fully with Wi-Fi-enabled facilities to facilitate a happy teaching and learning process. ICT Enabled Classrooms The classrooms consist of a dedicated LCD Projector, Integrated Audio Visual System, and suitable software to drive and integrate all these IT components. In addition to that, all the classrooms are also provided with internet connectivity and 3 tier wireless network with a central server hosting archives of files and databases facilitating intraclass communication, storage, and retrieval of teaching and learning material. This environment facilitates group learning through the process of interaction and participation.

Online Platform for Teaching The faculty Members during the pandemic time used various online platforms, such as Google meet, Zoom, for teaching and engaging students productively without any hindrance to the academics. SSIM- Learning Management System (LMS) The Faculty use the in-house facility LMS- CAMU which is a software application for the administration, documentation, tracking, reporting and delivery of electronic educational technology (also called e-learning) courses or training programs. SSIM- LMS for teaching During the Covid-19 pandemic, the teaching-learning was facilitated by SSIM-LMS on Microsoft platforms for the smooth conduct of classes and examinations.

SSIM-LMS for Students For a seamless teaching-learning process, the SSIM-LMS enables the students to access the learning resources from any geographical location i.e. from the SSIM host server or any other remote system access. Students are provided with individual user ids and passwords for accessing the same. The training for accessing these learning resources is provided by the concerned resource centre people periodically.

SSIM – LMS for Administration SSIM also uses a software application CAMU (ERP) for Administration, Documentation, tracking, and reporting. This application caters to different stakeholders like students, faculty, parents, and admin staff in the areas of Academics, Examinations, Accounts, and Operations. Software Application – Administration, Documentation, tracking, and reporting. SSIM – LMS for different domains/functions. All the activities associated with the students can be generated for all areas concerned to students. From the time the application is processed, admission till the time they leave the campus, all activities are monitored through the LMS.

SSIM- EMS CAMU assists the examinations department by providing all the related information like schedules, seating the arrangement, evaluation report, generating hall tickets, transcript printing, attendance report, etc., Online Resources used by Faculty for Teaching The Faculty members use a variety of online resources for enhancing and facilitating the learning of the students. MOOCs, NPTEL, and other online platforms are utilized to deliver quality education to students. On the other hand, students are also encouraged to pursue courses from open sources like Udemy, Coursera, and other paid sources.

File Description	Documents
Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process	**Nil**
Upload any additional information	[View File](#)

2.3.3 - Ratio of students to mentor for academic and other related issues

2.3.3.1 - Number of mentors

29

File Description	Documents
Upload year-wise number of students enrolled and full-time teachers on roll	View File
Circulars with regard to assigning mentors to mentees	No File Uploaded

2.3.4 - Preparation and adherence to Academic Calendar and Teaching Plans by the institution

Preparation and Adherence of Academic Calendar: SSIM has a very robust process for the preparation and adherence of the Academic calendar. The institution prepares the academic calendar every year in advance. The coverage of the academic calendar covers the list of examination dates, seminars, conferences, guest lectures, workshops and industrial visits holidays, vacation dates, festivals, etc. The academic calendar provides the total effective working days available in a given semester. Then based on the calendar, the Coordinators in consultation with the Director prepare the timetable by correlating the working days available and coverage of the curriculum of the subjects. Thus the academic calendar monitors the effective delivery of the program with academic and business inputs. The calendar is made available to the students before the commencement of classwork. The academic calendar is displayed on all the department notice boards and is made available on the website. The academic activities within the institution are strictly adhering to the calendar events. All the examinations are being conducted as per the Academic Calendar.

Preparation and Adherence of Teaching Plan: The subject allocation is done by the Director in consultation with the Program Chairs for all the Programs. After the allocation, the concerned faculties prepare Course Outline which is a comprehensive document in the prescribed format before the commencement of the classwork every semester. The academic plan the structure is prepared to adhere to the needs of Outcome-Based Education Prescribed by the National Board of Accreditation (NBA). The contents of the plan include: Course Syllabus

Course Objectives Program Outcomes Program Specific Outcomes Course Outcomes Mapping of Course Outcomes with Program Outcomes Learning resources Delivery methodologies Assessment components with Rubrics Sessions Plan for 25 sessions Feedback questions Assignments Additional information giving links to online resources, over and above the curriculum The Course Outline will also have details of the teaching plan for their respective

subjects of 25 hours. These 25 hours are distributed among classroom teaching, case studies, role play, workshops, and lab sessions as per the subject requirements. These plans are made in advance and serve as a guide for conducting sessions. Before the commencement of the Trimester, the Course Outlines are approved by the respective Program Chairs. The Course Outlines are then circulated to the students on the first session of the Course and explained in detail.

The Director and Program Chairs check the progress of each course and ensure timely and effective completion of the course in the specified time frame with the perfect blend of practical and theoretical inputs. Adherence to the academic plan is followed by the faculty and details are recorded in the Academic Audit Report by the Program Chairs periodically on a weekly basis. These audit reports are then submitted to the IQAC for record and documentation. The copies of the same are maintained in the Course files with the Faculty.

File Description	Documents
Upload the Academic Calendar and Teaching Plans during the year	[View File](#)

2.4 - Teacher Profile and Quality

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

30

File Description	Documents
Year-wise full-time teachers and sanctioned posts for the year	[View File](#)
List of the faculty members authenticated by the Head of HEI	No File Uploaded
Any additional information	No File Uploaded

2.4.2 - Number of full-time teachers with PhD/ D.M. / M.Ch. / D.N.B Super-Specialty / DSc / DLitt during the year

12

File Description	Documents
List of number of full-time teachers with PhD./ D.M. / M.Ch. / D.N.B Super-Specialty / D.Sc. / D.Litt. and number of full-time teachers for 5 years	View File
Any additional information	No File Uploaded

2.4.3 - Total teaching experience of full-time teachers in the same institution: (Full-time teachers' total teaching experience in the current institution)

319

File Description	Documents
List of teachers including their PAN, designation, Department and details of their experience	View File
Any additional information	No File Uploaded

2.5 - Evaluation Process and Reforms

2.5.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results during the year

7

File Description	Documents
List of Programmes and the date of last semester-end / year-end examinations and the date of declaration of result	View File
Any additional information	No File Uploaded

2.5.2 - Number of students' complaints/grievances against evaluation against the total number who appeared in the examinations during the year

0

File Description	Documents
Upload the number of complaints and total number of students who appeared for exams during the year	**No File Uploaded**
Upload any additional information	**No File Uploaded**

2.5.3 - IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA) have brought in considerable improvement in the Examination Management System (EMS) of the Institution

Exam Management System SSIM has well-defined processes to evaluate the performance of its students through its integrated software platform the SSIM-LMS. SSIM has also adopted the Outcome-Based Education (OBE) philosophy and hasbeen implementing the same in all assessment components, using appropriate revised Bloom's Taxonomy in all the examinations. SSIM has adopted formative and summative assessments namely: Continuous Internal Evaluation(CIE) End Term Examinations (ET) Continuous Internal Evaluation (CIE) The Institute follows a pattern of 50 marks for internal evaluation and 50 marks for the final examination. The Internal components comprise Midterm and CIA components such as Quizzes, Case discussion, and analysis, Assignments, Group Presentations, Phase-wise Projects. These components are designed by the Faculty as per the needsExamination Process SSIM has a robust examination in process. The Mid-term examinations are conducted centrally by the examination department for all Programs as per the Academic calendar. As far as the CIA components are concerned, the Faculty members conduct it during the course of the trimester. All internal question papers are set by the college faculty and end Term examination question papers are selected from the given set of 2 papers by the examination department in consultation with the concerned Program Chairs. Mid-Term Evaluation The midterm question paper carries short answer type questions (8 Marks) and the long answer type questions with choice, each question carrying 4 marks, in total 12 marks to test the conceptual and theoretical understanding of the student. The duration of the examination is 1 hour and 15 minutes.

End Term Evaluation The End term examination question paper comprises short-type questions for 10 marks, long type for 25 marks, and a case study question for 15 marks to test the analytical and decision-making skills of the student. MCD Components Evaluation SSIM aims to focus on the overall

personality development of the students. In this endeavor, apart from the core academic courses, the curriculum also has integrated the Management Competency Development components namely BRS, CRS, and ARS, which are also evaluated and assessed based on set parameters. These sessions aim to help students learn to effectively communicate while making a presentation, and also help in the overall grooming of their personality in terms of etiquette, handling criticism and professional behavior, etc. During the covid-19 pandemic times, (2020 & 2021) the Internals and end-term examinations were conducted through the SSIM-LMS platform through Objective-based questions (MCQs).

SSIM- Examination Management System (EMS) The SSIM- LMS assists the examinations department in all its operational activities. these activities can be categorized as follows: Pre-Examination Process The pre-examination procedures like Time Tables, Preparation of Barcoded answer booklets, Seating Plans, Invigilator duties, D form generation are automated and managed by SSIM- LMS.

Post Examination Process The generation of marks memos, Provisional Certificates, and Consolidated Marks Memo is prepared by considering security features. All other related information like evaluation reports, generating hall tickets, transcript printing, attendance reports are integrated into the LMS. The Provisional certificates and the Convocation degree are also being generated by the SSIM-LMS. Reforms initiated in the Examination processes SSIM has adopted the Outcome-based education (OBE) philosophy Question paper is thoroughly scrutinized to ensure the standard, spread of the syllabus and mapping of COs, and following BLOOMS taxonomy. All questions in the Internal and end-term examinations have been mapped to Course Outcomes Course attainment & Program attainment have been initiated manually but will be integrated with SSIM-LMS in due course. During the pandemic testing times also, through the SSIM-LMS platform examinations could be conducted without any difficulty. Due to the integration with SSIM-LMS, the evaluation system is unbiased and transparent To ensure uniformity and integrity SSIM - LMS has been adopted everywhere.

Positive impact following IT Integration The efforts taken have resulted in the smooth and successful conduction of the examination as per the schedule prepared Integration of SSIM- LMS has enhanced the quality of functioning of the section and has resulted in unbiased evaluation. Online Proctored examinations have brought in greater transparency in the conduct of the

examinations. Students have become more responsible and disciplined in their behavior during the conduct of the examinations.

The adoption of OBE and Revised Blooms Taxonomy has resulted in the improvement of the student academic standards both at teaching and evaluation stages. This has resulted in the mapping of COs with POs effectively Introduction to an online examination portal has resulted in unbiased and transparency is achieved.

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

2.6 - Student Performance and Learning Outcomes

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

Preparation and Dissemination of Program Outcomes, Program Specific Outcomes, and Course Outcomes SSIM has adapted the five Program Outcomes (POs) as per the guidelines of the NBA and additionally has framed two more POs for all its PGDM programs in line with the Outcome-Based Education (OBE) methodology. Program Outcomes (POs) represent the knowledge, skills, and attitudes the students should have at the end of a two-year management program. In addition to the POs, SSIM has defined three Program Specific Outcomes (PSOs) for each of its Programs to measure the outcomes more objectively. Based on the Program Specific Outcomes, the Courses are mapped and the Faculty prepare the Course Outcomes

Procedure for preparation of Program Specific Outcomes and Course Outcome The Program Specific Outcomes (PSOs) specific to each Program of the Institute are drafted keeping in mind the essential knowledge and abilities that students should possess and the depth of learning that is expected upon completion of the Program Firstly, the Course Outcomes (COs) are identified for each Course by the concerned Faculty and then they are validated. Course Outcomes are the direct statements describing the learnings by the students at the end of the course. For a Course, the Course Outcomes (COs) are mapped to the Program Outcomes (POs) through the CO-PO Matrix and to PSOs through the PO-PSO matrix, to understand the correlation of the COs with the POs and PSOs. The Course outcomes is assessed by the Faculty by using a combination

of assessment componentsincluding quizzes, assignments, group projects, presentations, etc. as a part of the Continuous internal evaluation. The Course Outcomes are mapped in each of the assessment components to enable the assessment of Course attainment at the end of the Trimester. Mechanism for Communicating Program Outcomes, Program Specific Outcomes and Course Outcomes to Teachers and Students The POs and COs for all programs which are meticulously prepared are communicated to all the stakeholders. Program Outcomes (POs) and Program Educational Objectives (PEOs), Program Specific Outcomes (PSOs) have been displayed in the Notice boards Corridors Chambers of Director Faculty Rooms Class Rooms

Library Common Areas SSIM Web Sites. The Course Outcomes are clearly defined in the respective Course files which are made available to the students through Course Outlines. In case of any modifications in the syllabus, the Course Outcomes are suitably modified. The Handbooks given to the students contain the PEOs, POs, PSOs, of the respective programs. Faculty members highlight the concerned CO and PO related to their specific topic during the lecture hour in the classroom. Apart from these, POs and COs are emphasized during Students Induction Programs Orientation Session at the beginning of each Trimester The first session of the Course by the Faculty

In the internal and end-term examinations, assessments are prepared in such a way that each question clearly mentions the allied CO.

File Description	Documents
Upload COs for all courses (exemplars from the Glossary)	No File Uploaded
Upload any additional information	No File Uploaded
Link for additional Information	Nil

2.6.2 - Attainment of Programme Outcomes and Course Outcomes as evaluated by the institution

The procedure for evaluating the attainments of Program Outcomes, Program Specific Outcomes, and Course Outcomes The attainment of Program Outcomes and Program Specific Outcomes are evaluated by taking 80 % of the Direct Assessment and 20 % of the Indirect Assessment. The attainment of Course Outcomes is evaluated based on Direct Assessment only. Procedure for Attainment through Direct

Assessment (80%) The process of assessment tools used for the evaluation of POs begins with the identification of the Course Outcomes (COs). The following steps are used for gathering data and to calculate attainment levels of Program Outcomes.

Step1: The curriculum approved by the BOS & AAB is duly adopted for the batch of students enrolled in the PGDM Program. Step 2: The Courses as per the Program Structure are then allotted to the Faculty in consultation with Area Chairs. Step 3: Based on the syllabus and the Course Objectives of the Course, the Faculty prepares the Course Outline and their corresponding Course Outcomes (COs) are validated by the Area Chairs and placed for approval in BOS. Step 4: Mapping of units of the syllabus with Course Outcomes. Step5: Mapping of Course Outcomes with Program Outcomes and Program Specific Outcomes using the COs-POs and PSOs matrix specifying the level of correlation between COs - POs and PSOs as Low, Medium, and High. Step 6: Attainment of Course Outcomes (COs) are made using internal and end-term examination results. Step 7: Attainment of POs is based on two methods namely i) direct method and ii) indirect method. Step 8: Calculation of Overall attainment of POs Attainment

Direct Method Tools For every Course, the assessment components comprise Internal and External components. The internal components comprise Continuous Internal Evaluation (CIE), Midterm examination. The Internals assessment include CIE comprising of assignments, quizzes, projects, etc. for 30 Marks and Midterm examinations for 20 Marks The End-term includes examination for 50 Marks

Indirect Method Tools for (20%) The Indirect method for assessing attainment is measured by administering a structured questionnaire to other stakeholders to document their observations on the fulfillment of the POs and PSO from the knowledge, skills, and attitudes of the students of the PGDM program. The feedback through the survey is collected from Employers, Alumni, Parents, Students, and Faculty on a scale of 5 which is then converted to a scale of 3 to match with the Direct Assessment. Overall PO Attainment: The final POs attainment is calculated by adding 80% of Direct Assessment and 20% of Indirect Assessment.

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

2.6.3 - Pass Percentage of students

2.6.3.1 - Total number of final year students who passed in the examinations conducted by Institution

243

File Description	Documents
Upload list of Programmes and number of students appear for and passed in the final year examinations	**No File Uploaded**
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

http://ssim.ac.in

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Promotion of Research and Facilities

3.1.1 - The institution's research facilities are frequently updated and there is a well-defined policy for promotion of research which is uploaded on the institutional website and implemented

Siva Sivani Institute of Management (SSIM) is consistently committed to the development of the teachers' competency through the policies evolved over the years since 2007 to provide financial assistance in various research activities. To meet the growing demand for research-based teaching and address the concerns of the industry, the course curriculum is designed to align well with the job market. This is demonstrated by the fine-tuned research policy announced in the year 2011. (EMP H-2011). In view of the changing economic environment and the increase in the

cost of engaging in active research and conference registration fee on one hand and to encourage faculty members to participate and present their research papers internationally on the other the faculty development policy was approved by SSIM during the academic year 2019-20 to enhance annual seed money based on their job titles (EMPHB-2019). SSIM's vision is to be the premier B-school in tune with the belief that research improves the quality of human life. In fact, the human development witnessed today has been made possible only because of research. SSIM practices this by providing financial assistance to the faculty members. In fact, SSIM is known for organising research-based policy-oriented research activities taking different forms namely, conferences/seminars/workshops and FDPs. SSIM has been publishing a peer-reviewed multidisciplinary research journal, SuGyaan, since 2010.

File Description	Documents
Upload the Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	[View File](#)
Provide URL of policy document on promotion of research uploaded on the website	Nil
Any additional information	No File Uploaded

3.1.2 - The institution provides seed money to its teachers for research

3.1.2.1 - Seed money provided by the institution to its teachers for research during the year (INR in lakhs)

0

File Description	Documents
Minutes of the relevant bodies of the institution regarding seed money	**No File Uploaded**
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	**No File Uploaded**
List of teachers receiving grant and details of grant received	**No File Uploaded**
Any additional information	**No File Uploaded**

3.1.3 - Number of teachers who were awarded national / international fellowship(s) for advanced studies/research during the year

1

File Description	Documents
e-copies of the award letters of the teachers	**No File Uploaded**
List of teachers and details of their international fellowship(s)	<u>View File</u>
Any additional information	**No File Uploaded**

3.2 - Resource Mobilization for Research

3.2.1 - Grants received from Government and Non-Governmental agencies for research projects, endowments, Chairs during the year (INR in Lakhs)

0

File Description	Documents
e-copies of the grant award letters for research projects sponsored by non-governmental agencies/organizations	**No File Uploaded**
List of projects and grant details	**No File Uploaded**
Any additional information	**No File Uploaded**

3.2.2 - Number of teachers having research projects during the year

0

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional Information	Nil
List of research projects during the year	No File Uploaded

3.2.3 - Number of teachers recognised as research guides

8

File Description	Documents
Upload copies of the letter of the university recognizing teachers as research guides	No File Uploaded
Institutional data in Prescribed format	No File Uploaded

3.2.4 - Number of departments having research projects funded by Government and Non-Government agencies during the year

0

File Description	Documents
Supporting document from Funding Agencies	No File Uploaded
Paste link to funding agencies' website	Nil
Any additional information	No File Uploaded

3.3 - Innovation Ecosystem

3.3.1 - Institution has created an ecosystem for innovations and creation and transfer of knowledge supported by dedicated centres for research, entrepreneurship, community orientation, incubation, etc.

SSIM has created an ecosystem for Research and Innovation by developing desirable human resources,

taking initiative for the creation and dissemination of knowledge, and establishing state-of-the-art

infrastructure.

1.Innovative Pedagogical practices

SSIM got patents for the innovative pedagogical practices Book Review Session, Article Review Sessions,

and Company Review Sessions. Apart from these Managerial Competency development programs Another

faculty initiative unleashed at the institute level is to provide practical experience to the students through

the Experiential Learning tool. Experiential Learning is a dynamic view of learning based on a learning

cycle driven by the resolution of the dual dialectics of action/reflection and experience/abstraction.

1.Research and Development

The institute has a well-defined and published research promotion policy. Faculty members are encouraged

and financially supported to guide research. The research and Development department is organized

conferences, workshops, and webinars on the campus where all research scholars and faculty members

learning as promised. Students will have trained to participate in external activities. Faculty members are being funded for their research/projects and Paper publication.

1.Entrepreneurship Development Cell:

This center has been established to facilitate innovative, flexible, and economical solutions to problems.

The students will be trained to think, create, display and sale of products made to earn while they learn on

campus. To instill among students, the capacity and willingness to develop, organize and manage a

business venture along with any of its risks in order to make a

profit, SSIM E-Cell has conducted and

participated in several activities.

1.Learning from Real-Life Applications:

SSIM believes in learning from real-life experience which is long-lasting. Students are encouraged to take

up live projects depending on the invitation received from the industry. We at SSIM believe in hands-on

experience in the assurance of the learning process. Keeping in view of it courses like IT for Managers,

Financial Modelling, etc. students do exercises using MS Excel, etc. in addition to exercises and case

studies in various courses. E-Learning has become the order of the day as the students of this generation

are so tech-savvy and born in the digital age. Students are also keen on learning independently with

minimal guidance from faculty.

ICT Supported Learning

State-of-the-art fully networked classrooms consisting of a dedicated LCD Projector, Integrated Audio

Visual System, and suitable software to drive and integrate all these IT components and student's laptops.

Industry-Institute Partnership Cell:

This Cell is a part of the placement cell, which facilitates interaction with industries and corporate

establishments for the following activities. Management Development Programs are organized for industry

professionals. A liaison between the Institute and industry is established for consultancy. Summer training

of students to familiarize them with practical industrial

problems.

1.Community Orientation

At SSIM, the Centre for International Studies (CIS) arrange for Global Immersion Program – a hands-on

International work experience edition for students to gain practical knowledge and insights into the

international business environment, experienced the teaching methodology, student interface,

infrastructure, and network with international professors and students at a world-class university.

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

3.3.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR), Entrepreneurship and Skill Development during the year

14

File Description	Documents
Report of the events	[View File](#)
List of workshops/seminars conducted during the year	[View File](#)
Any additional information	No File Uploaded

3.4 - Research Publications and Awards

3.4.1 - The Institution ensures implementation of its Code of Ethics for Research uploaded in the website through the following: Research Advisory Committee Ethics Committee Inclusion of Research Ethics in the research methodology course work Plagiarism check through authenticated software	B. Any 3 of the above

File Description	Documents
Code of Ethics for Research, Research Advisory Committee and Ethics Committee constitution and list of members of these committees, software used for plagiarism check	[View File](#)
Any additional information	No File Uploaded

3.4.2 - Number of PhD candidates registered per teacher (as per the data given with regard to recognized PhD guides/ supervisors provided in Metric No. 3.2.3) during the year

3.4.2.1 - Number of PhD students registered during the year

0

File Description	Documents
URL to the research page on HEI website	Nil
List of PhD scholars and details like name of the guide, title of thesis, and year of registration	No File Uploaded
Any additional information	No File Uploaded

3.4.3 - Number of research papers per teacher in CARE Journals notified on UGC website during the year

19

File Description	Documents
List of research papers by title, author, department, and year of publication	[View File](#)
Any additional information	No File Uploaded

3.4.4 - Number of books and chapters in edited volumes / books published per teacher during the year

0

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

3.4.5 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed

3.4.5.1 - Total number of Citations in Scopus during the year

0

File Description	Documents
Any additional information	**No File Uploaded**
Bibliometrics of the publications during the year	**No File Uploaded**

3.4.6 - Bibliometrics of the publications during the year based on Scopus/ Web of Science – h-Index of the University

3.4.6.1 - h-index of Scopus during the year

0

File Description	Documents
Bibiliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	**No File Uploaded**
Any additional information	**No File Uploaded**

3.5 - Consultancy

3.5.1 - Revenue generated from consultancy and corporate training during the year (INR in lakhs)

0.37

File Description	Documents
Audited statements of accounts indicating the revenue generated through consultancy and corporate training	[View File]
List of consultants and revenue generated by them	No File Uploaded
Any additional information	No File Uploaded

3.5.2 - Total amount spent on developing facilities, training teachers and clerical/project staff for undertaking consultancy during the year

0

File Description	Documents
Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy	No File Uploaded
List of training programmes, teachers and staff trained for undertaking consultancy	No File Uploaded
List of facilities and staff available for undertaking consultancy	No File Uploaded
Any additional information	No File Uploaded

3.6 - Extension Activities

3.6.1 - Extension activities carried out in the neighbourhood sensitising students to social issues for their holistic development, and the impact thereof during the year

Siva Sivani Institute of Management (SSIM) focuses on academic progression and the holistic development of the students. As a part of it, the students at SSIM are engaged in various extension and outreach activities that help them to improve their personality development along with academic excellence. The extension activities are used to nurture the student as a leader, team player, and as a complete individual with ethical values and service motto. The objective of these activities is to sensitize students to various public concerns and also contribute to the neighborhood and reinforcing community participation. In fact, SSIM adopted three government schools in Kompally, Jeedimetla, and

Machabollaram villages to provide basic amenities, distribution of necessary study material, copywriting books and other stationery items, etc., creating awareness on health and hygiene, providing training on basics of computer and English language skills, etc. SSIM also conducted inter-school and inter-school sports competitions for the government school students. SSIM has an Institutional Social Responsibility (ISR) wing and the volunteers of the ISR wing take an active part in organizing extension activities of the college by taking the initiation of community interaction and social service activities. They also lead the other students in organizing various activities within the college as well as in the neighborhood community. SSIM ISR Wing has initiated events like promoting Swachh Bharat Mission and organizing Swachh Bharat activities on campus and in the neighborhood community. SSIM also conducted Blood donationcamps in association with the Indian Red Cross Society and HDFC bank. It organized various awareness campaigns on environmental issues like "Say NO to Plastic", Haritha Haaram (Plantation), World environment day, and world water day. It also conducts various employability skill development programs and personality development programs at different degree colleges around Hyderabad. By organizing rallies on social issues like Disha (Protection of women), world peace, cancer, and Aids. SSIM believes in "service to mankind is service to God", ISR wing also encourages students to associate with various NGOs, orphanages, and old age homes to render the possible services. The students participate actively to celebrate special days like International youth day, International Yoga Day, and National Unity day to promote solidarity among the student community. Following are the focus areas under extension activities; Personality development through community service. Awareness campaigns on health, hygiene, and cleanliness. Awareness programs on water management and waste management and other resource management. Celebration of special days of national and international importance Education awareness programs Skill development programs. Interaction and guidance to degree college students regarding employment, higher education and entrepreneurship, etc.

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

3.6.2 - Number of awards and recognition received by the Institution, its teachers and

students for extension activities from Government / Government-recognised bodies during the year

0

File Description	Documents
Number of awards for extension activities in during the year	No File Uploaded
e-copy of the award letters	No File Uploaded
Any additional information	No File Uploaded

3.6.3 - Number of extension and outreach programmes conducted by the institution through NSS/NCC/Red Cross/YRC, etc. during the year (including Government-initiated programmes such as Swachh Bharat, AIDS Awareness, and Gender Sensitization and those organised in collaboration with industry, community and NGOs)

8

File Description	Documents
Reports of the events organized	No File Uploaded
Any additional information	No File Uploaded

3.6.4 - Number of students participating in extension activities listed in 3.6.3 during the year

672

File Description	Documents
Reports of the events	[View File](#)
Any additional information	No File Uploaded

3.7 - Collaboration

3.7.1 - Number of collaborative activities during the year for research/ faculty exchange/ student exchange/ internship/ on-the-job training/ project work

1

File Description	Documents
Copies of documents highlighting collaboration	No File Uploaded
Any additional information	No File Uploaded

3.7.2 - Number of functional MoUs with institutions of national and/or international

importance, other universities, industries, corporate houses, etc. during the year (only functional MoUs with ongoing activities to be considered)

2

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

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 equipments, etc.

In order to implement the plans and achieve the desired goal, SSIM has created adequate infrastructure in terms of State of art computer labs, library, language lab, faculty rooms and classrooms, Seminar Halls with ICT Facilities. The whole campus has an Internet facility with a dedicated lease line. The campus has a well-equipped playground, gymnasium, Hostel, and mess. Institute has facilities like Xerox, Stationery store, within the campus. Institute is maintaining a conducive environment for the students to achieve their dreams. SSIM has well equipped conference room with A/C and LCD, Internet facility and Audio-Video recording system. Institute has an advanced & well equipped computer lab with latest configuration. The labs are well supported with latest software version and strong anti-virus software support to invasion of viruses. The Lab is operating dedicated Lease line internet connection. The institute has all supportive equipment such as scanners, printers, MSDN software, speakers, Laptop, LCD projector etc. and a language lab for improving the accent, voice modulation, diction with proper construction of simple and complex sentences.

"The Institute library is where present and future meet together." At SSIM Library is a Learning Resource Centre and is a heart of the institute. The library is very spacious and well-furnished to create a pleasant environment for the students. Library is

segmented in Reference Section, Journal Section, Reading Hall, Digital library, etc. The library has collection of Textbooks, Reference, General and Rare books, Journals, e-journal, CDs etc. The library uses New Gen-Lib software. The circulation of books is based on Library Cards. The library has collection of 37061 Books and Volumes and 5837 Titles, 56 Journals. The library has e-journals like Ebsco, Delnet and J-Gate. Library has collection of books on Accounting, Banking, Finance, IB Marketing, and Sales, HRM, Training and General books. Reprography facility is available. Associate membership with Individual membership of NDL. Open Source repository Shodhganga, NPTEL is available.

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, yoga, sports and games (indoor and outdoor) including gymnasium, yoga centre, auditorium etc.)

Sports Facilities @ Siva Sivani Institute of Management (SSIM): The following are the sports facilities available in SSIM: Volley Courts, Football & Cricket Playgrounds: SSIM is well equipped with sports facilities for the students, which include indoor as well as outdoor, such as Cricket, Lawn Tennis, Table Tennis, Chess, and Carom. The ground for Cricket, Volleyball, Basketball, and Football is spacious and well maintained. We have conducted SAMMELAN a college sports day - from 2015. A new lawn tennis court is constructed to encourage students to participate in national-level tournaments. College Sports ground was utilized for all the outdoor sports. Outside grounds were also hired and leased to conduct the college sports events. The collegiate Sports day includes competitions in cricket, carom, chess, volleyball, throw ball, tough-of-war, etc. Awards for the winners and runners will be given on special occasions like SAMANVAY.

Yoga sessions were planned for all the students annually to train them stress-free. Also, Yoga sessions were conducted on International Yoga Day on the campus in collaboration with NGOs and other socialworkers. Multipurpose Gym including a treadmill, was arranged for all the students to make the students fit and is provided at all times. Students participate in dancing, singing, and painting competitions conducted in the college. SSIM has

students' appearances from all corners of the country. A cultural day will be organized every year where the students will represent their state's culture, style, dress, food, etc. Also, SSIM organizes other fests like SAMANVAY an inter-college management fest where almost 1500 students from states like Telangana, Andhra Pradesh, Karnataka, participate every year. A grand Inauguration and closing ceremony will be organized and awards will be presented to all the winners and runners. SSIM believes in Green Environment and every year it takes challenge of protecting and sustainable environment. For this it encourages the students to plant the saplings and today SSIM has a very lush green campus with many varieties of flower and medicinal plants in and around the campus. SSIM students also participate in events organized by Government agencies, NGOs and other institutions like 5k running, 10k Run, cycling etc. to create an awareness on the contemporary issues like save a girl child, harvesting waters, world blood donation day etc.

A workplace celebration brings the staff members together for one purpose: The celebration helps create a sense of team unity for the staff members, particularly if you are celebrating a team accomplishment. For example, a celebration after the completion of a major work project, colleague's birthday celebrations, gives the team a chance to bond and reminisce on the institution's successes.

File Description	Documents
Geotagged pictures	View File
Upload any additional information	View File
Paste link for additional information	Nil

4.1.3 - Number of classrooms and seminar halls with ICT-enabled facilities

13

File Description	Documents
Upload any additional information	No File Uploaded
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View File

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

598

File Description	Documents
Upload audited utilization statements	No File Uploaded
Details of Expenditure, excluding salary, during the years	View File
Any additional information	No File Uploaded

4.2 - Library as a Learning Resource

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

Siva Sivani Institute of Management (SSIM) library is known as the "Learning Resource Center". "As gateways to knowledge and culture, libraries play a fundamental role in any student's academic growth. Libraries provide people with access to the information they need to work, learn, and govern. People in many professions use library resources to assist them in their work". Since the library has to cater to the needs of a variety of clientele such as faculty, research scholars, post-graduate students, and others, a wide range of subject fields are to be represented in our book stock with prime thrust for meeting the needs of users. While keeping in view the mission of our institute to offer excellence in services experienced by students in all facets of their stay at the institute, and for smooth functioning of the library, and safeguarding the interest of all sections of the library users, formation of policies, rules, and regulations and implementing the library policies are ensured. The library is accessible on all seven days of the week for students. The SSIM library located in the central part of the Institute with a wide space allowing natural light and air and more space for all sections of the library with a sufficient seating capacity. • The library Located in an Independent Building with an area of 527.85 Sq. m. • Equipped with modern infrastructure with a reading capacity for 130 students. The libraryis automated using Integrated Library Management System (ILMS). In order to enhance the utility of the library to the students and faculty, the library operations have been automated. The library uses barcoded labels for books and User ID cards to speed up the process of issues and receipts. "New-Gen-Lib Integrated Library Management Software" using for

facilitatescataloging. • Name of ILMS Software: New-Gen-Lib Library Management Software • Nature of automation (Fully or Partially): Fully • Version: 3.2 • Year of automation: 10 Aug 2007 Book bank Scheme: The library in SSIM has a book bank scheme where each student will be given a textbook for each subject in all the semesters where the student can retain the textbooks till the trimester end and shall return the textbooks keeping any two of his/her choice and can take the textbooks of the following trimester. Also, the students are able to borrow books or other prescribed textbooks from the faculty.

The library has facilities such as software and OPAC which is used by students & faculty for the search of books by title/ author name etc. All the work related to issue and return has been computerized. • Library Catalogue: OPAC online public Access catalog: OPAC provides access to the SSIM library database. It allows the users to know the library collection and status of the library resources. OPAC allows the users to search the database by Title, Author, Call number, Accession Number of the Document / Book. The user can access SSIM OPAC from any computer connected to the SSIM LAN.

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

4.2.2 - Institution has access to the following: e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access to e-resources | A. Any 4 or more of the above |

File Description	Documents
Details of subscriptions like e-journals, e-books, e-ShodhSindhu, Shodhganga membership	View File
Upload any additional information	No File Uploaded

4.2.3 - Expenditure on purchase of books/ e-books and subscription to journals/e-journals during the year (INR in lakhs)

8.67

File Description	Documents
Audited statements of accounts	**No File Uploaded**
Any additional information	**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 - Usage of library by teachers and students (footfalls and login data for online access)

4.2.4.1 - Number of teachers and students using the library per day during the year

145

File Description	Documents
Upload details of library usage by teachers and students	**No File Uploaded**
Any additional information	**No File Uploaded**

4.3 - IT Infrastructure

4.3.1 - Institution has an IT policy covering Wi-Fi, cyber security, etc. and has allocated budget for updating its IT facilities

In SSIM, augmentation of IT infrastructure is to keep pace with the changing dynamics of higher education and the technical world. The campus Network Control Centre has been established and maintained by the Department of IT. • All the faculties and students are provided with a laptop with a continuous Wi-Fi facility throughout thecampus on a 24*7 basis, creating a learning environment for enabling them to do academic activities like accessing journals, preparing presentations, drafting reports, etc. • All the classrooms, Tutorial rooms, and Seminar Hall are equipped with ICT technology to facilitate progressive learning • The Campus is provided with 150 Mbps broadband high-speed internet • Wi-Fi facility is provided in the campus for the benefit of the students and the faculty. Wi-Fi facility is extended to the entire campus including hostels, canteen and other student support service locations. • The college has more than 25 Wi-Fi hotspots with extenders provided to cover the wireless range throughout the college. • The institute has currently state-of-art RUCKUS Wi-Fi access points to provide Wi-Fi internet access through Wi-Fi zones.

All computers on the campus are connected to the internet as it is essential for the students to work, besides surplus Ethernet ports are provided for laptops or need of internet connectivity. • A separate team with in-house staff is formed to take care of the IT & related needs of the campus such as Software Development, Hardware & Networking, Website designing & hosting, Email solutions, SMS solutions, etc. • Extensive use of ICT resources including development and use of computer-aided teaching/learning materials by its staff and students is ensured in the College. • The Cyberrom Firewall has been deployed for handling enhanced load on network and applications, catering to academic and administrative processes, thereby providing a secure campus network. • The computer center in the campus has strong centralized control over the desktops and laptops providing necessary maintenance and security measures. • All departments are equipped with state-of-the-art computing facilities. Adequate number of PCs with latest configuration and equipment's are present in the department.

Any problems in the student laptops or the Academic and Non-Academic staff laptops will be handled in the Annual Maintenance Contract and will be taken care of by the expert team provided by the company vendor. • Intercom Facility: The campus is well connected with a well-planned Telecom Network with intercom facilities is provided. Four additional BSNL landline connections are available. • The computer Lab is equipped with 60 desktop computers which are all connected with ICT technologies and the Internet. • Licensed software is installed in the Lab for usage in special areas like statistical analysis, financial simulations, editing activities, etc.

The institute also reprography which included color Xerox machines for all the photocopying activities and scanning purposes. • SSIM has color, Laser, and Dot-Matrix printers at various departments for all the teaching and nonteaching staff to utilize the printing services.

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

4.3.2 - Student - Computer ratio

Number of Students	Number of Computers
205	466

File Description	Documents
Upload any additional information	No File Uploaded

4.3.3 - Bandwidth of internet connection in the Institution and the number of students on campus

A. ?50 Mbps

File Description	Documents
Details of bandwidth available in the Institution	No File Uploaded
Upload any additional information	No File Uploaded

4.3.4 - Institution has facilities for e-content development: Facilities available for e-content development Media Centre Audio-Visual Centre Lecture Capturing System (LCS) Mixing equipments and software for editing

B. Any three of the above

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	Nil
List of facilities for e-content development (Data Template)	No File Uploaded

4.4 - Maintenance of Campus Infrastructure

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

70

File Description	Documents
Audited statements of accounts	No File Uploaded
Upload any additional information	No File Uploaded

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

At SSIM, all the Departments and various functioning units of the college are provided with the required infrastructure facilities like classrooms, faculty rooms, seminar hall, conference hall, waiting halls, lab etc. The effective usage of all the facilities is ensured by introducing exclusive hours for sports, extra lab hours, specified hours to visit labs and Library perfectly blended in the regular time table itself. Students can avail the facility of yoga training every week. During these slots, concerned class in-charges / faculty members will ensure the presence and utilization of these facilities by the students. A separate computer maintenance team, which handles the departmental requirements, is available 24*7. For every computer centre, a network engineer, Technician is recruited and a faculty member is in-charge of the centre Computer Lab: The computer lab in the college is furnished according to the prescribed statutory rules. Necessary equipment and material is procured to deliver to the students the best standards of education. All the systems are installed with licensed softwares and can be used for specific academic activities. Utilization: With respect to the academic works given students submit their presentations, statistical analysis, and exams in financial simulation areas like equity levers with assistance and supervision of the lab-in-charges.

Consumable and non-consumable materials registers, are updated periodically. • Regular cleaning of the machines is done by the support team in the presence of lab technicians. This cleaning is monitored by the lab technician concerned and is recorded in a check list. Maintenance: Before the commencement of the academic year, a lab audit is conducted and a report on the requirement of new equipment, replacement of the old equipment and modernization of machines/software is prepared along with requirement of consumables, non-consumables as per the AICTE guidelines to conduct the lab sessions. Regular inspection of machines is organized. In case of breakdown of any equipment, the details of that equipment will be recorded and will be bought to the notice of the concerned department. CLASSROOM

A conducive environment plays a pivotal role in the performance of students. Therefore, it becomes extremely necessary to provide them with ambience that is, comfortable, peaceful and spacious. The college takes necessary steps to make this possible. Utilization • Before the commencement of the academic year, based on the intake of students, heads of departments propound the requirement of classrooms to the Director. • The classroom allocation is done by the Program Coordinators in the concerned program timetables. Maintenance • The benches and windows are cleaned and mopping of the class rooms is done daily. • In case of any damage to the projector, internet or the audio systems, the class mentor brings it to the notice of the Program Coordinators by registering the problem. The necessary follow up action is done by the department and steps are taken to fix whatever is broken. SPORTS:

A sports committee is created to handle the concerns and issues related to sports. This committee consists of students along with the concerned faculty. A meeting is held on the starting of the sports event SAMMELAN of every year to discuss matter. Issues like the following will be discussed in these meetings: • Financial - Budget preparation, allocation of budget • Organization - planning, executing and conduct of competition

Procurement process: The college requires sporting gear for all the sports practiced. It follows the given procedure to procure the same: • A list of the required sports equipment is prepared by the sports department for each academic year separately. The formulated requirement proposal is submitted by the committee to the concerned authorities. A copy of the same list is also submitted to the Director for further approval from the chairman. On approval, a purchase order will be placed to a supplier. Utilization process • Students are permitted to play only during the sports hours and after college hours, to practice for any competition. Separate bus facility is provided for the students who practice after college hours. Students are permitted to utilize sports material with prior notice to the faculty in charge. They must enter the details of material in the register. The concerned authority makes a note on return of the same in the register.

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 benefitted by scholarships and freeships provided by the Government during the year

0

File Description	Documents
Upload self-attested letters with the list of students receiving scholarships	**No File Uploaded**
Upload any additional information	**No File Uploaded**

5.1.2 - Number of students benefitted by scholarships and freeships provided by the institution and non-government agencies during the year

205

File Description	Documents
Upload any additional information	**No File Uploaded**
Institutional data in prescribed format	[View File]()

5.1.3 - The following Capacity Development and Skill Enhancement activities are organised for improving students' capabilities Soft Skills Language and Communication Skills Life Skills (Yoga, Physical fitness, Health and Hygiene) Awareness of Trends in Technology	**C. Any 2 of the above**

File Description	Documents
Link to Institutional website	**Nil**
Details of capability development and schemes	[View File](#)
Any additional information	**No File Uploaded**

5.1.4 - Number of students benefitted from guidance/coaching for competitive examinations and career counselling offered by the institution during the year

1350

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 adopts the following mechanism for redressal of students' grievances, including sexual harassment and ragging: Implementation of guidelines of statutory/regulatory bodies Creating awareness and implementation of policies with zero tolerance Mechanism for submission of online/offline students' grievances Timely redressal of grievances through appropriate committees	**A. All of the above**

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

5.2 - Student Progression

5.2.1 - Number of outgoing students who got placement during the year

109

File Description	Documents
Self-attested list of students placed	View File
Upload any additional information	**No File Uploaded**

5.2.2 - Number of outgoing students progressing to higher education

0

File Description	Documents
Upload supporting data for students/alumni	**No File Uploaded**
Details of students who went for higher education	**No File Uploaded**
Any additional information	**No File Uploaded**

5.2.3 - Number of students qualifying in state/ national/ international level examinations during the year

5.2.3.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year

0

File Description	Documents
Upload supporting data for students/alumni	**No File Uploaded**
Any additional information	**No File Uploaded**

5.3 - Student Participation and Activities

5.3.1 - Number of awards/medals for outstanding performance in sports and/or cultural activities at inter-university / state /national / international events (award for a team event should be counted as one) during the year

6

File Description	Documents
e-copies of award letters and certificates	[View File](#)
Any additional information	No File Uploaded

5.3.2 - Presence of an active Student Council and representation of students in academic and administrative bodies/committees of the institution

Siva Sivani Institute of Management has active student participation in all the administrative bodies/committees of the institution – student council being an integral part of the student community where the elected student council members are a part of the committees to voice and contribute issues of concern and undertake initiatives of benefit to the college and the wider community. Students are elected to represent the student body for each of these committees to work along with the other members of the committees. This gives the students an opportunity to be a spokesperson on behalf of all the students displaying leadership qualities and also ensuring that the students are heard. The students are involved in the college affairs and work in partnership with the management, staff, and students for the benefit of the students and college. By involving our students in these committees we provide the students an opportunity to engage in a structured partnership with the management, students, and staff in the operations carried out at the institute. The elected students develop a sense of ownership and responsibilities among the student population in college. This helps the students to acquire planning, communication, and organizing skills which will help them in their future endeavors. With the involvement of students in these committees, it becomes easy for the management to carry out their day-today operations successfully as there is a buy-in from all stakeholders.

Students are involved in the following committees: ? Anti-ragging Committee, ? Anti-Ragging Squad Committee ? Internal Complaints Committee ? Grievance Redressal Committee ? SC, ST Committee ? Institution Industry Cell ? Placement Executive

Student Clubs: This is an end-to-end activity carried out by the students and gives them a platform to express leadership, decision making, problem-solving, creative thinking, and communication skills. This will be a valuable addition to their resume. Blogs, Vlogs, Newsletters, Quiz, Activities, Panel discussion, case studies are part of these club activities. Each club has student representatives as President, Secretary, Newsletter Editor,

Digital Head, and members of the club. These academic club activities provide the students with opportunities to develop leadership, social responsibility, and employment experience. They learn to work with each other and the work is delegated between them and they are responsible for the work allocated to them and take ownership of the same. The clubs give them good exposure on how to write content for Blogs, newsletters, Vlog, creating and editing YouTube videos, writing articles, etc. Students Club include:

Students Club include: ? HR Club ? Finance Club ? Marketing Club ? Business Analytics Club ? Entrepreneurship Club Extra-Curricular Club: ? Sports and Cultural Club

SSIM believes that all work and no play makes Jack/Jill a dull boy/girl. Keeping that in mind, our students are encouraged to be part of the Sports and cultural club which is actively engaging students in having fun and learning. This club also keeps a watch out on any State/National and Inter Collegiate/University competitions and motivates our good performers to enroll themselves in such competitions.

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

5.3.3 - Number of sports and cultural events / competitions organised by the institution

0

File Description	Documents
Report of the event	No File Uploaded
List of sports and cultural events / competitions organised per year	No File Uploaded
Upload any additional information	No File Uploaded

5.4 - Alumni Engagement

5.4.1 - The Alumni Association and its Chapters (registered and functional) contribute significantly to the development of the institution through financial and other support services

Siva Sivani Institute of Management has Alumni Association since 1994. The institute arranges for Alumni Meet "SNEHA", every year. The association was registered under the Andhra Pradesh Societies Registration Act, 2001 in 2013. Alumni meet – The Institute organizes its alumni meet, Invitation is sent to all the alumni across the programs and batches and is conducted on the 3rd Saturday of December every year. Various formal andinformal events are organized for recreation as well as for facilitating networking and enhancement of institutional activities. Off late there has been a drastic change in the relationship between the alumni and alma-mater of SSIM, thanks to the advent of technology and the rampant use of social media which has brought them together. SSIM has a separate team that is involved in taking care of alumni affairs and interactions. A separate web portal for SSIM Alumni https://alumni.ssim.ac.in is available and all the outgoing students subscribe to the portal by furnishing their details and update the information during alumni meet. The Institute has a tie-up with 'vaave.com' to support all the operations of alumni interactions. The alumni database of SSIM has approximately 4500 members over the past 25 years, as of now 3608 Alumni as registered and active on the Alumni portal. Alumni Interaction with students

Involvement in curriculum development – Alumni are involved in the Academic Advisory Board (AAB) & Board of studies (BOS) in curriculum designing and development along with other eminent people from industry and academia. Project guidance – Many of the alumni working in various organizations in different sectors across various functional areas, visit the college to select some of our students as Interns, and moreover, the alumni are invited as panel members for Specialization Project Reviews. Assistance in entrepreneurship – SSIM alumni entrepreneurs are invited frequently to discuss and share their experiences. They are also invited to NEN (National Entrepreneurship Network) activities, where our college is registered.

Mentoring of students – SSIM Alumni are invited for guest lectures, seminars, and various other events to guide the students on their career path, opportunities, and challenges that await them, courses to be undertaken to elevate their technical and marketable skills. Assistance in placement –Around 15 – 20 % of placements are achieved through the alumni every year.

Undoubtedly, the alumni of SSIM are the torch bearers of the Institute as they reflect the performance of the institute. A

strong alumni association of SSIM facilitates the Institute in fundraising for developmental activities of the Institute for elevating the infrastructural facilities, provide assistance in training, internships, and placements by providing referrals, act as mentors and guides for channelizing the potential of the students towards their career goals and above everything provides a very strong networking platform by acknowledging their role as one of the major stakeholders of the institute by actively participating in the journey of the growth and expansion of SSIM and also fulfilling their need for exhibiting their affinity and gratitude towards the Institute.

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

5.4.2 - Alumni's financial contribution during the year	E. <2 Lakhs

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 an effective leadership in tune with the vision and mission of the Institution

Response: Siva Sivani Institute of Management (SSIM) is a premier Business School in the country. Our core ideology is reflected in our Vision and Mission statement: Vision of SSIM "To be a Premier Management Institute significantly contributing to Corporate World and Society."

Working towards the aforementioned goal, we have employed four operational strategies as our Mission. Mission of SSIM To disseminate management knowledge through focused educational programs. To contribute to management knowledge through extension and research activities. To develop responsible management graduates through ethics-based education. To promote the culture of critical, innovative thinking and social entrepreneurship. Perspective Plan

SSIM established its vision and mission through a consultative process involving all the stakeholders, both internal and external, of the institute, to ensure the implementation of our Vision, Mission, core values, quality policies, objectives, and strategic plan. These statements were signed off by BoG, AAB, and BoS – which comprises both members of industry and academia. While formulating our strategy, we at SSIM, reviewed the existing growth path of other renowned management institutions in India, assessed our core strengths, and gathered industry requirements.

Currently, SSIM is rated among the top 50 management institutes in India by various agencies. Our mission statement envisions us to be in the top 10 management institutes and having a national reputation. Teachers involvement in decision-making bodies The overall management of the institute has been entrusted to the Board of Governance (BOG), Academic Advisory Board (AAB), and Board of Studies (BOS) – in which faculty members are actively involved. Teachers play a vibrant role in ensuring the implementation of institutes' vision, mission, core values, quality policy, objectives, and strategic plan.

SSIM has adopted a decentralized governance model. The major decisions flow from top to bottom and thus are carried out through participative management. Faculty members engage in the decision making through various Functional Committees ensuring practical, quick, and transparent solutions; and are involved in assessing and implementing budgetary requirements, academic standards, and policy-making of areas like finalizing teaching methodology, maintaining academic standards, innovation and research, student development, social and extracurricular activities. Some of the functional committees managed by teachers are Internal Quality Assurance (IQAC), Placements, Program Chairs, Examination cell, Marketing and Sales, Finance & Accounting, Research, Library, Entrepreneurship cell, Anti-ragging, Women Empowerment, Social Responsibility, Cultural club to name a few. The director at SSIM subsequently drives the resulting policy, strategy, resource allocation, and operations through the Governing body of these committees. Societal impact and responsibility are assigned prime importance. SSIM is devoted to contributing towards sustainable socio-economic development through globally competitive standards.

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

6.1.2 - Effective leadership is reflected in various institutional practices such as decentralization and participative management

SSIM believes in participative management and all its activities are decentralized. Transparency being followed at SSIM management, administration, financial and academic aspects. The organizational chart of SSIM clearly indicating the channel of communications and various departments' roles and responsibilities. The Director in consultation with Administrative Committee nominates faculty members for taking administrative decisions through various committees. The Director has administrative powers to ensure the smooth functioning of day-to-day activities. SSIM has created various committees at different levels with operational autonomy. Institute is actively involved in promoting a culture of participative management. Various faculty members are assigned different administrative positions from time to time. Program chairs in their committee discuss all the academic issues threadbare and take up for policy decisions to Board of Studies and Academic Advisory Board. The views of all the members are considered to arrive at a collective decision. Faculty members are involved in various committees like Disciplinary Committee, Sexual Harassment Committee, and Academic Committee, etc.

At SSIM management system is such that Director, Programme Chairs, Coordinators, various committees are empowered to make decisions within the guidelines prescribed by the highest bodies like the Board of governors, the Administrative Committee, Board of studies. In all the three highest bodies SSIM faculty members are involved and take an active part in decision making. The director at SSIM ensures the smooth functioning of the institute with the support and involvement of Programme Chairs, Coordinators, and activity committees. CASE STUDY SSIM contemplated moving to the next league of business schools wherein the institute can attract quality students by having students from various parts of the country in addition to the students' presence from various states. Greater diversity of students' presence on the campus will enhance the learning ecosystem and can groom the students as per the corporate and societal requirements. To design a strategic plan SSIM has invited all the faculty members to come out with their

views and formulated teams to work collectively.

The teams discussed and suggested the following points to be covered by all the teams to gain insights and have faculty perspectives in Institutional building. 1. Please list 5 business schools (based on your association) 2. How do you/ your team come to know about business schools listed in Question number 1? 3. What did you like most/aspects or good aspects in those business schools that you are associated with? 4. What are the(qualities/aspects) to be there for a business school according to you/your team? 5. List down the strengths of SSIM.

6. List the aspects/ points that are considered as limitations for SSIM(according to you/your team) Academic Admissions Evaluation system Placements Administration 7. Where do you want to see SSIM by 2025? 8. What are the requirements for reaching the envisioned status? 9. Prepare a plan for question number 8.

File Description	Documents
Upload strategic plan and deployment documents on the website	No File Uploaded
Upload any additional information	No File Uploaded
Paste link for additional Information	Nil

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ Perspective plan has been clearly articulated and implemented

The leadership at Siva Sivani Institute of Management (SSIM) periodically assesses the strengths and gauges the opportunities of the institution and develops a roadmap. In 2017 a five-year strategic plan was developed to ensure improvements in institutional standards, ranking, teaching quality, quality placements, and faculty development. 2016 – 17 5 articles were published by 4 faculty and 1 conference attended. The leadership team met and chalked out the Strategy Plan 2017-22. The yearly achievements as part of the strategic plan deployment are as follows: 2017 – 18 13 articles (1 Scopus) were published by 8 faculties and 16 conferences attended by 25 faculties. SSIM

was placed in the Platinum Category by the AICTE-CII survey of 2017. The Entrepreneurial cell was developed in association with

National Entrepreneurial Network (NEN). We adopted Outcome Based Education. We completed a Consultancy project, GURUKULAM, TTWREIS 2017-18 – Online assessment for mains and advanced examination of IIT-JEE/NEET/EAMCET. 2018 – 19 24 articles (5 in UGC) were published by 14 faculties and 23 conferences attended by 18 faculties. We deployed CAMU. International tie-ups with Herzing and Lincoln University. We added courses on Entrepreneurship and Business Analytics. We completed the GURUKULAM 2018-19 project.

2019 – 20 14 Faculties published 21 articles (2 each in Scopus and UGC) and 10 attended conferences. SSIM received NBA Accreditation. Employed POs, PEOs, and PSOs in our courses. International tie-ups with Synergy and Alliant. Completed Covid compliance as per AICTE. Use of technology: CAMU – Online classes, assessments, and Conference calls WhatsApp groups: for management (policy-related decisions) and Student communication Summer internship: work from home 6 Online guest lectures conducted Collaboration with SAS (USA) for programs on Big Data, Business Analytics, AI, and Machine Learning. Ranked 1st among private B-schools in Telangana – CSR-GHRDC 2019 Management restructuring: Addition of program-specific Chairs

2020- 2021 19 articles (1 ABDC (C), 3 Scopus, 1 Web of Science, and 7 UGC) were published by 13 faculties. SSIM PGDM declared equivalent to MBA by the Association of Indian Universities (AIU) Student male to female ratio improved to 59:41 (from 69:31 in 2019-2020) Rankings: AAA Career 360 survey Commencement of Finance lab in association with NSE (stock market) Equity Lever – capstone project (Finance) Case-based curriculum Added Business Analytics and fine arts (as per NEP 2020) course Purchase of No paper forms and Tally

File Description	Documents
Strategic Plan and deployment documents on the website	No File Uploaded
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

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

Siva Sivani Institute of Management believes in a decentralized governance model for ease of policy implementation, quick decision

making, fostering cooperation, and diversification. The apex governing body is the Board of Governors (BoG). The day-to-day decision-making is under the purview of the Administrative Committee (AC); they have delegated the responsibility of academic review to the Academic Advisory board (AAB), who in turn disseminate the operational responsibilities to the Board ofStudies (BoS). The Board of Studies, along with the director work on the recommendations of the various functional committees. BOG is the highest decision-making body, overseeing the workings of the Administrative Committee. They meet once a year and are the approving body for appointments of Director and HOD, and financial accounts estimates and recommendations. AC oversees the day-to-day functioning of SSIM and meets more frequently as the need arises. AAB provides guidance on the PGDM courses, curriculum design, content, and delivery of all academic programs. They lay out the strategic plan to ensure that the curriculum is relevant and contemporary. It also advises on faculty sourcing, evaluation, and retention. AAB comprises highly experienced academicians, industry, and Government personnel – both from India and abroad. They prepare an Academic report which highlights all aspects of academic and extended activities conducted at SSIM.

BoS identifies, facilitates, and approves the academic matters and comprises Director, and Area and Program chairs. The Director prepares annual almanac and periodical time-tables around general classes, seminars, workshops, student seminars, and various club activities through the following functional committees: 1.IQAC: The quality assurance officer needs to sign off on academic or extracurricular activities. 2.Finance: works on estimates, annual accounts, budget, fix limits of the recurring and non-recurring expenditure. 3.Placement Committee: Headed by General Manager, is responsible for an internship, final placements, and related activities. 4.Examinations: responsible for setting rules, designing and conducting the examination 5.Program/Area Chairs: design program and curriculum structures for effective dissemination of knowledge 6.Facilities: takes care of the IT & Infrastructure needs 7.Marketing: handle Brand Awareness and advertisement activities. 8.Library: The decision-maker for maintenance, procurement, and all other physical or electronic resources to supplement academics is the Librarian.

8.Library: The decision-maker for maintenance, procurement, and all other physical or electronic resources to supplement academics is the Librarian. 9.Internal Complaint: looks into the adherence of students, faculty, and other staff to the rules of conduct prescribed on the campus. 10.Grievance Redressal: for students,

teaching, and non-teaching staff. 11.Research: both faculty or students or any collaboration thereof.

SSIM also has International Studies, Anti-Ragging, Disciplinary, Development of SC/ST, Entrepreneurship, Audits, Women's Safety Cell SERVICE RULES Service rules are published in the employee handbook, which is displayed on the SSIM website, attached with the appointment letter as well as available at the office for everyone's perusal. The handbook/rule book is updated if and when needed, and the communication of the same is shared with all the employees by the Director. The Director also takes initiative to address any queries from faculty members pertaining to these rules.

File Description	Documents
Paste link to Organogram on the institution webpage	Nil
Upload any additional information	No File Uploaded
Paste link for additional Information	Nil

6.2.3 - Implementation of e-governance in areas of operation: Administration Finance and Accounts Student Admission and Support Examination	A. All of the above

File Description	Documents
ERP (Enterprise Resource Planning) Documen	No File Uploaded
Screen shots of user interfaces	No File Uploaded
Details of implementation of e-governance in areas of operation	No File Uploaded
Any additional information	No File Uploaded

6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has effective welfare measures for teaching and non-teaching staff and avenues for their career development/ progression

SSIM undoubtedly considers that our employees play a key role in the growth of the institute and therefore providing welfare measures and services at the workplace becomes vital and

elementary for continuous improvements. The statutory welfare measures, for employee satisfaction, are implemented at SSIM are both monetary and non-monetary – those that help in both personal and professional. These welfare measures help enrich the physical and mental health of our employees that promotes a vibrant and encouraging work atmosphere, in turn stimulating their productivity and commitment to the institute. Indeed, a motivated employee will respond by contributing to the best of his/ her capabilities. Below is a list of welfare schemes available to all SSIM employees – both teaching and non-teaching staff, subject to eligibility criteria and the prevailing norms of the institute: Health Benefits

The institute provides a Personal Accident policy to the tune of Rs 2,50,000. Health insurance, through Tata AIG health policy, up to Rs 1.00 lac. Medical health camps held at regular intervals MOUs with two hospitals with Balaji Multispeciality Hospital and Srikara Hospital – give a 10% discount on consultations. Other Monetary Benefits Encashment of leaves at retirement Full provident fund contribution in the Company along with matching contributions and interests accrued on the whole.

Leave Policies Casual, sick, privileged, maternity leave, compensatory offs and overtime can be availed. Professional and Personal Development Staff Development Programs are frequently organized in the institute and permission to attend outside programs is granted.

Facilities and Services ID Cards, free bus facility, parking, security cameras, and other measures have been taken. Staff Society and Celebrations There is a mutually aided employee's cooperative society to cater to the financial needs (on a monthly repayment basis). Staff club, with employee contribution and matching grant, is utilized on occasions like birthdays, marriages, house warming ceremonies etc. Felicitations on 'Teachers' Day' and retirements. Gifts on special occasions like 50 year's celebration – Golden Jubilee Year

Employee Grievance Procedures Active grievance redressal committee Active prevention of Sexual Harassment Committee. SSIM follows Equal Employment Opportunity through merit-based promotions and additional responsibilities Additional schemes pertaining only to Teaching Staff Laptop and other teaching aids are provided to all the teaching staff. Registration fees, Dearness allowance, Travel grants to attend conferences and workshops are provided Incentives for best research work. On-duty leave (for attending seminars,

workshops, symposiums, etc) and Sabbatical leave for higher studies or short-term courses are provided.

There are no major differences in welfare schemes between teaching and non-teaching except the ones arising from the nature of the work. All these welfare schemes, along with expected duties and basic civic responsibilities, are sighted in the Employee handbook. The handbook is displayed on our website, shared with our employees, and is available at the office.

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

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

0

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)	No File Uploaded

6.3.3 - Number of professional development / administrative training programmes organized by the Institution for its teaching and non-teaching staff during the year

17

File Description	Documents
Reports of the Human Resource Development Centres (UGC HRDC/ASC or other relevant centres)	[View File]()
Upload any additional information	No File Uploaded

6.3.4 - Number of teachers who have undergone online/ face-to-face Faculty Development Programmes during the year: (Professional Development Programmes, Orientation / Induction Programmes, Refresher Courses, Short-Term Course, etc.)

5

File Description	Documents
Summary of the IQAC report	**No File Uploaded**
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	[View File](#)
Upload any additional information	**No File Uploaded**

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly

Response: Siva Sivani Institute of Management (SSIM) has an extensive account audit process. The SSIM has a Finance section in its administrative setup which maintains and audits the financial statements regularly and the external financial audits are conducted annually. SSIM accounts, submitted to the Statutory Auditors, are routinely audited in compliance with statutory norms. After completing the audit of the financial statements they submit their report along with the audited financial statements. If any observations/objections are reported in the audit report submitted, such complaints are looked into by SSIM Finance Committee or any special committee formed for the purpose. SSIM utilizes its resources in an optimal method. SSIM embark fund for various heads and the best alternative is opted. If additional expenses surpass the budget proposals, the governing body takes special measures.

Internal Audits / Controls: SSIM has an effective finance section, led by a Chartered Accountant, in place and is commensurate to the size of the operations. Workflow ensures good internal control where the work of each staff is monitored

Digital transactions are encouraged and recorded in Tally accounting software. Students, through their Login Ids, can remit the fee through digital modes. The Finance Committee to reviews the performance with regard to the preparation of budgets and annual accounts. External Audits: Statutory Audit is conducted by the external Statutory Auditors. Accounts also have been inspected by the NBA Inspection team. Accounts are regularly submitted to AICTE and bankers.

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

6.4.2 - Funds / Grants received from non-government bodies, individuals, and philanthropists during the year (not covered in Criterion III and V) (INR in lakhs)

0

File Description	Documents
Annual statements of accounts	No File Uploaded
Details of funds / grants received from non-government bodies, individuals, philanthropists during the year	No File Uploaded
Any additional information	No File Uploaded

6.4.3 - Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Mobilization of funds is an important activity for Organisational growth. Siva Sivani Institute of Management (SSIM) has a well-laid process with regard to its Funds Flow Management. The major source for mobilization of funds is the Admission fee / Tuition Fee collected from the students. SSIM strategically deploys such funds to meet its needs of Capital investments as well as to meet the requirements for its dayto- day operations. The allocated funds are used for student development and organizational infrastructuraland technical development. SSIM mobilizes the fund by focusing on the SSIM vision. The Funds are Utilized for holistic development and are ensured by a year-round academic / co-curricular events and placement calendar. The budgets are prepared to take all these factors into consideration and finally forwarded to Governing Body for approval. Mobilisation of Funds: The major source of revenue for SSIM is the fee collected from the students. The fee is collected in line with the schedule given to students at the time of their admissions. Generally, the fee is collected on an installment basis based on the Trimester system in vogue. A minor component of revenue is generated through other sources like interest on fixed deposits, revenue from conducting seminars, events, etc.

Utilisation of Resources: The available resources are being put to

proper use through a budgeting activity were in the available resources and the required funds for utilization are weighed to see that there is optimal utilization of resources. The plan for the utilization starts from the activity of budgeting for the year. All the individual Program Chairpersons are requested to submit their budget requirements, for the coming year, keeping in view all the academic, course delivery, attending of seminars and conferences, and other allied requirements for the year. All such budgets received from the Program Chairpersons are then consolidated into one single Budget Such consolidated budget then gets augmented with the fixed overheads and other common expenses/overheads like Salaries to Faculty and Staff, Campus Infrastructure (IT and Non IT) augmentation, and Campus Maintenance. The Draft Budget for SSIM arrives accordingly. The Consolidated Budget is then presented to the Finance Committee for its overall review. After the review, once it is satisfied then the budget is forwarded to the Board of Governors for final approval.

The budget later is presented to the Members of the Board of Governors for approval. Board Members after necessary discussions and getting satisfactory replies for any queries approves the Budget.

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

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing quality assurance strategies and processes visible in terms of incremental improvements made during the preceding year with regard to quality (in case of the First Cycle): Incremental improvements made during the preceding year with regard to quality and post-accreditation quality initiatives (Second and subsequent cycles)

IQAC in SSIM strives to promote institutional quality enhancement and sustenance through the internalization of quality culture and institutionalization of the best practices. IQAC ensures continuous upgradation of the quality of inputs given to the students. Many incremental improvement initiatives are taken by the IQAC of the Institute to improve quality in academics. Practices institutionalized as a result of IQAC initiatives: Company Review Session (CRS) IQAC has taken initiative to

introduce Company Review Session (CRS) to students to get an overview of a Company, its Management Team who drive the Company, its location, mission, and legal structure. These sessions aim to inculcate business sense by familiarizing the student with the corporates' performance metrics, customer metrics and people metrics, business reporting language and strategies, organizational culture, and its ethical framework.

Review: The students have to give a presentation on Company Profile, Details of the Company Past and Present, Performance, Corporate growth analysis its Market share, and Competitors analysis, Associate concern's analysis, promoters analysis, Corporate governance, corporate social responsibility, if the Company is listed then stock performance for the past 12 months, etc. CRS activity presents a plethora of opportunities for the students to select from the innumerable companies within and outside India. These sessions also help the students in honing communication and presentation skills. The scope of Company Review Scope is not limited to the published facts and figures from the Annual reports. The students can understand the "who, what when, where, and why" of the company from various sources to get deep insights. The company's KBAs and KPIs also provide information to estimate, evaluate, and analyze the company from all possible perspectives. IQAC has taken the initiative of patenting the Company Review Session of SSIM. Social Projects It is an initiative of IQAC to inculcate social sensitivity among the students and groom them as socially responsible citizens. These projects provide an opportunity for students to witness the problems of acommunity, enhance their emotional intelligence and develop compassion for the less fortunate. The students work in teams (5 to 8 students per team) on social projects. The team has to identify an organization of their own choice, obtain permission and work with the organization. Students can work with district authorities, local self-government like Panchayats, agencies of government like police, hospitals, schools, government programs like Swath Bharat, NGOs working on specific issues such as environment, education, health or human rights, and so on Outcome: This model helped the students to understand the problems/challenges faced by the community during Covid 19 /Challenges faced by the NGOs/Any similar form of organization and how did they overcome the challenging situation. Students worked with NGOs like Saraswathi Foundation, Vatsalyam Voluntary organization ASHA, AASHRAY and were able to understand the nature of working and the challenges faced.

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

6.5.2 - The institution reviews its teaching-learning process, structures and methodologies of operation and learning outcomes at periodic intervals through its IQAC as per norms

IQAC of SSIM takes a continuous review of teaching-learning process structures & methodologies of operations and learning outcomes at periodic intervals. It develops a system for conscious, consistent, and catalytic action to improve the academic performance of the institution. Below are two examples of IQAC's review process: Industry Internship Project (IIP) SSIM Students are expected to carry out a project in a company in which he/she is doing the internship for a period of six to eight weeks. This is a six weeks' program, where a student has to spend his time in an organization of his choice. During visits to Industry, the student understands the corporate environment, understands the challenges, and also applies concepts and analytical tools learned in the classroom. At the end of the Internship, he must assimilate the theoretical inputs imparted during the first three trimesters. This will prepare him for specialization in his area of choice. Monitoring of Progress by IQAC:

IQAC monitors the progress made by the students in IIP as follows: Students are allocated to each faculty (Mentor) in the beginning of the academic year. IQAC arranges for orientation on Industry Internship Project to the students before the beginning of IIP Students are mapped to faculty guides in CAMU (software used by SSIM). Daily dairy is to be maintained by the student to note down his daily learnings in the company during his internship. The weekly performance of the students is evaluated by the faculty guide based on weekly reports submitted by the students. Weekly performance in the IIP aggregates to 25 marks. IQAC in consultation with the Exams department arranges for review for evaluating the performance of students' in IIP for 25 Marks. Lastly, Internship Report should be submitted by the student by the end of the 4th trimester for 50 marks. Obtaining 50% marks for the project report is mandatory for the award of the diploma.

OBE- Outcomes - feedback on PO, CO & PSO At the beginning of the academic year, an academic calendar is prepared for the entire year containing schedules of various teaching, learning and

evaluation activities in the institute, festival dates, cultural event dates, etc. Faculty members prepare their course outlines keeping in mind the relevance of Bloom's taxonomy for their course. IQAC of the institute, at the beginning of the course, checks the course outlines submitted by the faculty for the quality and delivery methodology. The course delivery mechanism is planned to achieve the COs, & PSOs, and finally the POs. Rubrics are developed to validate the POs. Target attainment levels of POs and PSOs are finalized after a thorough exercise. Course outcomes are mapped to POs of the Program. Attainment levels of the course outcomes and Program Outcomes are checked in the end. Regularly, feedback about the effective delivery of courses is taken by IQAC from the students, and required improvement measures are taken. Students' learning is assessed by IQAC in end-term exams. Student's feedback regarding the achievement of PO and CO is collected by IQAC. The analysis of the feedback is closely checked by IQAC, Program Chairs along with Director, and corrective actions are suggested for the next cycle of course.

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

6.5.3 - Quality assurance initiatives of the institution include Regular meeting of the IQAC Feedback collected, analysed and used for improvement of the institution Collaborative quality initiatives with other institution(s) Participation in NIRF Any other quality audit recognized by state, national or international agencies (such as ISO Certification)	B. Any 3 of the above

File Description	Documents
Paste the web link of annual reports of the Institution	**Nil**
Upload e-copies of accreditations and certification	**No File Uploaded**
Upload details of quality assurance initiatives of the institution	[View File](#)
Upload any additional information	**No File Uploaded**

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

SSIM is strongly promoting gender equity among the students and faculty members. Institute provides an equal opportunity for all genders. 37% of faculty members in the institute are women similarly 41% are girl students. While recruiting the faculty members, the institute follows a merit system and follow gender neutrality. While promoting and assigning administrative positions SSIM is gender-neutral. Women at the institute are given leadership roles and also take an active part in decision-making. For Instance, there are administrative positions like program Chairs and Placements. 50% of these positions are occupied by women. This is a testimony of gender-neutral practices at SSIM. The Coordinators' system at the institute facilitates to maintain a good balance of all genders among the student community. Women coordinators do interact, counsel, and guide the girl students frequently. Institute strongly believes in teamwork with diversity especially gender as a basis. Students are formed into teams to learn certain modules like Experiential learning, Social projects, assignments, projects, and other events. While forming teams gender neutrality is being followed which enables the students to learn working with another gender. Women Empowerment Cell at the institute conducts Women's Day Celebration "SATAKSHI" at SSIM Campus on March 8th every year by inviting Women from various fields to share their experiences, achievements, and challenges.

Measures initiated by the Institution for the promotion of gender equity during the last five years. a) Safety and Security b) Counselling c) Common Room At SSIM, care has been taken by keeping the systems in place for the protection of girl students. Students

and faculty members use the same transport facility to commute to the institute thereby the students have easy access and approach to faculty members during travel time too. This is helping the institute to ensure the safety of students especially girls and women faculty members. CCTV cameras are installed at various points to monitor the people movements on the campus. Students using their own transport system are advised to drive safely and two-wheelers are advised to wear helmets. Grievance redress cell andmechanism in place to address issues of girl students and women employees. Institute is guarded by 24X7 security personal. Ladies and Gents are having separate hostels and having in-house wardens. The entire campus including hostels is under CCTV surveillance. First aid kits are available and the institute has a tieup with Hospitals that are 0.75 Km from the institute to meet emergency situations. With respect to women's safety, special sessions are conducted by inviting officers from the Police department. Women's day is celebrated on campus wherein successful women are invited to share their experiences with the students especially to encourage and motivate girl students. Common rooms for girls have been provided as per AICTE norms and restrooms for girls are provided on every floor of the building. Sickroom is available with a wheelchair to provide immediate first aid.

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

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation: Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power-efficient equipment	C. Any 2 of the above

File Description	Documents
Geotagged Photographs	No File Uploaded
Any other relevant information	No File Uploaded

7.1.3 - Describe the facilities in the institution for the management of the following types of degradable and non-degradable waste (within a maximum of 200 words)

SSIM has facilities to manage the following: 1. Solid Waste

Management 2. E-Waste Management 3. Liquid Waste Management Solid waste management

Based on the recommendations of the Swacch Bharat mission, a twin bin system being used to separate recyclable as well as biodegradable waste in the institute. The same being collected by the GHMC garbage collector. As the SSIM equipped with paperless classrooms and Learning Management System (LMSCAMU) paper usage reduced considerably which is helping to protect the environment and faculty, staff and students are provided with laptop/desktop with the entire campus including hostels are Wi-Fi enabled campus all correspondence being done electronically(Online). At SSIM, the admissions department is using NoPaper forms to take care of admissions, and the Placement department is using T and P suite soft wares are in place and using extensively which are eliminated usage of paper completely thereby contributing to the environment and reducing the impact on wood consumption at large. Liquid Waste Management: Liquid waste is in different forms including sanitary. Sanitary waste typically comes from a home or community and contains human waste and wash water. It includes toilet, bath, laundry, lavatory, and kitchen sink wastes. At SSIM, well-constructed and connected drainage systems leading to the closed collection tanks, the tanks are regularly cleaned to avoid stagnation of water. E-waste management E-waste is popularly called are electronic products waste which is nothing but nearing the end of their useful life. Examples of electronic products are Computers, televisions, VCRs, stereos, copiers, and fax machines are common electronic products. Many of these products can be reused, refurbished, or recycled. At SSIM, we have many electronic gadgets including desktops and laptops. SSIMhas discarded a lot of E-waste in the year 2020 wherein 204 kgs are recycled as a part of a clean environment. Institute approached an organization M/S Recykal platform which is involved in recycling the waste. As per the certificate issued by the organization, 204 kgs are recycled and in the process, 84 KGs of air pollutants and 40 Cubic Feet of the landfill are eliminated. The certificate is also mentioned thatby recycling the E-waste 1039 litres of water, 260 litres of water, 581 kWh Energy and 1 tree has been saved.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	**No File Uploaded**
Geotagged photographs of the facilities	**No File Uploaded**
Any other relevant information	**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	**B. Any 3 of the above**

File Description	Documents
Geotagged 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 vehicles** 3. **Pedestrian-friendly pathways** 4. **Ban on use of plastic** 5. **Landscaping**	**A. Any 4 or All of the above**

File Description	Documents
Geotagged 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 undertaken by the institution

7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy 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**

E. None 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 a disabled-friendly and barrier-free environment: Ramps/lifts for easy access to classrooms and centres Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software, mechanized equipment, etc. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading materials, screen reading, etc.

B. Any 3 of the above

File Description	Documents
Geotagged photographs / videos of facilities	**No File Uploaded**
Policy documents and brochures on the support to be provided	**No File Uploaded**
Details of the software procured for providing 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, socio-economic and other diversities (within a maximum of 200 words).

SSIM strongly believes in the inclusive and sustainable growth of every stakeholder of the institute. Inclusive growth happens through tolerance and sensitivity towards other cultures, regions, etc. SSIM has students, faculty, and staff from various states which are culturally and regionally diversified. The ecosystem at SSIM is accommodative of all diversities and encourages to have celebrations including their state festivals. For instance, students and faculty from Kerala celebrate Onam at SSIM similarly Bengalis and Telugu students celebrate their respective festivals. SSIM has designed various Extra-Curricular Activities to enable the students to understand the importance of coordination, teamwork, group dynamics, oneness, etc. In all the events mentioned below students are formed into teams irrespective of their gender, culture, region which is helping to create the right ecosystem in the institute to nurture and groom the students to develop inclusiveness.

To give a structure to these, SSIM has named these activities uniquely starting the first letter of every activity with an 'S' as in 'Siva Sivani'. The programs are detailed below: SPANDANA - A SPONTANEOUS RESPONSE (FRESHERS' PARTY): The institute strongly believes in inter personnel relations and teamwork. In order to give a feeling of oneness to the freshers, the Seniorsconduct 'Spandana' to warmly and formally welcome their Juniors into the family of Siva Sivani. SAMMELAN - AN INTRA COLLEGIATE MEET: To bring out the innate talent of the students, various cultural activities, management games, etc are conducted. One day in a term is earmarked for this activity. SAMANVAY-THE ESSENCE OF CO-ORDINATION: An Intercollegiate Management Students' Meet organized by the students of Siva Sivani. This event brings together the students of various Business Schools across the state. They

participate in various management-related competitive events. This is an opportunity for the students of Siva Sivani to organize and show their leadership qualities in managing such a big event. Many business houses sponsor the events organized in Samanvay. This clearly manifests the Industry- Institute-Interaction of Siva Sivani Institute of Management. SAMEEKSHA:The Students organize Club Activities under the HR, Finance, Marketing, and Systems Club to bring out the innate latent talent. Students make various presentations, conduct formal and informal activities such as acquiesces, group discussions, Management related games, etc in order to develop and nourish the creativity that is abundantly available in every one of us. SMRITI - A FOND REMEMBRANCE (FAREWELL PARTY): Meeting and parting is a way of life. After the completion of the course, it is certain that the Seniors part with the Juniors. SNEHA - THE ALUMNI ASSOCIATION OF SSIM: We at SSIM strongly believe that the Alumni Association has a great role to play in the developmental activities of the Institute.

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

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

SSIM's mission is also "To contribute to management knowledge through extension and research activities" and "To develop responsible management graduates through ethics-based education". For the holistic development of SSIM students, the following activities are conducted to sensitize responsibilities and rights. Various stakeholders like students, faculty members, and staff do take part in the events. Sanman (Teacher's Day): Teachers' Day is celebrated every year on 5th September at SSIM. On this day SSIM facilitates a distinguished teacher every year with a citation highlighting the accomplishments and contributions made by the teacher. This is sending a strong message to students on our tradition of respecting the teachers which is part of our culture in our society. Social Project: To develop empathy among the students Social Project is a module included in the program structure wherein students need to work visit and work with NGOs or Charitable organization which is making the students realize

and understand the challenges/problems of the Bottom of the Pyramid of the society/underprivileged strata of the society.

National Youth Day: National Youth Day is celebrated on January 12, in India to honor the birth anniversary of Swami Vivekananda, one of India's greatest leaders and believers of youth power. Sessions on Human Values: SSIM strongly believes in the holistic development of students and the mission of the institute emphasis "To develop responsible management graduates through ethics-based education". As a part of grooming responsible citizens, we organize sessions on human values periodically. In addition to it, there is a module by the name Indian Ethos and Business Ethics which is part of the program. Run for a Girl Child: To promote equal rights awareness among the students run for a girl child event has been organized on Women's day in collaboration with the Seva Bharathi organization.

Sampreet: Means goodwill, affection, delight, satisfaction are the emotional realm of love. Sacrificial love alone heralds Sampreet. Ironically, violence in response to violence has never succeeded. History testifies that the Indian Independence movement exemplified non-violence as the ultimate form of revolt. An exhibition of sacrificial love for the nation, people, and natural resources was the driving force of this movement. It ushered brotherhood, fellowship, affection, unity, peace, and harmony. Students of Siva Sivani Institute of Management have envisioned becoming the torch bearers of the movement "Sampreet", a path-breaking initiative to foster the culture of brotherhood through nonviolence.

Independence Day: Independence Day celebrates every year on 15th August on our ground. Our beloved Chairman Madam Smt. Aarathy Sampathy. President and Chief Executive is the chief guest to the program. Madam hoists the national flag and described the national leader's sacrifices in attaining Independence, and our vice president Dr.Sailesh Sampathy addresses the gathering with a specific theme every year.

File Description	Documents
Details of activities that inculcate values necessary to transform students into responsible citizens	No File Uploaded
Any other relevant information	No File Uploaded

7.1.10 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization 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 Annual awareness programmes on the Code of Conduct are organized	A. All 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 programmes, 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

SSIM is celebrating/organizing national and international commemorative days, events and festivals. The following table shows the list of various activities organized on national festival days and on great Indian leaders' birth anniversaries. Independence Day: Independence Day is celebrated on August 15 every year by hoisting the National flag by Smt.Aarthy Sampathy, President and Chief executive of SSGI followed by cultural activities by the college cultural clubs. Teachers' Day: Teachers' Day is celebrated to honor the memory of India's first Vice President and to commemorate the importance of teachers in our lives. At SSIM, the event is being celebrated in the name of SANMAN – a Sanskrit ward honoring where the institute felicitates an outstanding teacher other than SSIM faculty every year with citation. International Women's Day: SSIM conducts women's day in the name of SATHAKSHI and the event is being organized by the Women Empowerment Cell at the institute. The event thrust area is gender sensitization and makes the students and employees aware of women's rights in society. As a part of it, successful women

invited to campus to share their accomplishments and challenges faced in the journey of success and did they overcome.

Yoga Day: World yoga day organized at the institute to make the students and employees to understand the importance of yoga for Fitness India. National Education Day: National education day was celebrated by conducting a webinar on November 11 at SSIM.

Anti-Terrorism Day: 21st may being celebrated as Anti-terrorism day in India. World Water Day: World Water Day is observed each year on March 22 to promote the responsible use of water and access to safe water for everyone. The theme of World Water Day 2021 is "Valuing Water". At SSIM, organized an event to sensitize the faculty, staff, and students and a pledge has been taken on "Catch The Rain" at the institute. As a part of it students, faculty, and staff have shared ideas to save water. Pipelines, taps, and other sources of water discharge are periodically checked to avoid leakages by our institute plumber periodically and fix it if he finds it and somebody brings it to his notice.

File Description	Documents
Annual report of the celebrations and commemorative events for during the year	No File Uploaded
Geotagged photographs of some of the events	No File Uploaded
Any other relevant information	No File Uploaded

7.2 - Best Practices

7.2.1 - Provide the weblink on the Institutional website regarding the Best practices as per the prescribed format of NAAC

SSIM has the following two among the best practices which are helping the students immensely as these are important modules to build skills required to perform and survive in the corporate world. TITLE OF THE PRACTICE: Managerial Competency Development OBJECTIVE OF MCD COMPONENTS Managerial competencies include critical reasoning skills, analytical skills, problem-solving skills, communication skills, teamwork & cooperation, creativity, leadership skills, self-management, planning and implementation, and cross-cultural sensitivity. The sole objective of MCD is to shape the abilities of students to evolve as competent management professionals by experiencing the possibilities of unlearning and

relearning skills; as mentioned; mediated by the use of appropriate technology (business presentations, digital communication, social network platforms, and so on), through various components of MCD: Company Facts Presentation, Book Review Session, Industry Review Session, Company Review Session and Article Review Session; spread across five trimesters. MCD components support the attainment of four of the Program Outcomes of PGDM Programmes offered by SSIM:

Demonstrate analytical, critical thinking, and problem-solving abilities. (PO2) Able to work individually and lead teams. (PO3) Communicate effectively with all stakeholders (PO4) Engage in independent and life-long learning. (PO7) COURSE OUTCOMES CO1: Discuss the company's basic information covering aspects like company basic information, products, and services, structure, etc. CO2: Illustrate the book reviewed by the student CO3: Explain the Industry/Sector CO4: Analyze the chosen company review CO5: Explain the article chosen

THE CONTEXT PGDM courses are hugely popular among students and corporates. India has the third-largest group of BSchools after the USA and China. (GMAC Report, 2017). This surge in interest in PGDM Programs has made B-schools and management education a significant participant in the economy. These programs are aimed to build management skills in the participants to serve the corporate world and society. The School, SSIM, recognized the organizations' requirement of candidates having Knowledge, Skills, and Attitude to perform the tasks assigned and conceived the components of MCD that foster learning of the aforementioned skills. THE PRACTICE Siva Sivani Institute of Management (SSIM) recognizes that the PGDM programs embedded with managerial competency development modules are helpful to the students in acquiring the necessary skills to perform better at organizations in comparison to students with PGDM from other institutions and the Non-MBAs.

AICTE reviewed the MBA/PGDM curriculum of various universities and the review committee has adopted a consultation process with different stakeholders of management education. A meeting was held on 12th July 2017 and discussed widely the current state of management education; the need for strengthening of skills and competencies; enhancing ethical and interpersonal sensitivity; the need for strengthening business ethics; curriculum with Indian examples; implications of Indian cultural and regional diversity; large enrolment of non-engineering background students, and challenges in understanding corporate work environment. One of the

main aspects that emerged from the survey is current MBA/ PGDM is less focused on soft skills and personality development. Graduated students maybe capable of handling technical aspects but are lagging behind in interpersonal skills. There is little emphasis on presentation skills through PPT and data analysis with the application of spreadsheet tools. With this backdrop and considering the learning outcomes suggested by the AICTE model curriculum SSIM has designed a module titled "MANAGERIAL COMPETENCY DEVELOPMENT (MCD)".

EVIDENCE OF SUCCESS The institute identified that every organization hires candidates who have Knowledge, Skills, and Attitude to perform the tasks assigned. Considering this need to build knowledge, skills, and the right attitude, the institute perceived that the students should be provided a range of opportunities to gain knowledge, skills, and veracious attitude through modules like - Company Fact Presentation, Book Review Session, Industry Review session, Company Review Session, and Article Review Session. These approaches are prominently implemented in teaching-learning process for enhanced grooming of students' skills.

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

7.3 - Institutional Distinctiveness

7.3.1 - Highlight the performance of the institution in an area distinct to its priority and thrust (within a maximum of 200 words)

The most distinctive feature of SSIM is definitely our learning pedagogy. We take great pride in our course structure. Keeping in line with our mission, (M4) "To promote the culture of critical, innovative thinking and social entrepreneurship", we have incorporated industry-centric experiential learning methodology into our program: Some of the features of our pedagogy, beyond the regular curriculum, fostering self-learning, are: Case Study methodology: We impart curriculum through series of evidence-based case studies, to allow students experience the best practices, success/failures of strategies. In the world of distraction, this

helps them visualize the real world examples. This also allows our faculty to be facilitators instead of teachers – pointing students in the right direction. Business Simulations: Students divide themselves into groups, mentored by faculty, and use simulation software to understand the various phases of a business. They get an understanding and appreciate the pain points from a manager as well as an entrepreneur's perspective. In this regarding we conduct: Workshop: A 3-day event where students experience various Business Sense Simulation activities such as Brainstorming, Idea Generation, Idea Screening, Concept Testing, and Business Plan Development. On the last day of the workshop, students showcase their Business Plan and explain their business models to all the faculty and students.

Equity levers – a real-time simulation software built around real latest published data from NSE Bhava copy, CCIL website, and company financial statements. Out Bound Training (OBT) We conduct outbound training for students – taking them OUT of the classroom and into the open. It is a throwback to the Gurukul system. The students have to perform numerous physical and occasionally challenging tasks, play games, and conduct experiments. This is a fun way to learn, develop commodore – feeding off each other's strengths. Industry-relevant Assignments and Company Fact Presentation Faculties give assignments as a component of continuous evaluations. These involve exercises, problem-solving, short notes, term papers, case-lets on contemporary topics in their area of interest. Thus, keeping up with the trends in the industry. The submissions are in the form of reports. Group Presentations Assigned by the Faculty on industry and subject-relevant topics. Students share their findings/observations in the class before their classmates and answer the queries – defending their findings. Term End Viva If you can't explain it simply, you don't understand it well enough. – Albert Einstein Atthe end of every term, we conduct a comprehensive viva – covering the entire syllabus. This allows us to gauge not the mugging up for exam skills, but assess if our students have really understood the concepts and know how to use them in the real world. Book Review sessions: There are many books by entrepreneurs, businessmen, business-guru and academics – subject matter experts – which deal not necessarily with the theoretical concepts but the practical aspects. They discuss their experiences, points of view or simply bring to our notice the important qualitative aspects of management. Book review sessions are our way of accessing this knowledge and critically analyzing the writing. Current Business Affairs: The world today is full of news and sometimes it becomes difficult to separate the important ones from not so relevant

ones. These sessions allow our students to view and dig deeper into the news. Indian Ethosand Business Ethics: It is important for our business activities to culminate in the overall development of every living being on the planet. But sometimes running behind efficiency and profits, people forget this. Business ethics is an important subject to keep us grounded. Aptitude trainingLiteracy, Numeracy, Logical and critical thinking are some of the basic requirements for every working professional. This course helps to develop these skills in students. Social Project A 3 —month project allowing students to use their learnings to help improve the lives of people in our society. Students are encouraged to identify issues, identify solutions, find resources, plan implementation and execute the plan. Industry Internship Project The two months summer internship program is a great platform for students to get exposed to the corporate world. But the short duration leaves a lot wanting. We have come up with the idea of converting our students' work into a research-worthy output — thus extracting as much as we can from this brief experience.

Managerial Communications (MC): Having knowledge is not enough if one is not able to clearly and effectively communicate the same with peers, seniors, stakeholders, and the whole world. This key and normally overlooked skill is given huge importance at SSIM, through MC courses. Online learning platform — CAMU Leveraging technology can improve the efficiency and effectiveness of our programs. For learning, we use CAMU — which helps us to streamline our academic and related administrative processes. Student-driven initiatives: We at SSIM are committed to the holistic development of students. Our aim is not myopic — just to help them get a job — but much more far-reaching. We have included courses and specializations which help them be a well-rounded individual, gain perspectives and skills that are ever-lasting. Towards this goal, we help students drive initiatives, under the guidance and mentorship of faculty members. Some of the student initiatives are: Area-wise clubs: At SSIM we have Business Analytics (BA), Human Resources (HR), Finance, and Marketing clubs run by respective student committees. Students:

prepare weakly newsletters and blogs (BA, HR, Finance, Marketing), interact with top area managers over zoom, interview them and gain their insights about the field, conduct jock talk contest to entertain and relieve from stress, make posters celebrating special and national-international days, showcase the importance of their streams in organizations, and use social media outlets to share information with the world. Instagram (BA, HR, Finance,

Marketing) YouTube (BA, HR, Finance, Marketing)

Facebook (BA, HR, Finance, Marketing) Cultural and Sports Club All work and no play make Jack a dull boy. Culture and sports not only elevate stress, but these activities also improve the Emotional Quotient in us. These weekly activities include, but are not limited to: Dancing, Singing, Painting, Exercise, Yoga, Gym, and many more.

File Description	Documents
Appropriate link in the institutional website	Nil
Any other relevant information	No File Uploaded

7.3.2 - Plan of action for the next academic year

The leadership at Siva Sivani Institute of Management (SSIM) periodically assesses the strengths and gauges the opportunities of the institution and develops a roadmap. In 2017 a five-year strategic plan was developed to ensure improvements in institutional standards, ranking, teaching quality, quality placements, and faculty development. 2016 – 17 5 articles were published by 4 faculty and 1 conference attended. The leadership team met and chalked out the Strategy Plan 2017-22. The yearly achievements as part of the strategic plan deployment are as follows: 2017 – 18 13 articles (1 Scopus) were published by 8 faculties and 16 conferences attended by 25 faculties. SSIM

was placed in the Platinum Category by the AICTE-CII survey of 2017. The Entrepreneurial cell was developed in association with National Entrepreneurial Network (NEN). We adopted Outcome Based Education. We completed a Consultancy project, GURUKULAM, TTWREIS 2017-18 – Online assessment for mains and advanced examination of IIT-JEE/NEET/EAMCET. 2018 – 19 24 articles (5 in UGC) were published by 14 faculties and 23 conferences attended by 18 faculties. We deployed CAMU. International tie-ups with Herzing and Lincoln University. We added courses on Entrepreneurship and Business Analytics. We completed the GURUKULAM 2018-19 project.

2019 – 20 14 Faculties published 21 articles (2 each in Scopus and UGC) and 10 attended conferences. SSIM received NBA Accreditation. Employed POs, PEOs, and PSOs in our courses. International tie-ups with Synergy and Alliant. Completed Covid compliance as per AICTE. Use of technology: CAMU – Online classes, assessments, and Conference calls WhatsApp groups: for management (policy-related

decisions) and Student communication Summer internship: work from home 6 Online guest lectures conducted Collaboration with SAS (USA) for programs on Big Data, Business Analytics, AI, and Machine Learning. Ranked 1st among private B-schools in Telangana – CSR-GHRDC 2019 Management restructuring: Addition of program-specific Chairs

2020- 2021 19 articles (1 ABDC (C), 3 Scopus, 1 Web of Science, and 7 UGC) were published by 13 faculties. SSIM PGDM declared equivalent to MBA by the Association of Indian Universities (AIU) Student male to female ratio improved to 59:41 (from 69:31 in 2019-2020) Rankings: AAA Career 360 survey Commencement of Finance lab in association with NSE (stock market) Equity Lever – capstone project (Finance) Case-based curriculum Added Business Analytics and fine arts (as per NEP 2020) course Purchase of No paper forms and Tally