

**Annual Quality Assurance Report
(2013-2014)**

**Submitted by
Internal Quality Assurance Cell
STES's Sinhgad College of Commerce,
Kondhwa (Bk.), Pune (M.S.)**

**Submitted to
National Assessment and
Accreditation Council (NAAC)
Bangalore**

The Annual Quality Assurance Report (AQAR) of the IQAC

Part – A

AQAR for the year (for example 2013-14)

2013-14

1. Details of the Institution

1.1 Name of the Institution

Sinhgad College of Commerce, Kondhwa

1.2 Address Line 1

Sr.No.40/4A+4B/1,Near PMC Octroi

Address Line 2

Kondwa-Saswad Road, Kondhwa,Pune

City/Town

Pune

State

Maharashtra

Pin Code

411048

Institution e-mail address

principal.scoc@sinhgad.edu

Contact Nos.

020-26933634

Name of the Head of the Institution:

Dr. Makarand S. Wazal

Tel. No. with STD Code:

Mobile:

08975003952

Name of the IQAC Co-ordinator:

Mrs.Jayashree V. Patole

Mobile:

09637414682

IQAC e-mail address:

aqar_scoc@sinhgad.edu

1.3 NAAC Track ID (For ex. MHC0GN 18879)

Yet to be allotted

OR

1.4 NAAC Executive Committee No. & Date:

EC/PCA/56/ 132, Dated 16 Sept. 2011

(For Example EC/32/A&A/143 dated 3-5-2004.

This EC no. is available in the right corner- bottom of your institution's Accreditation Certificate)

1.5 Website address:

[http://www.sinhgad.edu/sinhgad-institutes-ACS/college-pages/SCOC Sr/Principals Desk.html](http://www.sinhgad.edu/sinhgad-institutes-ACS/college-pages/SCOC_Sr/Principals_Desk.html)

Web-link of the AQAR

<http://www.sinhgad.edu/sinhgad-institutes-ACS/college->

1.6 Accreditation Details

Sl. No.	Cycle	Grade	CGPA	Year of Accreditation	Validity Period
1	1 st Cycle	B	2.36	2011	15 th Sep. 2016
2	2 nd Cycle				
3	3 rd Cycle				
4	4 th Cycle				

1.7 Date of Establishment of IQAC: DD/MM/YYYY

09/01/2012

1.8 Details of the previous year's AQAR submitted to NAAC after the latest Assessment and Accreditation by NAAC ((for example AQAR 2010-11 submitted to NAAC on 12-10-2011)

- i. AQAR (2011-12) Submitted to NAAC on 27/09/2012 (DD/MM/YYYY)
- ii. AQAR (2012-13) Submitted to NAAC on 24/12/2013 (DD/MM/YYYY)
- iii. AQAR _____ (DD/MM/YYYY)
- iv. AQAR _____ (DD/MM/YYYY)

1.9 Institutional Status

University State Central Deemed Private

Affiliated College Yes No

Constituent College Yes No

Autonomous college of UGC Yes No

Regulatory Agency approved Institution Yes No

(eg. AICTE, BCI, MCI, PCI, NCI, UGC)

Type of Institution Co-education Men Women

Urban Rural Tribal

Financial Status Grant-in-aid UGC 2(f) UGC 12B

Grant-in-aid + Self Financing Totally Self-financ

1.10 Type of Faculty/Programme

Arts Science Commerce Law PEI (Phys Edu)

TEI (Edu) Engineering Health Science Management

Others (Specify)

1.11 Name of the Affiliating University
(for the Colleges)

Savitribai Phule Pune University, Pune

1.12 Special status conferred by Central/ State Government-- UGC/CSIR/DST/DBT/ICMR etc

Autonomy by State/Central Govt. / University	<input type="text" value="NO"/>		
University with Potential for Excellence	<input type="text" value="NO"/>	UGC-CPE	<input type="text" value="NO"/>
DST Star Scheme	<input type="text" value="NO"/>	UGC-CE	<input type="text" value="NO"/>
UGC-Special Assistance Programme	<input type="text" value="NO"/>	DST-FIST	<input type="text" value="NO"/>
UGC-Innovative PG programmes	<input type="text" value="NO"/>	Any other (Specify)	<input type="text" value="NO"/>
UGC-COP Programmes	<input type="text" value="NO"/>		

2. IQAC Composition and Activities

2.1 No. of Teachers	<input type="text" value="04"/>
2.2 No. of Administrative/Technical staff	<input type="text" value="02"/>
2.3 No. of students	<input type="text" value="01"/>
2.4 No. of Management representatives	<input type="text" value="01"/>
2.5 No. of Alumni	<input type="text" value="01"/>
2.6 No. of any other stakeholder and community representatives	<input type="text" value="01"/>
2.7 No. of Employers/ Industrialists	<input type="text" value="01"/>
2.8 No. of other External Experts	<input type="text" value="01"/>

2.9 Total No. of members

2.10 No. of IQAC meetings held 04

2.11 No. of meetings with various stakeholders: No. Faculty

Non-Teaching Staff Students Alumni Others

2.12 Has IQAC received any funding from UGC during the year? Yes No

If yes, mention the amount

2.13 Seminars and Conferences (only quality related)

(i) No. of Seminars/Conferences/ Workshops/Symposia organized by the IQAC

Total Nos. International National State Institution Level

(ii) Themes

2.14 Significant Activities and contributions made by IQAC

- a) Strengthening the Quality of Academics.
- b) Monitoring the performance of the teaching-learning activities.
- (c) Enhancing usage of ICT
- (d) Enhancing Resource Mobilization - University Quality improvement Programme (QIP)
- (e) Strengthening the social responsibility initiative

2.15 Plan of Action by IQAC/Outcome

The plan of action chalked out by the IQAC in the beginning of the year towards quality enhancement and the outcome achieved by the end of the year

Plan of Action	Achievements
Strengthening and Monitoring the Quality of Academics.	<ul style="list-style-type: none"> ➤ All the programmes are regularly monitored with regard to teaching. The Feedback on Teaching was communicated to teachers, shared with faculty and suggestions/ recommendations were given by the Principal. This has helped in enhancing the quality of programmes and faculty. ➤ Designing and implementation of HBSP-Course pack for FYBBA Students. ➤ Three days training program for all faculty members - “Teacher Advancement program” ➤ Faculty Development Program on “HBSP Course Delivery”
To start number of value added course, certificate courses in the college as well as to provide the platform for students to explore their talents in cultural and Extra-curricular activities.	<ul style="list-style-type: none"> ➤ Organised Bridge course on “Foundation Course in Accounting for BBA, BCA and B.Com students. ➤ Organized Bridge course on “Basics of Programming” for all BCA students. ➤ Number of extra-curricular activities conducted through “SPECTRUM” ➤ Business English Certificate course –BEC was offered to students of all courses. ➤ Number of cultural activities conducted through “NEON”
Enhancing administrative efficiency of the institution with the help of ICT	<ul style="list-style-type: none"> ➤ GEMS software

<p>Carrying out Seminars/Workshops/ Industrial and Educational Visits as a part of the academic curriculum</p>	<ul style="list-style-type: none"> ➤ Organized Guest lecture on “Cyber Crime” ➤ Organized HBSP Course pack Orientation Program ➤ Organized Guest lecture on “How to solve Harvard Cases” by eminent Industry persons ➤ Industrial Visit to “Bangalore” for SYBBA Students ➤ Educational Excursion to Goa for BBA,BCA,B.Com Students
<p>To strengthen Institutional Social Responsibility activities</p>	<ul style="list-style-type: none"> ➤ National AIDS Day celebration ➤ Voters ID Registration Campaign in collaboration with Parivartan NGO ➤ Organised Blood Donation Camp ➤ National Youth week celebration- Elocution competition, Poster Competition

(Note: Academic Calendar for the Academic Year 2013-2014 is attached- Annexure: I)

2.15 Whether the AQAR was placed in statutory body: Yes

Management Syndicate Any other body

Provide the details of the action taken

The actions to be taken for Quality enhancement are decided in the LMC meetings held in the college and the action taken reports are submitted to the committee in subsequent meeting.

Part – B

Criterion – I

1. Curricular Aspects

1.1 Details about Academic Programmes

Level of the Programme	Number of existing Programmes	Number of programmes added during the year	Number of self-financing programmes	Number of value added / Career Oriented programmes
PhD	-----	-----	-----	-----
PG	01	-----	---	-----
UG	03	-----	-----	-----
PG Diploma	-----	-----	-----	-----
Advanced Diploma	-----	-----	-----	-----
Diploma	-----	-----	-----	-----
Certificate	01	-----	---	01
Others	02	-----	-----	02
Total	07		04	03

Interdisciplinary	-----	-----	-----	-----
Innovative	-----	-----	-----	-----

1.2 (i) Flexibility of the Curriculum: CBCS/Core/Elective option / Open options

PG programme has CBCS system

(ii) Pattern of programmes:

Pattern	Number of programmes
Semester	3 (1 CBCS)
Trimester	0
Annual	1

1.3 Feedback from stakeholders* Alumni -- Parents -- Employers --- Students **v**
(On all aspects)

Mode of feedback : Online **v** Manual **v** Co-operating schools (for PEI)

*** (Note: Feedback Analysis Report for the Academic Year 2013-2014 attached as Annexure-II)**

1.4 Whether there is any revision/update of regulation or syllabi, if yes, mention their salient aspects.

Yes, The syllabus for the below mentioned classes is revised by Savitribai Phule Pune University for the AY 2013-14

- FYBBA, FYBCA, F Y B.Com And M.COM part I & M.COM part II

The salient features are as follows:

- More practical based as Cases are included in few subjects of SYBBA in the University curriculum
- The new syllabus is framed keeping the Industry requirement in mind.

1.5 Any new Department/Centre introduced during the year. If yes, give details.

NIL

Criterion – II

2. Teaching, Learning and Evaluation

2.1 Total No. of permanent faculty	Total	Asst. Professors	Associate Professors	Professors	Others
	14	11	-----	-----	03

2.2 No. of permanent faculty with Ph.D. 04

2.3 No. of Faculty Positions Recruited (R) and Vacant (V) during the year	Asst. Professors		Associate Professors		Professors		Others		Total	
	R	V	R	V	R	V	R	V	R	V
	--	04	--	--	--	--	--	--	--	04

2.4 No. of Guest and Visiting faculty and Temporary faculty: 0 Guest 01 visiting 02 Temporary

2.5 Faculty participation in conferences and symposia:

No. of Faculty	International level	National level	State level
Attended	-----	-----	-----
Presented	-----	-----	01
Resource Persons	-----	-----	-----

2.6 Innovative processes adopted by the institution in Teaching and Learning:

- (a) Using conventional and ICT methods for teaching- learning.
 (b) Use of Case study, simulation, Role plays to provide practical based knowledge to students.

2.7 Total No. of actual teaching days during this academic year

201

2.8 Examination/ Evaluation Reforms initiated by the Institution (for example: Open Book Examination, Bar Coding, Double Valuation, Photocopy, and Online Multiple Choice Questions)

For PG Programmes: Seminars, Class Assignments, Presentations, Projects, etc.

2.9 No. of faculty members involved in curriculum Restructuring/revision/syllabus development as member of Board of Study/Faculty/Curriculum Development workshop

01

2.10 Average percentage of attendance of students

78 %

2.11 Course/Programme wise distribution of pass percentage:

Title of the Programme	Total no. of students appeared	Division				
		Distinction %	I %	II %	III %	Pass %
BBA	106	05	39	39	02	81.13%
BCA	071	04	23	18	05	70.83%
B.Com	116	07	27	36	02	72.00%
M.Com Part II	011	00	05	01	04	90.90 %

2.12 How does IQAC Contribute/Monitor/Evaluate the Teaching & Learning processes:

- (a) Academic Audit for all programmes conducted in the College.
- (b) Feedback on Teaching for all programmes- Analysis of each and communicating it to the respective teacher for improvement.
- (c) Enhancement of Learning Infrastructure in the form of ICT support, Equipments etc.,
- (d) Support in initializing/ establishing quality initiatives (Guest lecturers/ Conferences/ Seminars/ Workshops) for Teachers and Students in the College.

2.13 Initiatives undertaken towards faculty development 02

<i>Faculty / Staff Development Programmes</i>	<i>Number of faculty benefitted</i>
Refresher courses	0
UGC – Faculty Improvement Programme	0
HRD programmes	0
Orientation programmes	0
Faculty exchange programme	0
Staff training conducted by the university	0
Staff training conducted by other institutions	15 (all)
Summer / Winter schools, Workshops, etc.	0
Faculty Development Programme	03

2.14 Details of Administrative and Technical staff

Category	Number of Permanent Employees	Number of Vacant Positions	Number of permanent positions filled during the Year	Number of positions filled temporarily
Administrative Staff	12	NIL	NIL	NIL
Technical Staff	01	NIL	NIL	NIL

Criterion – III**3. Research, Consultancy and Extension**

3.1 Initiatives of the IQAC in Sensitizing/Promoting Research Climate in the institution

Initiatives undertaken to promote research and enrolment for Ph.D. programme among the Faculty members by the College under ‘Research Cell.’

3.2 Details regarding major projects

	Completed	Ongoing	Sanctioned	Submitted
Number	---	---	----	---
Outlay in Rs. Lakhs	---	---	----	---

3.3 Details regarding minor projects

	Completed	Ongoing	Sanctioned	Submitted
Number	----	----	----	----
Outlay in Rs. Lakhs	----	----	----	----

3.4 Details on research publications

	International	National	Others
Peer Review Journals	01	---	---
Non-Peer Review Journals	----	----	---
e-Journals	----	----	----
Conference proceedings	----	---	01

3.5 Details on Impact factor of publications:

Range Average h-index Nos. in SCOPUS

3.6 Research funds sanctioned and received from various funding agencies, industry and other organisations

Nature of the Project	Duration Year	Name of the funding Agency	Total grant sanctioned	Received
Major projects	---	---	---	----
Minor Projects	----	----	----	---
Interdisciplinary Projects	----	----	---	---
Industry sponsored	---	----	----	----
Projects sponsored by the University/ College	----	---	---	---
Students research projects (other than compulsory by the University)	---	---	---	---
Any other(Specify)	--	--	---	---
Total	---	----	---	----

3.7 No. of books published i) With ISBN No. Chapters in Edited Books

ii) Without ISBN No.

3.8 No. of University Departments receiving funds from

UGC-SAP DST-FIST
 DPE DBT Scheme/funds

3.9 For colleges
 Autonomy CPE DBT Star Scheme
 INSPIRE CE Any Other (specify)

3.10 Revenue generated through consultancy

3.11 No. of conferences

Organized by the institution

Level	International	National	State	University	College
Number	----	----	---	---	----
Sponsoring agencies	----	----	----	----	----

3.12 No. of faculty served as experts, chairpersons or resource persons

3.13 No. of collaborations: International National Any other

3.14 No. of linkages created during this year

3.15 Total budget for research for current year in lakhs:

From funding agency From Management of University/College
 Total

3.16 No. of patents received this year

Type of Patent		Number
National	Applied	---
	Granted	---
International	Applied	---
	Granted	---
Commercialised	Applied	---
	Granted	----

3.17 No. of research awards/ recognitions received by faculty and research fellows
Of the institute in the year

Total	International	National	State	University	Dist	College
	---	---	---	---	--	--

3.18 No. of faculty from the Institution who are Ph. D. Guides and students registered under them

02

04

3.19 No. of Ph.D. awarded by faculty from the Institution

3.20 No. of Research scholars receiving the Fellowships (Newly enrolled + existing ones)

JRF --- SRF -- Project Fellows --- Any other ---

3.21 No. of students Participated in NSS events:

University level 150 State level ---

National level --- International level ---

3.22 No. of students participated in NCC events:

University level --- State level ---

National level --- International level ---

3.23 No. of Awards won in NSS:

University level --- State level ---

National level --- International level ---

3.24 No. of Awards won in NCC:

University level --- State level ---

National level --- International level ---

3.25 No. of Extension activities organized

University forum --- College forum

NCC --- NSS 04 Any other

3.26 Major Activities during the year in the sphere of extension activities and Institutional Social Responsibility

The activities undertaken as a part of Institutional Social Responsibility

- National AIDS Day celebration
- Voters ID Registration Campaign in collaboration with Parivartan NGO
- Organised Blood Donation Camp
- National Youth week celebration-Elocution competition, Poster Competition

Criterion – IV

4. Infrastructure and Learning Resources

4.1 Details of increase in infrastructure facilities:

Facilities	Existing	Newly created	Source of Fund	Total
Campus area	5.6 acres	----	----	5.6 acres
Class rooms	15	--	STES	15
Laboratories	05	---	STES	05
Seminar Halls	----	----	-----	----
No. of important equipments purchased (\geq 1-0 lakh) during the current year.	25	04	STES & Savitribai Phule University of Pune	29
Value of the equipments purchased (Rs. in Lakhs)	7,73,308	516420	STES & Savitribai Phule University of Pune	1289728
Others	---	26336	STES	26336

4.2 Computerization of administration and library

- Zoom for Leaving Certificate and in Accounts for admission receipt and students' report. ,
- GEMS for Administration.
- Library Automation Software –Autolib,
- Tally ERP9 for daily accounting entries
- Paywhiz professional software for salary preparation.

4.3 Library services:

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Text Books	3837	506020	298	34800	4135	540820
Reference Books	2823	801416	26	9298	2849	810714
e-Books	---	---	---	---	---	---
Journals	18	36992	26	27496	26	27496
e-Journals	---	---	---	---	---	---
Digital Database	---	---	---	---	---	---
CD & Video	170	500	---	---	---	---
Others (specify)	---	---	---	---	---	---

4.4 Technology up gradation (overall)

	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Departments	Others
Existing	160	03 +01	160	---	--	05	05	--
Added	---	-----	---	--	---	---	---	---
Total	160	04	160	---	---	05	05	---

4.5 Computer, Internet access, training to teachers and students and any other programme for technology up gradation (Networking, e-Governance etc.)

NIL

4.6 Amount spent on maintenance in lakhs:

i) ICT	-----
ii) Campus Infrastructure and facilities	22196
iii) Equipments	68272
iv) Others (Repairs & Maintenance)	-----
Total:	90468

Criterion – V

5. Student Support and Progression

5.1 Contribution of IQAC in enhancing awareness about Student Support Services

- | |
|--|
| (a) Brief mention in the College Prospectus and Handbook.
(b) College Website
(c) First Year Students’ Orientation Programme
(d) Informal Interactions in the Classroom and Laboratories. |
|--|

5.2 Efforts made by the institution for tracking the progression

- | |
|---|
| (a) Student Interaction involving communication after the final year examinations, and
(b) Database in department(s) |
|---|

5.3 (a) Total Number of students

UG	PG	Ph. D.	Others
976	25	--	---

(b) No. of students outside the state

269

(c) No. of international students

82

Men

Women

No	%
748	74.72%

No	%
253	25.27%

Last Year(2012-13)						This Year (2013-14)					
General	SC	ST	OBC	Physically Challenged	Total	General	SC	ST	OBC	Physically Challenged	Total
866	41	3	74	01	985	704	35	-	49	01	789

Demand ratio

Course	Demand ratio
B.Com.	0.80:1
BBA	0.76:1
BCA	0.37:1
M.Com.	0.15:1

Dropout: 3.19%

5.4 Details of student support mechanism for coaching for competitive examinations (If any)

NIL

No. of students beneficiaries

5.5 No. of students qualified in these examinations

NET SET/SLET GATE CAT
 IAS/IPS etc State PSC UPSC Others

5.6 Details of student counselling and career guidance

Guest Lectures and Seminars for career counseling.

No. of students benefitted

105

5.7 Details of campus placement

<i>On campus</i>			<i>Off Campus</i>
Number of Organizations Visited	Number of Students Participated	Number of Students Placed	Number of Students Placed
06	28	11	----

5.8 Details of gender sensitization programmes

NIL

5.9 Students Activities

5.9.1 No. of students participated in Sports, Games and other events

State/ University level National level International level

No. of students participated in cultural events

State/ University level National level International level

5.9.2 No. of medals /awards won by students in Sports, Games and other events

Sports: State/ University level National level International level

Cultural: State/ University level National level International level

5.10 Scholarships and Financial Support

	Number of students	Amount
Financial support from institution	---	---
Financial support from government	09	2,17,040
Financial support from other sources	--	---
Number of students who received International/ National recognitions	--	--

5.11 Student organised / initiatives

Fairs State/ University level National level International level

Exhibition: State/ University level National level International level

5.12 No. of social initiatives undertaken by the students

5.13 Major grievances of students (if any) redressed: **Nil**

Criterion – VI

6. Governance, Leadership and Management

6.1 State the Vision and Mission of the institution

Vision:
To explore, establish and improvise continually in order to develop a complete learning experience along with providing infinite opportunities for development of the students and at the same time providing quality education to one and all.

Mission:

- At Sinhgad College of Commerce, it is firmly believed that it is not merely an educational institution but a multi-purpose learning center running a wide variety of programs. SCOC aims to become one of the vital resource centers bringing together all groups including groups from marginalized communities for programs that will provide them with basic literacy, curriculum enrichment, skill development and training.
- At Sinhgad College of Commerce, it is ensured that the institution is an anchor to provide resources in terms of content renewal for the setting up of the learning centers for all types of communities. Sinhgad College of Commerce is also confident that mushrooming of such learning centers will work as a multiplier effect in spreading literacy and computer literacy and hence work toward closing the digital divide.

6.2 Does the Institution has a management Information System

Yes, the Institute has MIS System and it is presently used for Fee receipt preparation, leaving certificate preparation of Students. MIS is also used for Library to maintain online records.

6.3 Quality improvement strategies adopted by the institution for each of the following:

6.3.1 Curriculum Development

- Value addition in curricula and efforts to go beyond the prescribed curriculum through organizing certificate courses(BEC)

6.3.2 Teaching and Learning

- (a) Using conventional and ICT methods for teaching- learning.
- (b) Use of Case study,simulation,Role plays to provide practical based knowledge to students.

6.3.3 Examination and Evaluation

- (a) Internal Examination consists of subjective questions and questionpapers are designed as per University pattern.
- (b) More focus on classroom presentation and assignments.

6.3.4 Research and Development

- (a) Sensitizing and motivating young teachers to undertake research through Research cell.

6.3.5 Library, ICT and physical infrastructure / instrumentation

- (a) The high speed Internet proposal is in pipeline.
- (b) The college bought new sports equipments, projector, and photocopy machine (Cyclostyle)
- (c) Zoom for Leaving Certificate and in Accounts for admission receipt and students' report. , GEMS for Administration. Library Automation Software –Autolib, Tally ERP9 for daily accounting entries and Pay whiz professional

6.3.6 Human Resource Management

- (a) Use of Human Resource as per their competency to complete a particular task (Academic and Administrative).
- (d) Training to the Human Resource at STES'S.

6.3.7 Faculty and Staff recruitment

- (a) Well qualified Faculty and staff recruited as per requirements and norms of Savitribai Phule Pune University.
- (b) Roaster System followed during Faculty and Staff recruitment

6.3.8 Industry Interaction / Collaboration

- (a) College organised Industrial visit for students in reputed large scale & medium scale organisations to acquaint them with practical knowledge.
- (b) Industry Interaction is integrated for all courses.

6.3.9 Admission of Students

- (a) Admission of students are made as per norms of Savitribai Phule Pune University.
- (a) Admission Process, admission forms are available on College Website.
- (b) Counseling to students to choose appropriate course at the time of admission by Admission Committee members.
- (c) Support for Computational Access during admissions to rural/ outside students for form filling etc.

6.4 Welfare schemes for

Teaching	Gratuity, Medical Insurance, Group Insurance Scheme
Non teaching	Provident Fund ,Medical Insurance, Group Insurance Scheme
Students	Student Safety Insurance Policy

6.5 Total corpus fund generated

Rs. 3, 55000

6.6 Whether annual financial audit has been done

Yes No

6.7 Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	No	No	YES	Head of Institution
Administrative	No	No	YES	Head of Institution

6.8 Does the University/ Autonomous College declares results within 30 days?

For UG Programmes Yes No

For PG Programmes Yes No

6.9 What efforts are made by the University/ Autonomous College for Examination Reforms?

NA

6.10 What efforts are made by the University to promote autonomy in the affiliated/constituent colleges?

NA

6.11 Activities and support from the Alumni Association

Regular meetings of Alumni Association.

6.12 Activities and support from the Parent – Teacher Association

PTM - conducted every semester

6.13 Development programmes for support staff

Workshops for administrative staff.

6.14 Initiatives taken by the institution to make the campus eco-friendly

Tree Plantation

Criterion – VII

7. Innovations and Best Practices

7.1 Innovations introduced during this academic year which have created a positive impact on the functioning of the institution. Give details.

- (a) Strengthening and Monitoring the Quality of Academics.
- (b) Conducted value added & certificate courses
- (c) Motivated students to participate more the platform in cultural and Extra-curricular activities.
- (d) Enhanced administrative efficiency of the institution with the help of ICT
- (e) Carried out Seminars & Workshops.
- (f) Organised Industrial and Educational Visits as a part of the academic curriculum
- (e) Strengthened Institutional Social Responsibility activities
- (f) Feedback on Teaching: Created a positive impact on teaching-Learning process by sharing it Openly with teachers.

7.2 Provide the Action Taken Report (ATR) based on the plan of action decided upon at the beginning of the year

Plan of Action	Achievements
Strengthening and Monitoring the Quality of Academics.	<ul style="list-style-type: none"> ➤ All the programmes are regularly monitored with regard to teaching. The Feedback on Teaching was communicated to teachers, shared with faculty and suggestions/recommendations were given by the Principal. This has helped in enhancing the quality of programmes. ➤ Designing and implementation of HBSP-Course pack for FYBBA Students. ➤ Three days training program for all faculty members - “Teacher Advancement program” ➤ Faculty Development Program on “HBSP Course Delivery”
To start number of value added course, certificate courses in the college as well as to provide the platform for students to explore their talents in cultural and Extra-curricular activities.	<ul style="list-style-type: none"> ➤ Organised Bridge course on “Foundation Course in Accounting for BBA, BCA and B.Com students. ➤ Organized Bridge course on “Basics of Programming “for all BCA students. ➤ Number of extra-curricular activities conducted through “SPECTRUM” ➤ Business English Certificate course –BEC was offered to students from all courses. ➤ Number of cultural activities conducted through “NEON”
Enhancing administrative efficiency of the institution with the help of ICT	<ul style="list-style-type: none"> ➤ GEMS software
Carrying out more of Seminars,	<ul style="list-style-type: none"> ➤ Organized a Guest lecture on “Cyber Crime”

<p>Workshops, Industrial and Educational Visits as a part of the academic curriculum</p>	<ul style="list-style-type: none"> ➤ Organized a HBSP Course pack Orientation Program ➤ Organized a Guest lecture on “How to solve Harvard Cases” by eminent Industry persons ➤ Industrial Visit to “Banglore”for SYBBA Students ➤ Educational Excursion to Goa for BBA,BCA,B.Com Students
<p>To strengthen Institutional Social Responsibility activities</p>	<ul style="list-style-type: none"> ➤ National AIDS Day celebration ➤ Voter ID Registration Campaign in collaboration with Parivartan NGO ➤ Organised Blood Donation Camp ➤ National Youth week celebration-Elocution competition, Poster Competition

7.3 Give two Best Practices of the institution

(a) Designing and implementation of HBSP-Course pack
(b) Business English Certificate Course for all students.

(Note: Details of Best Practise(s) as per format have been attached – Annexure-III)

7.4 Contribution to environmental awareness / protection

NSS activities are based on environmental awareness.

7.5 Whether environmental audit was conducted? Yes

No

7.6 Any other relevant information the institution wishes to add. (for example SWOT Analysis)

<p>STRENGTHS:</p> <ul style="list-style-type: none">➤ Good infrastructure➤ Qualified and dedicated staff➤ Locational advantage <p>WEAKNESS:</p> <ul style="list-style-type: none">➤ Lack of land for future expansion of the campus➤ Lack of land for outdoor sports activities <p>OPPORTUNITIES:</p> <ul style="list-style-type: none">➤ Strategic alliances and partnerships with International Universities➤ Mobilization of Resources <p>THREATS:</p> <ul style="list-style-type: none">➤ Competitions and growth of education institutions➤ Free education within the context of increasing trends of e-learning
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8. **Plans of institution for next year**

<p>(a) Identify more “Best Practices” and institutionalize them. (b) Focus on ‘Student Centric’ activities to enhance their skills. (c) Online database for Students and faculty.</p>

Name Mrs.Jayashree V.Patole
Coordinator, IQAC

Name: Dr.Makarand S. Wazal
Principal and Chairperson, IQAC

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Annexure I: Academic Calendar for the 2013-2014

Sinhgad Technical Education Society's Sinhgad College Of Commerce, Kondhwa(bk.), Pune-48 Academic Calander 2013-14 Semester II,IV,VI						
Date/Mon	Nov	Dec	Jan	Feb	March	April
1		Sunday W-1	D-31	Guest Lecture/D-58	Guest Lecture/D-82	D-102
2		D-6	D-32	Sunday W-10	Sunday W-14	D-103
3		D-7	D-33	D-59	D-83	D-104
4		D-8	Guest Lecture/D-34	D-60	D-84	D-105
5		D-9	Sunday W-6	Cultural Days and Karandak Competition D-61	D-85	D-106
6		D-10	D-35	Cultural Days and Karandak Competition D-62	D-86	Sunday W-19
7		Guest Lecture/D-11	D-36	Cultural Days and Karandak Competition D-63	D-87	D-107
8		Sunday W-2	D-37	Cultural Days and Karandak Competition D-64	Guest Lecture/D-88	D-108
9		D-12	D-38	Sunday W-11	Sunday W-15	D-109
10		D-13	D-39	D-65	Internal Exams	External Exam
11		D-14	Guest Lecture/D-40	D-66	Internal Exams	External Exam
12		D-15	Sunday W-7	D-67	Internal Exams	External Exam
13		D-16	D-41	D-68	Internal Exams	Sunday W-20
14		Guest Lecture/D-17	D-42	D-69	Internal Exams	
15		Sunday W-3	D-43	Guest Lecture/D-70	Internal Exams	External Exam
16		NSS Camp / D - 18	D-44	Sunday W-12	Sunday W-16	External Exam
17		NSS Camp / D - 19	D-45	D-71	D-89	External Exam
18		NSS Camp / D - 20	D-46	D-72	D-90	External Exam
19		NSS Camp / D - 21	Sunday W-8	D-73	D-91	External Exam
20		NSS Camp / D - 22	D-47	D-74	D-92	Sunday W-21
21		NSS Camp / D - 23	D-48	D-75	D-93	
22		Sunday W-4	D-49	Guest Lecture/D-76	D-94	External Exam
23		D-24	D-50	Sunday W-13	Sunday W-17	External Exam
24		D-25	D-51	D-77	D-95	External Exam
25		NATAL	Guest Lecture/D-52	D-78	D-96	External Exam
26	ement of Teaching (Day 1)	D-26	Republic day /Sunday W-9	D-79	D-97	External Exam
27	D-2	D-27	D-53	D-80	D-98	Sunday W-22
28	D-3	Guest Lecture/D-28	D-54	D-81	D-99	External Exam
29	D-4	Sunday W-5	D-55		D-100	External Exam
30	D-5	D-29	D-56		Sunday W-18	End of Semester
31		D-30	D-57		D-101	

Sinhgad Technical Education Society's Sinhgad College Of Commerce, Kondhwa(Bk.), Pune-48 Academic Calander 2013-14 Semester I,III,V & B.Com.						
Date/Month	June	July	Aug	Sept.	Oct.	Nov.
1		D-14	D-41	Sunday W-12	D-83	Dusse Vacation
2		D-15	D-42	D-66	Gandhi Jaganti	
3		D-16	Guest Lecture/D-43	D-67	D-84	
4		D-17	Sunday W-8	D-68	D-85	
5		D-18	D-44	D-69	Guest Lecture/D-86	
6		Guest Lecture/D-19	D-45	D-70	Sunday W-17	
7		Sunday W-4	D-46	Guest Lecture/D-71	Int Exam M.Com.	
8		D-20	D-47	Sunday W-13	Internal Exam	
9		D-21	Ramzan Eid	Ganesh Chaturthi	Internal Exam	
10		D-22	Guest Lecture/D-48	D-72	Internal Exam	
11		D-23	Sunday W-9	D-73	Internal Exam	
12		D-24	D-49	D-74	Internal Exam	
13		Guest Lecture/D-25	D-50	D-75	Sunday w-18	
14		Sunday W-5	D-51	Guest Lecture/D-76	D-87	
15	Comencement of Teaching (Day 1)	D-26	Independence Day	Sunday W-14	D-88	
16	Sunday W-1	D-27	D-52	D-77	Bakari Eid	
17	D-2	D-28	Guest Lecture/D-53	D-78	D - 89	
18	D-3	D-29	Sunday W-10	Anant Chaturdashi	D - 90	
19	D-4	D-30	D-54	D-79	D - 91	
20	D-5	Guest Lecture/D-31	D-55	D-80	Sunday W-19	
21	D-6	Sunday W-6	D-56	Guest Lecture/D-81	D-92	
22	Guest Lecture/D-7	D-32	D-57	Sunday W-15	Univ. Exam Theory	
23	Sunday W-2	D-33	D-58	nt Exam B.Com./BBA/BCA	Univ. Exam Theory	
24	D-8	D-34	Guest Lecture/D-59	Internal Exam	Univ. Exam Theory	
25	D-9	D-35	Sunday W-11	Internal Exam	Univ. Exam Theory	
26	D-10	D-36	D-60	Internal Exam	Univ. Exam Theory	
27	D-11	Guest Lecture/D-37	D-61	Internal Exam	Sunday W- 20	
28	D-12	Sunday W-7	D-62	Internal Exam	Univ. Exam Theory	
29	Guest Lecture/D-13	D-38	D-63	Sunday W-16	Univ. Exam Theory	
30	Sunday W-3	D-39	D-64	D-82	Univ. Exam Theory	
31		D-40	Guest Lecture/D-65		Univ. Exam Theory	

Annexure- II: Brief Report on Feedback Analysis on Teaching

Feedback on Teaching has been a routine practice of IQAC. The feedback is taken for all undergraduate and Post Graduate Programmes conducted in the College. The feedback is taken once a semester for all programmes.

- The various parameters on which teaching is assessed are: Voice clarity, Board Writing, Presentation skills, teaching speed, Command on English, Preparation done before delivering lecture, Syllabus coverage, Interaction with students during lecture, Pronunciation, Punctuality, Explanation of topic taught.
- The students are asked to grade teacher(s) .
- A detailed time table for execution of this programme is prepared by the IQAC. A circular is issued by IQAC detailing out the procedure on ‘How and When to Conduct the Feedback’.
- The Feedback received by the IQAC is then assessed and analyzed.
- The results are discussed with the Principal. Wherever improvement is needed, an Interaction meeting is organized along with the Teacher(s) and Head of the Department to discuss the feedback to seek improvement in teaching. Efforts taken by teachers(s) to enhance the quality of their teaching are also appreciated.
- The analysis of feedback for the year 2013-2014, revealed that some teacher(s) have poor communication skill(s) and unable to deliver systematically in class. In some cases, it was felt that teacher(s) should seek help from other departments where common topics/ concepts are being taught. Suggestions and recommendations were given to the teacher(s) in the Interaction meeting.
- However, overall efforts made on teaching in classroom and method and content of deliverables have been appreciated by the students.

Annexure-III: Best Practices

Best Practice I: Business English Certificate (BEC)

1. **Title of the Practice:** Business English Certificate (BEC)The Course is offered by ‘University of Cambridge’ in association with Cambridge English Language Assessment. Sinhgad International Language Centre- Authorised Training and Examination Centre, University of Cambridge
2. **Goal:** Sinhgad College of Commerce (SCOC) in collaboration with Sinhgad International Language Centre (SILC) works on the project BEC. Sinhgad International Language Centre (SILC) is an ambitious project of Sinhgad Institutes. It is for the enhancement of the students of the Institute by improving their linguistic skills and personality traits. In consultation with the recruitment officers, we at SILC and SCOC, prepare the tailor made programmes and schedules for the betterment of the students, so that we can make our students avail of the campus Interviews and get the appointments in well-known companies.As a step towards it, SCOC and SILC have become the training as well as Examination Centre for the Cambridge English Examinations of University of Cambridge, so that we can offer training from all the experienced and trained trainers to the students in improving their hold on the

language and they can get the International Certification. From March 2012, SILC is a recognised Training Centre and Exam conducting body for the University of Cambridge and has proved to be a centre having good results.

3. **The Context:** Confidence during interaction/discussion is an outcome of subject knowledge and ability to express it. Academic curriculum provides ample subject knowledge whereas command on English language makes students' confident enough to be able to display it in the job market. Corporate expects students to have good communication skills as they are the brand ambassadors of the respective company. The group discussions/the public speaking exercises at BEC enhance the students' ability to communicate the language well in English. The students should take the best advantage of this facility and equip themselves with adequate tools and aspirations which will make them to higher position with good packages.
4. **The Practice:** English is key skill for successful career. If you are applying for a job or hoping to get promotion, most employers will ask you to demonstrate your English Language Skills. You can do this by taking the prestigious Cambridge ESOL Business English Certificates (BEC).

BEC is an internationally recognised Qualification in English for work. It is trusted by employers and universities in more than 60 countries. It is taken by students and young professionals around the world who want to improve their job prospectus.

In today's challenging business environment, companies are seeking employees with English language skills to help their organisation compete internationally.

BEC is available in three levels:

1. BEC Preliminary
2. BEC Vantage
3. BEC Higher

The levels range from lower intermediate to advanced, so you can choose a BEC test that matches your level of English language skills and your professional needs.

BEC Preliminary: CEFR Level B1

This is lower intermediate level, for candidates who have limited confidence in their English.

Cambridge English: Business Preliminary is an intermediate level qualification for people who need to show employers that they have knowledge of Business English sufficient for practical everyday use in a business environment.

It tests your ability to use English to carry out basic office skills such as:

- Reading short messages
- Interpreting charts
- Writing short emails

- Following short telephone conversations and discussions
- Talking about business-related matters.

BEC Vantage: CEFR Level 2

This is at Intermediate level and is suitable for candidates who have good confidence and fluency. It includes test of reading, writing, listening and speaking. The tasks are more complex than Preliminary level and include reading longer business reports and company documents, writing letters or proposals, listening to short discussions, and contributing to a discussion about business topic in the speaking part.

➤ **Having Cambridge English: Business Vantage shows that you can:**

Write short pieces of business correspondence, reports or proposals

Read extracts from business publications

Listen to, understand and contribute to discussions in meetings.

BEC Higher: CEFR Level C 1

This is an advanced level certificate, for candidates who can use English very confidently in all professional and social situations. There are separate assessments in reading, writing, listening and speaking.

Cambridge English: *Business Higher* is set at Level C1 – the second highest on the CEFR scale. C1 is the level of English required for demanding professional and academic settings.

Cambridge English: Business Higher shows employers you can:

- Communicate effectively at managerial and professional level
- Participate with confidence in workplace meetings and presentations
- Express yourself with a high level of fluency
- React appropriately in different cultural and social situations.

If you have not yet entered the job market, it can be used to show universities and colleges that you can:

- Follow any academic business course at university level
- Carry out complex and challenging research.

5) Evidence of Success:

The practice covers all the four language skills: listening, reading, writing and speaking, giving a comprehensive picture of the candidate's language ability. To name a few topics; drafting letters, creating reports, communicating in teleconferences and meetings, negotiation skills are covered in the various levels of the qualification.

- A pool of experienced and University of Cambridge trained trainers.
- University recognised examiners group

- Regular sessions of training the trainers to maintain Training Quality.
- Co-ordination meeting at different levels of Exams
- Constant coordination with college officials
- Door-step Training
- Good training Material arrangement of Videos
- Maintenance of status of International Certification through good administration of Training and Examination
- Facility of well equipped Language Lab.
- More than 34 candidates trained and having International Certificates.

6) Problems Encountered and Resources Required:

- Many students who are interested in BEC feel that the fee for BEC is too much.
- Students with very poor ability to deal with English language felt that it is not their cup of tea.
- Maximum students do not have any awareness about BEC and Cambridge University.
- Students in spite of being weak in English do not feel to do the course.
- After joining the course, many students withdraw their names by hearing some rumours.
- Some students do not come to training due to laziness and other trifling reasons.
- Some students join college for fun.
- It is felt that awareness and importance should be made about BEC and University of Cambridge among students.
- In some cases the standard of Cambridge University is not understood by students.
- Trainers have been dealing with class room problems like discipline and motivation.
- Trainers are well-equipped with all the basic facilities.
- The study material is provided on the time to students. So that they can avail it from the first day of the training.

7) Notes (Optional):

Proving you can use Business English to communicate effectively can open the door to career opportunities with a new employer, or can make your ambitions for promotion or career development within your current organisation a reality. The content in Cambridge English: Business Certificates reflects everyday work and business tasks. Preparing for your exam will give you skills that will make you an asset to your Employer.

Employers value and rely on Cambridge English: Business Certificates because they are a thorough test of all four Language skills (reading, writing, speaking and listening) in a Business context. See our searchable database of employers who accepts Cambridge English: Business Certificates at www.CambridgeESOL.org/recognition

Best Practice II: HBSP- Coursepack

1. **Title of the Practice:** HBSP- Coursepack for F.Y. BBA Students (Sinhgad - Harvard Business Publishing tie up) The Course pack is designed and implemented by STES's Sinhgad College of Commerce for FY BBA students in tie up with Harvard Business School Publishing.
2. **Goal :** Sinhgad College of Commerce unveils yet another landmark achievement for BBA students since Sinhgad Technical Education Society got into an alliance with the Harvard Business Publishing on 31st October 2013. Students and faculty members of STES now have an access to Case Studies, Simulations, Role Plays, Online Courses and references of various impertative and business related articles. The Harvard content now complement the current curriculum and pedagogy and content delivery. This practice help the college to raised the standard of business education to mark our students in Global education arena.

3). **The Context:** Designing and implementing HBSP course pack for FY BBA students

include many challages. Few of them are mentioned below;

- Selecting HBSP brief cases as per subject content prescribed by University of Pune.
- Making the students read and analyse the cases .
- To moniter whether all members in a group are actively involved in case analysis.
- To make students solve three cases per week along with all regular teaching as per University norms.
- To run a simulation groupwise involves problems like low speed Internet, connectivity problems etc.
- To motivate students to complete the cousepack

4. The Practice:

HBSP Copusepack for FYBBA students is itself a unique practice. Such cousepacks are usually designed for MBA students by most of the institutions. The most important part of this practice is its free of cost for all FYBBA students. The STES has arranged faculty development program on HBSP course delivery for various subjects for faculty members. The experts from IIM were called to coach the faculty members on how to solve Harvard cases, role plays, simulations, how to teach the cases to the students etc.

HBSP Course pack for F Y BBA

Sr. No.	Product Name	Product number	Author
A	Principles of Marketing		
1	LG Electronics Canada INC	909A31-PDF-ENG	<i>Elizabeth M.A. Grasby, Ian Dunn</i>
2	Coca Colas New Vending Machine (A) Pricing to capture value or Not?	500068-PDF-ENG	Charles King, Das Narayandas
3	McDonald's & Environment	391108-pdf-ENG	<i>Sharon M. Livesey</i>
4	Amul Dairy-COMPREHENSIVE CASE	914405-PDF-ENG	Lan Mckown Cornell
5	Amazon	514025-PDF-ENG	<i>Sunil Gupta</i>
B	Principles of Finance		
1	Continental Carrier	291080-PDF-ENG	W. Carl Kester
2	Dynashears , Inc.	292017-PDF-ENG	Thomas R. Piper
3	Jones Electrical Distribution	4179-PDF-ENG	Thomas R. Piper, Jeffrey DeVolder
4	Health Development Corporation	200049-PDF-ENG	Richard S. Ruback
5	Encana Corporation	907N02-PDF-ENG	James E. Hatch, Larry Wynant, Ken Mark
C	Principles of Management		
1	A Bomb in your Pocket? Crisis Leadership at Nokia India (A&B)	910M64-PDF-ENG, 910M65-PDF-ENG	Charles Dhanaraj, Monidipa Mukherjee, Hima Bindu
2	Barbara Norris: leading change in the general surgery unit	409090-PDF-ENG	Boris Groysberg, Nitin Nohria, Deborah Bell
3	Staffing in Professional Service Firms	905026-PDF-ENG	Ashish Nanda, Kelley Morrell, Lauren Prusiner
4	GE...BRINGING GOOD THINGS TO LIFE	899163-PDF-ENG	James L. Heskett
5	Selling Ready to Drink Tea in SouthEast Asia:C2 Green Tea in Indonesia (C)	W11690-PDF-ENG	Roberto Galang

ROLE PLAYS- PRINCIPLES OF MANAGEMENT

Sr. No.	Product Name	Product number	Author
1	Information used by managers in Decision Making: A Team Exercise (609027-PDF-ENG)	600121-PDF-ENG	Stefan Thomke
2	Confronting a Necessary Evil: The Firing of Alex Robins (A)	404125-PDF-ENG	Joshua D. Margolis
3	Job Offer Negotiation Exercise A: Maximum Motivation Candidates Instructions	W12227-PDF-ENG	E Weinberg, Jean Phillips

ROLE PLAY S- PRINCIPLES OF FINANCE

Sr. No.	Product Name	Product number	Author
1	WineMaster.com (A1): Confidential Instructions for WineMaster	800249-PDF-ENG	Guhan Subrammanium
2	Travelexis.com: Role for Pat Young from SCOUT	903060-PDF-ENG	Nicole Nassar, Kathleen L. McGinn

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5) Evidence of Success: Evidence of success reflects through feedback given by students .

Performance of the students was evaluated using grading parameters mentioned below:

HBSP Course Pack Feedback Form Analysis (Jan 2014) Class: FYBBA (Sem.II)

Course Pack Content

1. General content of the course packs	Easy & Useful 35 %	Difficult & Useful 60 %	Not Useful 6%
2. Relevance of material covered with UOP Syllabus	High 16 %	Medium 80%	Low 4%
3. Are the course packs in line with your expectations?	Y 86 %	N 14 %	
4. Do you find the course informative?	Y 93 %	N 7 %	
5. Do you find the cases useful in understanding the theoretical concepts in a better way?	Y 89 %	N 11 %	
6. Is the assessment clearly defined and fair?	Y 92 %	N 8 %	

Course Pack Presentation

6. Are the instructors positive and effective?	Y 92 %	N 8 %
7. Are contents explained in a clear way?	Y 86 %	N 14 %
8. Are queries answered to your expectation by Instructors?	Y 89 %	N 11 %
9. Is the personal preparation of Instructor for the course pack adequate?	Y 92 %	N 8 %
10. Are you satisfied by overall administration of the course pack?	Y 86 %	N 14 %
11. Do you find the course packs burdensome?	Y 78 %	N 22 %

6) Problems Encountered and Resources Required:

- The most important problem we encountered was to change the mindset of students and motivate them to actively participate because what students feel this practice will not help them securing more marks in University examination.
- Students with very poor presentation skills felt that it is not their cup of tea.
- Maximum students do not have any awareness about Case study, simulation, role plays and Harvard Business School.
- After attending few cases, absenteeism was maximum because students found it difficult and burdensome.
- Some students do not attend due to laziness and other trifling reasons.

Recourses required were as follows:

- Fully trained professors
- Classroom
- LCD
- Computer lab with fast speed Internet to run simulations, Online courses

7) Contact Details:

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