



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

**NASHIK GRAHMIN SHIKSHAN PRASARAK MANDAL'S  
BRAHMA VALLEY INSTITUTE OF MANAGEMENT**

**S. NO. 592/B, AT ANJANERI, TRIMBAKESHWAR ROAD, TAL.  
TRIMBAKESHWAR, DIST. NASHIK, MAHARASHTRA  
422213**

**[www.bvim.brahmavalley.com](http://www.bvim.brahmavalley.com)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**(Draft)**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

In the year 2018, a new chapter in management education started with the establishment of Nashik Shikshan Prasark Mandals Brahma Valley Institute of Management, Nashik (BVIM). Since then the institute is making new trends with its expertise in teaching and the round development of the students through its curricular, co-curricular, and extracurricular activities which are reflected in the results achieved by the students in the academic as well as in the corporate field. The institute has emerged as a reputed organization and it continuously looks at the past, present & future while striving to make significant contributions to professional education. The institute is located at a distance of about 20 km from Nashik. The Campus is connected to a good network of roads & communication facilities. The Institute is having 15 acres of refreshing environment, which helps students to concentrate & apply their minds for various productive activities. The Institute is among the premier self-financing institute in Maharashtra which is affiliated with Savitribai Phule Pune University (SPPU), Pune. The Institute is approved by AICTE, New Delhi, and is also an ISO 9001:2015 certified institute. The Institute offers a full-time post-graduate course in Masters in Business Administration

### **Vision**

To emerge as one of the aspiring business schools and provide quality management education and foundation for life skills.

### **Mission**

**Mission-**To develop necessary competencies in students by providing exposure in various areas of knowledge, enhance employability for gainful employment, and promote entrepreneurship. To promote ethical and value-based learning.

**Quality Policy** – We at Nashik Shikshan Prasarak Mandal's Brahma Valley Institute of Management are committed to imparting management education to postgraduate students in business administration as per the SPPU, AICTE, and DTE norms and guidelines. This shall be achieved through continual improvement in the teaching-learning process, faculty development, and co-curricular and extra-curricular activities.

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

### **Institutional Strength**

- 13 years of establishment
- Strong Alumni base
- Dynamic Leadership
- Excellent Infrastructure
- WiFi Campus
- Good Brand image in students

- Transparent & Pro-active management
- Significant Campus Placement
- Good Library resource
- Active Mentorship

### **Institutional Weakness**

- Less Industry exposure to students as the institute is situated in the rural area
- Students are in general weak in English communication
- Less flexibility in curriculum
- No international collaboration

### **Institutional Opportunity**

- Tie up with foreign universities
- Industry Interaction
- MOU with other Institutes
- Various research grants
- Increasing entrepreneurship activities
- Getting an Autonomous status
- Introduction of certificate or diploma courses
- Use of renewable energy
- Conversion of Alumni network in placement opportunities

### **Institutional Challenge**

- To satisfy industry expectation
- Increasing research work
- Inviting Alumni for institute development
- Improving the quality of student taking admission
- Cutthroat competition from existing and new institute
- The drastic change in the approach of the student
- More flexible in the ever-changing environment

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

The Institute is affiliated with Savitribai Phule Pune University (SPPU), Pune, hence the institute follows the curriculum designed by the university, therefore the institute has less flexibility in terms of the syllabus. The syllabus is revised by SPPU every Four years to meet the needs of the industry, current research & societal requirements. Hence a structured and systematic planning and implementation of the curriculum is the main task of the institute. The institute is always focusing on enhancing & improving the employability skills of the students by offering expert faculties, excellent infrastructure, and various self-development activities so that the

students are industry-ready and a ready product in the competitive world. Faculties have understood the ever-changing and dynamic environment of industry and accordingly adopted the innovative teaching-learning pedagogy. Various programs/events on soft skills and personality development are conducted within the campus to enrich the skills of the students. Faculty use various innovative techniques in the teaching process which is more activity-based and participative learning. Institute also carries out continuous monitoring and review of curricular implementation and also feedback from the student is taken and analysis is done for necessary changes if required. Apart from this for the overall development of the student, various guest lecture is also conducted.

### **Teaching-learning and Evaluation**

Institute strongly gives emphasis on teaching-learning and evaluation. In the beginning of the semester Academic calendar is prepared. Teaching faculties also prepare the teaching plan. Academic calendar, and time table is displayed on the notice board. At the beginning of the academic institute organize an induction program. During the induction program details of the academic calendar, timetable, and teaching plan is shared by the faculties individually. The Institute strictly follows the academic calendar issued by the Department of Technical Education and SPPU, Pune. An interactive and collaborative approach is made to enhance the learning environment of the institution. Various extra-curricular activities are conducted to sharpen the skills of the students. Eminent Guest speakers, Industrial visits, classroom workshops, and seminars are part and parcel of the enrichment of the management program. In the teaching plan, various teaching methodologies are used by the teaching staff which includes classroom lectures by using Information communication technologies like LCD projectors, E-Learning methodology like online tests, videos, demos, etc. for the skill development of the student's case teaching methodology, role play, management game, Business quiz, etc. are used. As per the university guidelines evaluation and assessment of the students is done continuously throughout the semester. University declares the timetable of online as well as theory exams, and according to these guidelines, the exam is conducted in the Institute. The criteria for the internal evaluation are also declared by the concerned faculty earlier to the commencement of the exam. Therefore Institute is Implementing a very Transparent teaching, learning, and evaluation method.

### **Research, Innovations and Extension**

Research and Innovation activities are key building blocks to creating and disseminating knowledge. Considering the importance of knowledge impartment to students and faculty and its contribution to society, the institute has developed a system to create resource oriented culture among faculty and students. The director encourages faculty to participate in seminars and conferences, write research projects, and go for higher degrees like Ph.D. to pursue their own research interests. While selecting the research topics normally attention is given to genuine social problems faced by society. Some of the faculty are research guides at our institute. Through the industry-academia face, the institute conducts national and state-level seminars, workshops, and corporate interactive sessions. The faculties write research papers for reputed international and national journals. The overall performance of faculty is measured on the basis of their contribution to academic and research domains. During the last five years, the faculty published/presented various papers. Considering social responsibility, the institute has taken efforts in sensitizing students towards social issues like women empowerment, poverty elevation, empowerment of physically disabled students, the importance of education, etc. Student participation in extension activities with government and non-government organizations such as Swachh Bharat, Aids Awareness, Gender Issues, etc. Creating a corporate leaders institute is taking an effort to develop linkages with industries and corporates as per the strategic plan developed on an annual basis.

## **Infrastructure and Learning Resources**

In terms of infrastructure, the institute is one of the best colleges in the Nashik, District of Maharashtra, with its infrastructure standards. The institute is one of the few colleges in the Savitribai Phule Pune University which has upgraded its classrooms to facilitate teaching through modern tools and techniques. The College has good classrooms with Wi-Fi-enabled LCD projectors, tutorial rooms, a library, and a seminar Hall with a seating capacity of over 240 persons. The College takes pride in being a differently-abled friendly campus with washrooms added to the building. Also, the College has various facilities to address the 24X7 reading room facility.. The institute library is an empowering unit with a Knowledge Centre to assist the visually challenged in the process of self-actualization. The College is endowed with renovated hostels, medical support systems, a modern gymnasium, Indoor and outdoor games, a huge parking facility (available to both students and faculty), and a sports complex and playground. A complete smoke and vehicles-free zone, the College provides an eco-friendly environment to its students with the latest initiatives of solar heating and rainwater harvesting. The College has taken measures to address the need for vigilance and security. The campus is CCTV-enabled to cater to the safety requirements of a well-endowed and equipped campus receiving a huge footfall on a daily basis.

## **Student Support and Progression**

Institute is taking positive efforts for Student Support and Progression by doing different activities for their overall development. Every year a significant number of students get the benefit of scholarships and free-ship provided by the government. For the capability enhancement and development of the students, our institute arranges different seminars, workshops, and various skill development courses. Apart from that our institute also arranges guest lectures of different personalities having core knowledge of their field for knowledge improvement and career counseling of our students. Our institute has a transparent mechanism for the timely redressal of student grievances, different student committees are formed having the active participation of students and also the supportive participation of concerning faculty. Institute has an active placement forum having the enthusiastic participation of students and faculty. Our institute helps and motivates that student who wants to take further higher education after the completion of post-graduation. Our institute also takes initiative and motivates our students to take participation in various state, national, and international level examinations. For the overall development of students, our institute also arranges various sports and cultural programs at the institute level. This will help our students to show their hidden talent and we support them to take active participation in various level cultural and sport programs. We have timely communication with our alumni to develop our present students according to the current market scenario and this will also help our institute to develop in a better way.

## **Governance, Leadership and Management**

The institute is governed by Nashik Shikshan Prasarak Mandals. The governing body, LMC monitor, control, supervise and support the quality assurance policies of the institution to create a conducive environment to fulfill the stated vision and mission. The institute is committed to imparting quality education, especially to socially and economically backward classes hailed from rural areas, and to conducting curricular and extra-curricular activities to promote the all-around growth of students to enable them to make meaningful contributions to career and community development. We always emphasize developing problem-solving skills, leadership skills, creativity and innovation, decision-making skills, analytical skills, scientific temper, research

abilities, and social awareness among students and faculty members. The committees constituted for specific assignments are delegated necessary powers to make decisions and implement them. The institutional policy is to appoint members on committees constituted with a judicious combination of experienced and young faculty and staff to develop leadership qualities and training to them. The institute has well-set and smooth grievance redressal procedures. The grievances of students and staff are discussed, analyzed, and resolved satisfactorily at various levels. The teaching and support staff are provided with appropriate opportunities and encouragement, for career growth and development consistent with individual and institutional growth and development through gradation of educational qualifications, organization of faculty development programs, seminars, workshops, conferences, industrial visits, representation on committees and bodies, research and development, etc. The available financial resources are monitored effectively through budgets, internal checks, internal audits and statutory audits.

### **Institutional Values and Best Practices**

The institution is taking efforts towards Institutional values and Social responsibilities. The Institute is very conscious of the conservation and safety of the environment. It undertakes various measures to have a green outlook. The College is taking an effort to save energy where it is possible. We have put up notices giving instructions to switch off lights & fans if not required. The architecture of the college buildings is such that maximum advantage of day Sunlight can be taken. Our Institute has conducted a plantation to maintain a green campus and eco-friendly environment. Efforts towards carbon neutrality are taken at the institute level as well as at the individual. Sufficient plantation in and around campus makes the campus green and pollution free. The institution is handling waste management very carefully to maintain a clean campus. As far as Institute's Best practice is concerned, Institute has its own stand-out practices like Nashikh Shikshan Prasarak Mandal's Brahma Valley Institute of Management Trophy and Schemes for faculty development, on one side Nashikh Shikshan Prasarak Mandal's Brahma Valley Institute of Management trophy helps in the development of students on the other hand scheme for faculty development help in the development of faculties. As far as Institute distinctiveness is concerned Nashikh Shikshan Prasarak Mandal's Brahma Valley Institute of Management, for many years is engaged in doing the MBA CET Awareness program, especially in rural areas, which is as per the vision and mission of the institute. Institute goes to graduate colleges in rural and remote areas and create awareness about MBA course and career opportunities after doing MBA. It also gives information about the process for taking admission an MBA course.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	NASHIK GRAHMIN SHIKSHAN PRASARAK MANDAL'S BRAHMA VALLEY INSTITUTE OF MANAGEMENT
Address	S. No. 592/B, At Anjaneri, Trimbakeshwar Road, Tal. Trimbakeshwar, Dist. Nashik, Maharashtra
City	Nashik
State	Maharashtra
Pin	422213
Website	<a href="http://www.bvim.brahmavalley.com">www.bvim.brahmavalley.com</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	Zafar Dawood Khan	02594-299219	9372749539	-	directormba@brahmavalley.com
IQAC / CIQA coordinator	Jivan Ahire	02594-	9763696327	02594-299202	g1ahire8@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details
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State	University name	Document
Maharashtra	Savitribai Phule Pune University	<a href="#">View Document</a>

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

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	<a href="#">View Document</a>	04-12-2021	12	

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	S. No. 592/B, At Anjaneri, Trimbakeshwar Road, Tal. Trimbakeshwar, Dist. Nashik, Maharashtra	Rural	1	2553

## 2.2 ACADEMIC INFORMATION



Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No. of Students Admitted
PG	MBA, Management	24	ANY GRADUATE, Score in MHTCET(MBA)	English	120	113

### Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				2				8			
Recruited	1	0	0	1	1	0	0	1	4	4	0	8
Yet to Recruit	0				1				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				1				0			
Recruited	0	0	0	0	1	0	0	1	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				3
Recruited	0	0	0	0
Yet to Recruit				3
Sanctioned by the Management/Society or Other Authorized Bodies				7
Recruited	7	0	0	7
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				2
Recruited	0	0	0	0
Yet to Recruit				2
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	1	1	0	2
Yet to Recruit				0

### Qualification Details of the Teaching Staff

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

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
PG	Male	91	0	0	0	91
	Female	22	0	0	0	22
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	11	10	1	6
	Female	3	4	1	3
	Others	0	0	0	0
ST	Male	2	3	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	33	34	16	26
	Female	9	10	8	11
	Others	0	0	0	0
General	Male	34	35	15	15
	Female	7	11	5	5
	Others	0	0	0	0
Others	Male	11	10	3	9
	Female	3	3	0	0
	Others	0	0	0	0
Total		113	120	49	75

### Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>The institute constituted the NEP Cell for increasing awareness &amp; implementation of the policies of NEP 2020. All staff members are motivated to participate in NEP-2020-related programs. Institute is planning to arrange multidisciplinary add-on courses to promote a multidisciplinary approach. Discussion is promoted among the faculty for better understanding. Staff members promote the humanities and scientific approach among students. Various programs/lectures are organized which are helpful to promote humanities and science with STEM. Various events are conducted through National Service Scheme (NSS), which serves the society &amp; gives an opportunity to students and staff to engage with local</p>
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	<p>residents, in which services are provided through helpful physical work ( Shramdan ). Flexibility in learning is given to students by offering various Elective subjects, in which students can choose subject/s as per their choice from the subjects offered by the University for the Concerned Class. Honors courses are offered by the University to promote interdisciplinary learning, it is prepared particularly to promote a multidisciplinary approach as expected by NEP. Institute is planning to promote Multidisciplinary Project Work / Internship after discussion &amp; approval of concerned affiliated University authorities, discussion is going on at the Institute level at present.</p>
2. Academic bank of credits (ABC):	<p>Our SPPU University working towards a national digital locker. The university &amp; our Institute, institute offers a repository for all academic awards under the Digital India program. The institute already follows the choice-based credit system (CBCS) for all programs and will follow the process related to the ABC as directed and governed by the Academic council of Savitribai Phule Pune University, (SPPU), Pune. The Institute will be formally registered in the ABC portal as soon as the resolution is approved by the higher academic bodies.</p>
3. Skill development:	<p>Keeping this in mind, our students should be equipped with recent skills, the institute has made all provisions and provides all kinds of support to upgrade skills. Institute has a modern laboratory infrastructure, interdisciplinary student technical clubs, student startups, and ICT facilities. The institute focuses on skill development that enables students to acquire desired competency levels. The college has implemented a curriculum and syllabus in the paradigm of Outcome-Based Education, which helps with skill development and outcomes of learning. The college has a separate training department which offers skill training to the registered students. In addition, the institution provides capacity-building programs to all final-year Postgraduate students under the guidance of training and Placement and Cell. All postgraduate students are offered value-added courses for up skills. The value-added courses include Communication Skills, and Skill oriented Value-added courses are offered in online and offline modes. . Courses in PG Program are organized in such a way that students get</p>

	<p>opportunities for experiential learning and skill development through internships, fieldwork, industrial visits, project works, and hands-on learning methods. Our College offers courses each additionally for employability and skill development. In order to provide value-based education, the institution provides courses and events on professional ethics, research ethics, the Indian constitution, life skills, and the code of conduct.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The institute celebrates all national days and important festivals to pay respect to national leaders and get the awareness of Indian culture. As most of the students come from rural areas and learn in the vernacular medium, faculty members took all efforts to deliver lectures in bilingual mode (English and vernacular language i.e. Marathi). Students are made comfortable in campus life by providing them with personal support to adjust to a multicultural environment. The program like the art of living is organized to imbibe the values of Indian tradition. Yoga Day and the celebration of festivals help students to connect with Indian roots. During annual festivals, the promotion of Indian languages, arts, and traditions is also facilitated. Various events are organized in the local language. To promote culture various competitions such as essay writing, poetry, speech competition, folk song, folk dance, and skits are organized so that students will understand Indian tradition culture, and values. The curriculum has provisions to opt for foreign languages and explore the Indian knowledge system.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The process of attainment of COs, POs, and PSOs started with writing appropriate COs for each course of the program for all the semesters in UG and PG programs. The course outcomes have been written by the respective faculty member using assessment rubrics for each assessment in each CO to assist students to identify clearly the expected standards of review (suggested by Bloom's taxonomy). It is difficult to know the coverage of COs question-wise as the question paper is set by the University and valued by different faculty members. Therefore an indirect method has been used for calculating the attainment of COs and POs by giving a questionnaire to the students to find out from them if they have learned what they were supposed to learn in the last 2 years. The question papers for Internal Assessment</p>

	<p>Tests are framed as per Bloom's Taxonomy Parameters with POs and COs marked against the questions. The Blue Print showcases the weightage given to different parameters of Bloom's Taxonomy and POs and COs The examiners can trace the POs and COs mapping in the process of valuation and the students are informed about the differences in their preparedness. The students go through the scheme of the valuation after the tests and can self-evaluate the level of differences in their CO achievements.</p>
6. Distance education/online education:	<p>Since its inauguration, N.G.S.P.M Brahma Valley Institute of Management, Nashik has promoted the usage of ICT-enabled tools in the teaching-learning process, as suggested in NEP as well. As a result, most of the classrooms are ICT enabled with overhead projectors and Wi-Fi connectivity. During the COVID-19 period N.G.S.P.M Brahma Valley Institute of Management, Nashik has provided online learning to students and is able to provide training. Faculty members are uploading various learning resources such as articles, pre-recorded videos, YouTube links, assignments, etc. on the respective Google Classroom on a regular basis and students are also responding to those very well. For completion of online courses, the platforms like MOOCs, Coursera, NPTEL, etc. are adopted by the faculty and students to enhance their knowledge in various subjects and software languages. The institute is well-equipped with all the facilities for online teaching and learning facilities. These facilities include desktops, laptops, smart boards, projectors and an institutional learning management system, LAN and Wi-Fi internet connectivity, digital tools, and online library access. The faculty members efficiently exercise regularly various digital tools and apps for the online and blended learning modes. N.G.S.P.M Brahma Valley Institute of Management, Nashik has adopted an online platform for meetings, PG level Examinations, project review Sessions, Advisory Board, Alumni Meet, various workshops, etc.</p>

### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	In process
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<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Yes. It was constituted from the Academic Year 2018-19.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>A program on "Systematic Voter Education and Electoral Participation (SVEEP)" was conducted on 28.08.2021 by "The Electoral Literacy Club", Nashik Shikshan Prasarak Mandals Braham Valley Institute of Management in collaboration with Students Welfare Cell to create awareness about the voter registration and the effective participation of youths in democracy.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The Institute conducts special drives- in nearby villages for orientation about the electoral process through Electoral Literacy Club. During this drive; groups of students meet with the civilians of the village by going to each home and counseling them about the electoral process and required information. The following things are mainly focussed by the students: To ensure that the target audience exercises their right to vote in a self-assured, relaxed, and morally responsible manner by helping them realize the importance of their vote. To promote educated, ethical voting and uphold the principles of "Every vote count" and "No Voter to be Left Behind" by creating a culture of civic engagement. • To educate about 'Ethical Voting' and its importance for society. Institute promotes the faculty members to work as election officers in the electoral process.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Students over the age of 18 who must register as voters are educated about their democratic rights, which include the right to vote in elections. To provide a hands-on introduction to the democratic system, we organize orientation sessions for students with electoral officers. We also hold various activities like taking the electoral oath, poster presentations, quiz competitions, ballet bisto etc. For disseminating information regarding the electoral process; a A separate notice board is reserved. This notice board is open for all the students to showcase their unique ideas, essay, panting, and poster related to the electoral process.</p>



## Extended Profile

### 1 Students

#### 1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
169	124	158	153	72

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 2 Teachers

#### 2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 14

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

#### 2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
12	12	12	12	14

### 3 Institution

#### 3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
43.01	56.34	61.77	52.75	60.99



## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

##### 1.1.1

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

**Response:**

The Institute is Affiliated with Savitribai Phule Pune University (SPPU), Pune, and implements the curriculum designed by the University which is published by the SPPU before the start of the academic year. University also reviews and revises its curriculum every four years. On the basis of the SPPU calendar, the institute also prepares its own academic calendar for every semester, which is forwarded to all departments. With the consent of all faculties, HODs, and the Director, Subject allocation is done as per the specialization well in advance. A teaching plan is prepared by all the subject teachers taking into consideration the academic plan and the timetable. All faculties maintain a course file that includes an academic plan, timetable, syllabus, teaching plan, notes, PPTs, assignment questions, and previous question papers. As per the academic plan and timetable lectures are conducted and faculties use various innovative teaching techniques to impart maximum subject knowledge to the students and try to finish the syllabus in the stipulated time period. Faculties also provide relevant notes and multiple-type questions to the students for the preparation of online examinations. Apart from the traditional one-way teaching method, faculties engage students in various activities like group discussions, personal interviews, role play, situation analysis, and case studies to make learning more interesting and effective for students. Apart from this, to fill the gap between theory and practice, the Institute also organizes Industrial visits to its students to give them more exposure to the corporate world. The HODs of various departments continuously review the syllabus completion of each faculty. As mentioned above university changes its syllabus every four years, and for this, they organize various workshops for syllabus detailing & methodology, with this regard institute deputed concerned faculties to attend the workshop. Institute has a rich culture of encouraging and motivating their faculties to undergo various Faculty development programs and training for increasing and developing their subject knowledge. Institute has a top-class infrastructure with a Wi-Fi campus and a magnificent Library with access to various journals also. All Classrooms are ICT enabled with a computer and an LCD projector in it. Institute also helps the faculties financially by attending various seminars, conferences, and workshops at State, National, and International levels. Institute also motivates its faculties to upgrade their educational qualification and most of the faculties have either finished or are pursuing PHDs from the University. The Second Year student also undergoes the Summer Internship Program (SIP) for 60 days as prescribed by the university.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

### 1.2.1

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

**Response:** 27

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

### 1.2.2

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

**Response:** 90.53

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

2021-22	2020-21	2019-20	2018-19	2017-18
169	60	158	153	72

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 1.3 Curriculum Enrichment

### 1.3.1

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

#### Response:

The Institution believes that integrating cross-cutting issues with the curriculum would create a positive effect on the students in terms of their education and societal commitment. The Institution provides a platform and propagates initiatives where the amalgam of social awareness coupled with professional responsiveness gets evident through the subjects offered by the University and different creative activities relevant to Gender, Environment and Sustainability, Human Values, and Professional Ethics.

**1. Human Values and Professional Ethics:** Human Values and Professional Ethics and & Human Rights are included in the curriculum and are taught with different subject codes for different semesters, with the newest addition of the paper. Apart from professional progression, students need to be trained to become responsible for the society in which they live. Gender equality, Conservation of environment and sustainability, **Human Values, and Professional Ethics** are courses that help prepare students for a life of social responsibility. Value education, the importance of ethical and responsible behavior, and understanding of Ethics and social responsibility are some issues of concern. This course focuses on human values and discusses management ethics, explains safety and risk factors, the responsibilities and rights of managers, and addresses global issues, computer, and environmental ethics.

**2. Gender Sensitization:** Human rights and Gender Studies involve the basic concept of human rights, classification of rights, and humanitarian law. This also includes the human rights movement in India, the role of the National Human Rights Commission, and the human rights of children, and women refugees. In Gender studies, stress is given on theoretical approaches from Liberals and Radical perspectives. Students also come to know about various movements, gender rights, legal rights of women, gender, and society, gender. and the nation and women's representation in the decision-making process, gender, and economy. They also learn about contemporary issues like dowry problem, female feticide and infanticide, and domestic violence. To make the learning more effective **gender sensitization programs** are conducted by the institute. International Women's Day is celebrated every year in the institute. Sensitizing today's youth about the gender discrimination practices around us would allow them to be more sensitive, empathetic and

Responsive towards them. The institute believes in creating a space where each individual is treated equally and respected. The institute holds seminars on gender issues which not only makes the students aware of the atrocities against women in society but also helps them understand gender in the light of the gender spectrum.

**3. Environment & Sustainability:** Environment and Sustainability is one of the ardent issues that have been addressed by this institution with utmost care and ministrations. **'Tree plantation' and 'Clean India- SWACHA Bharat Campaign'** are the popular drives that act as the document of this synthesis apart from this the Mandatory Induction Program for the 1st year students also provides a chance to interact with the local people, to understand the local structure, background and environment.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 1.3.2

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

**Response:** 100

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

Response: 169

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 1.4 Feedback System

### 1.4.1

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

**Response:** D. Feedback collected



## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 66.17

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

2021-22	2020-21	2019-20	2018-19	2017-18
120	49	75	83	70

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

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

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

#### 2.1.2

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

**Response:** 67.14

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

2021-22	2020-21	2019-20	2018-19	2017-18
70	29	55	45	36

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

2021-22	2020-21	2019-20	2018-19	2017-18
70	70	70	70	70

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

## 2.2 Student Teacher Ratio

### 2.2.1

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

**Response:** 14.08

## 2.3 Teaching- Learning Process

### 2.3.1

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

**Response:**

BVIM has a policy to assess the potential of the students before the commencement of academics. The performance of the students in MH-CET serves as a basic indicator for the evaluation of the student's knowledge and skills. In the first week of the academic year, induction and fresher welcome is organized in the institute. Various competitions are organized such as group discussions, personal interviews, and management games. On the basis of the CET score and activities organized during the induction program, the students are identified as fast Learners and slow learners.

For the fast learner, special attention is given, and Mr. Fresher and Miss Fresher are selected. In BVIOM majority of the students belong to rural areas hence students are facing the problem of English communication and attitude towards professional programs. Therefore BVIM is giving special attention to English communication and personality development and also focuses on how to change the mindset from rural background to corporate transformation of the students.

BVIM is also having mentorship activities for all students. Generally 1: 20 faculty-student ratio is used for allocation of the mentor: mentee. Through this activity, the focus is given to the slow learner and fast learner.

initially, on the basis of marks obtained in the qualifying/ preceding examination and marks of MBA-CET, advanced learners are identified. Every semester, after the completion of each chapter role play, case study analysis, situation analysis, and management games are assigned to the student. High-performer students are selected as Class Representatives. In the second year fast learner students are assigned the role of CEO of various corporate houses activity taken under the flagship programme of BVIM Trophy.

BVIM also focuses on the practical development of the student through the Summer Internship Projects (SIP) and Dissertation. Institute encourages students to do their SIP in renowned and esteemed companies by giving them references through the placement cell of the institute. At the beginning of the IVth semester as a student is going to be placed after completion of his last academic semester institute gives them relevant topics for the dissertation study. Through this depth, knowledge of their relevant domain area is studied.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:** 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
12	12	12	12	14

#### 2.4.2

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

**Response:** 16.13

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

2021-22	2020-21	2019-20	2018-19	2017-18
02	02	02	02	02

#### File Description

#### Document

Institution data in the prescribed format

[View Document](#)

Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities

[View Document](#)

## 2.5 Evaluation Process and Reforms

#### 2.5.1

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

**Response:**

**Automated processing by SPPU:** Evaluation, revaluation, declaration of results, and grievance redressal systems are transparent and faster due to automated processing.

**Display of academic calendar by SPPU:** SPPU displays the academic calendar on the website at starting of the academic year. Dates for commencement of teaching and its conclusion, Internal Exam, online, oral practical, and theory examinations are highlighted.

**Display of academic calendar by the college and departments:**

SPPU schedules are displayed by BVIOM and departments in academic calendars. They are communicated to students and parents.

**Chief Examination Officer (CEO) and Examination Committee (EC):**

SPPU displays examination timetables on the website from time to time and is communicated to departments by CEO who prepares duty charts among faculty members to have inter-department supervisors in order to maintain discipline. The college has a CEO and EC to address the grievances of students during the conduction of the IAT, Internal Exam, online, oral practical, and end-semester examinations. They also emphasize examination-related issues after the declaration of results. Punctuality in starting and conclusion of every examination is confirmed. The examinations are regulated as per the norms and compliances of SPPU.

**Internal Exam, End Semester, and Online Examinations:** Students are allotted seat numbers and issued hall tickets. The students' ambiguities related to seat number and hall ticket issues are tackled instantly by the CEO, EC, and BVIOM admin students' section on the spot in consultation with SPPU. Examinations are conducted jointly by internal and external senior supervisors.

**Assessment of answer papers in Internal Exam examination:** Answer paper assessment panel for the internal examination is prepared by CEO with the approval of the principal and submitted to the respective BoS chairman for approval. Answer papers are assessed by approved faculty of SPPU who supplies scheme and solutions. The results are communicated to students and parents.

**Oral, practical, and project work examinations:**

They are conducted by internal and external examiners appointed by SPPU. The oral and practical examinations are conducted jointly by internal and external examiners to have transparency and fairness.

**Evaluation system:**

Answer sheets are decoded with confidential identity. They are evaluated by SPPU-approved faculty members under the guidance and control of moderators. A list of approved faculty members is recommended for evaluation work by the CEO and principal of CAP centers.

**Revaluation:**

The revaluation system is online for photocopy of answer sheets. After the completion of the examination, the results are declared as per schedule. The students with grievances about their subject results can apply for revaluation.

**Malpractices:**

CEO curbs malpractices during examinations with the help of internal and external senior supervisors and principals as per SPPU transparent norms.

**Redressal of grievances at the institute level:**

**Departmental Level:** Continuous evaluation is carried out by faculty for awarding term work marks

with well-defined criteria. The grievances of students are gathered, studied, and addressed by subject teachers, and class teachers.

**College Level:** BVIOM appoints a senior supervisor for the smooth conduction of examinations. Grievances are addressed by CEO, senior supervisors, and the principal for necessary actions within the stipulated time.

**University level:** Issues like results, mark sheet corrections, and other documents are addressed from time to time.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

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

#### Response:

The college has defined Program Outcomes (POs), Program Specific Outcomes (PSOs) for each program, and Course Outcomes for each course. These are displayed on the website and communicated to teachers and students through the display at classrooms and prominent locations of the college.

The POs define the capabilities the students of a program are expected to achieve at the time of graduation.

**The following modes give the Program Outcomes and Program Specific Outcomes and are published and disseminated:**

- 1.College Website- Department Home page.
- 2.Institute Website
- 3.Student/ Faculty notice boards
- 4.Laboratory notice boards
- 5.Posters in corridors in each department, administrative areas
- 6.Laboratory manuals
- 7.Project Workbook
- 8.Conference Proceedings
- 9.Various activities like FDP/STTP/etc. brochures
- 10.Faculty Course files
- 11.Teaching in classroom

## 12. Through various feedback

**The Course Outcomes (COs) are published and disseminated through the following modes:**

The responsibility to disseminate the COs to students in classrooms is taken by the Course faculty. COs are published in course files, presentations, and e-learning resources.

COs describe the fundamental knowledge skill set about the course that students will be able to acquire at the end of a course. University provides the semester-wise syllabus for each program. Along with the syllabi, for many courses COs are defined by the University. Generally, the faculty members follow the COs provided by the University, but sometimes COs are modified and redefined timely as per the curriculum changes. In the situation where COs are not provided by the university, considering the guidelines of NBA for each program, faculty members prepare the same. Using Bloom's taxonomy, the subject teacher prepares the course outcomes in consultation with the Head of the Department. The mapping of COs with POs and PSOs is done for every course, as COs are the pathway to attain POs and PSOs and thereby the Mission and Vision of the institute.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**2.6.2**

*Attainment of POs and COs are evaluated.*

**Explain with evidence in a maximum of 500 words**

**Response:**

The institute follows the curriculum of Savitribai Phule Pune University which is based on Outcome-Based Education (OBE). The syllabus has clearly stated the course outcomes, and program outcomes which are mapped against each other, and by deciding and measuring the levels of attainment, Program Specific Outcomes (PSOs) and Course Outcomes (COs) are mapped with Program Outcomes (POs).

Program outcomes describe what students are expected to know and can do by the time of graduation. Each course has defined six COs based on the syllabus content. All COs are based on Bloom's Taxonomy. Curriculum, teaching-learning processes, and assessment methodologies are designed to map POs with COs. At the end of the semester, CO-PO Attainment is calculated. Given below is the mechanism to calculate the attainment of the COs.

## 1] Direct Method:

**Direct attainment is evaluated on the basis of the following components:**

1. Concurrent Internal Evaluation (CIE) -The institute has a robust concurrent internal evaluation mechanism for students. Course teacher evaluates the students out of 50 marks for 3 credit course, 50 marks for 2 credit course, and 25 marks for 1 credit course. Their attainment level is calculated.
2. University Evaluation: -Once the result is declared by the university then the result in the analysis is conducted for each course of the MBA program at the institute level and the attainment level of marks for each student is calculated. This analysis is useful to focus more on slow learners.

## 2] Indirect Method:

The indirect method is evaluated on the basis of students' feedback for each course. Teacher feedback is taken at the end of every semester and also at the end of the academic year. The feedback mechanism at BVIOM is transparent and robust. Students are asked to give feedback about course teachers.

The ratio of direct to indirect attainment is maintained at 80:20. Direct attainment is evaluated at 80% whereas indirect attainment is evaluated at 20% and then the total attainment is calculated.

Thus Total CO Attainment = Direct Attainment (80%) + Indirect Attainment (20%)

### CO Attainment per course:-

CO Attainment is calculated per course per semester in order to arrive at program attainment. To calculate CO attainment target marks are defined for each course. The target marks for the course is defined as 60 for 3 credit subject and 30 for 2 credit subject. Given below is the mechanism to calculate CO Attainment per course.

- Attainment Level 1 – 0-50% of students scoring more than the target value
- Attainment Level 2 – 50-70% of students scoring more than the target value
- Attainment Level 3 – More than 70% of students scored more than the target value

### Steps for Calculation of Attainment:

Attainment through Direct Assessment (80%)

1. Set the threshold for marks to assess the student's performance in internal assessment and end exam semester exam. (E.g. 40% is set)
2. Find the no. of students who scored 40% and above.
3. Find the percentage attained (i.e. How many percent of students scored 40% and above).
4. Rate the level (High-3, Med-2, Low-1) to each Course outcome depending on the percentage.

Attained as discussed in point 3 and as per the rubric set for CO-attainment



Internal Assessment = (Internal Exam + Assignments + Dept Innovative tools)/3

Direct CO Attainment = (0.8 \* End Exam + 0.2 \* Internal Assessment)

Attainment through Indirect Assessment (20%)

1. The indirect assessment contains a CO exit survey at the end of each semester. Hence overall CO Attainment is calculated as follows:

Overall CO Attainment = (0.9 \* Direct CO Attainment + 0.1 \* Indirect CO Attainment)

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 2.6.3

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

**Response:** 95.7

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

2021-22	2020-21	2019-20	2018-19	2017-18
49	74	82	60	02

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

2021-22	2020-21	2019-20	2018-19	2017-18
49	75	83	70	02

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

## 2.7 Student Satisfaction Survey

### 2.7.1

**Online student satisfaction survey regarding teaching learning process**

**Response:**

File Description	Document
Upload database of all students on roll as per data template	<a href="#">View Document</a>

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response:** 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	00

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

### 3.2 Innovation Ecosystem

#### 3.2.1

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

**Response:**

Our institution has taken various initiatives for the creation & transfer of knowledge to the M.B.A. students which exposes them to the latest knowledge applications in their field. Our students also have project work according to the curriculum which helps them to get basic applied knowledge. There is a separate Start Up Cell established with well-defined goals & objectives to give assistance to students who desire to be job-given rather than job seekers. They act as role models for other students and kindle entrepreneurship. The variety of product or process ideas and the execution plans in their minds need a proper platform for the systematic processing and progression toward a viable innovation, which has been provided by the institute. It contributes not only towards their employment but also towards the contribution to the society or nation in form of the employment and solutions to the unsolved problems of the society.

To transfer knowledge and innovation Institution has taken different initiatives.

#### Knowledge Sharing Session Activity (KSSA)

**Knowledge sharing** is an activity through which knowledge (namely, information, skills, or expertise) is exchanged among Faculty members and students. Although knowledge is commonly treated as an object, it is more appropriate to teach it as both a flow and a thing. Knowledge as a flow can be related to the concept of tacit knowledge. While the difficulty of sharing knowledge is in transferring knowledge from one entity to another, it may prove profitable for organizations to acknowledge the difficulties of knowledge transfer, and adopt new knowledge management strategies accordingly.

KSSA gives a platform to the students to collaborate with their designated Faculty member and present a topic of their choice and liking to the audience. This enables everyone to learn something new or have a discussion about the trends prevalent.

**TSUE** - To give exposure and practical experiences to budding entrepreneurs of different backgrounds, the students are taken to meet Entrepreneurs at their home grounds to spend a day with them and learn about the subject. As a management institute offering professional programs such as MBA Institute has shaped an eco-system between academics and practical implementation of the gained managerial knowledge through curriculum by starting Trinitian Start-up Cell

**Sochdhaara** – Let Research: This is the latest innovation at BVIOM. The only thing that is constant in Academics is Research. The changing times bring with them demands for new ideologies, new concepts, and actions to enhance the thought mobility of students as well as Faculty. Sochdhara aims to develop and enhance the urge to research in its students. Human beings are inquisitive by nature. So are the students. The only difference is that for students research as a word is not a very promising activity, and that ideology needs to be revamped. Through Sochdhara, the awareness amongst them shall be built as to research being a part of their daily lives.

### 3.2.2

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

**Response:** 16

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

2021-22	2020-21	2019-20	2018-19	2017-18
09	01	03	02	01

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>

### 3.3 Research Publications and Awards

#### 3.3.1

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

**Response:** 1.71

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

2021-22	2020-21	2019-20	2018-19	2017-18
03	05	12	01	03

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

#### 3.3.2

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

**Response:** 0

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

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

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

### 3.4 Extension Activities

#### 3.4.1

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

**Response:**

The institution has created an ecosystem for innovations and has initiatives for the creation and transfer of knowledge. Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof. Diverse activities such as tree plantation, cleanliness drive, AIDS awareness campaigns, village visits, health awareness lectures, and training programs are conducted as part of extension activities under, and Youth Red Cross, health checkups, dental checkups, and eye checkup camps. **The students of the institute actively participate in various activities carried out in neighborhood villages, and cities. Various social activities are carried out by the college to give a social touch to students and from these activities students understand social problems and try to find solutions of social problems. Due to this students behave in a responsible manner in society. Our college organized activities like**

**1. Swatch Bharat Abhiyan at Trambakeshwar**

**Due to Swatch Bharat Abhiyan students are aware to maintain Personal hygiene and cleanliness in society wherever they reach. Due to this students live healthy lives.**

**2. Tree Plantation (Van Mahotsav) at hills of Anjaneri**

**Students are made aware importance of tree plantation activity like trees reducing pollution from the atmosphere and increasing the level of oxygen in the atmosphere. Due to trees, the percentage of rainfall increases in the area. Also, waste leaves from trees can be used for Vermicompost.**

**3. How to protect yourself and others from swine flu in Nashik.**

**By participating in this activity students are made aware of precautionary steps implemented in order to protect our self and others from swine flu.**

**4. Help people come by walking from various parts of Maharashtra to trambakeshwar in Dindi**

**Students who participated in this activity are known for their social responsibility to help other needy people by distribution of food, water, tea, snacks, medical help like providing pain relief spray, amrutangan balm etc**

**5. Awareness campaign about protection against infectious diseases like cough, Fever, Swine flu etc**

**(Mask distribution at S.T. bus stand Nashik)**

**Students who participate in mask distribution activities are made aware of how to protect themselves and other people from infectious diseases like Cough, Fever, Swine flu, etc., and behave responsible manner in society.**

**6. Optimum and effective use of mobile at Chambharshet H.S.C students are made aware of how**

to optimum and effective use of mobile in order to avoid wastage of time institute has a N.S.S. Unit. One week N.S.S. camp is organized in the adopted village. During N.S.S. Special Camp activities are carried out like

1. Clean the village by collecting Plastic waste,
2. Remove the grass from the side
3. Made a survey in the Village to understand the problems of villagers
4. Arrange reading competition for kids
5. Guest lectures on various topics like beti bachao, beti padhavo, water conservation, avoiding environmental pollution
6. Shramdaan
7. Tree Plantation
8. Making arrangements for waste water from wells to newly planted trees institute conducts various activities like no vehicle day and mask distribution in the city to protect people from infectious diseases like

cough or sneeze, swine flu, and fever. etc. Also, educational awareness camps are organized for tribal students in tribal areas.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 3.4.2

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

**Response:**

We have not received any awards and recognition for extension activities from government / government recognised bodies

### 3.4.3

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

**Response:** 0

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

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

**File Description**

**Document**

Institutional data in the prescribed format

[View Document](#)

## 3.5 Collaboration

**3.5.1**

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

**Response:** 10

**File Description**

**Document**

Institutional data in the prescribed format

[View Document](#)



## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

#### Response:

The Institute has a beautiful landscape, a pollution-free lush green environment of 10 acres situated within the Brahma Valley Educational Campus of 35 acres. Institute is having required physical infrastructure equipped with modern facilities and learning resources which ensure fruitful teaching and learning activities to meet the current and future requirements of the courses offered.

Institute has developed the best infrastructure as per norms and criteria specified by concerned regulatory bodies like AICTE, DTE Maharashtra, and affiliating Universities, to maintain the continuous excellent quality of academic programs. The number of Classrooms and Laboratories exceeds the requirement norms specified by AICTE.

#### Classrooms:

The Institute has 7 spacious well-furnished, well-ventilated, spacious classrooms with the required infrastructure. 05 Smart Classrooms with LCD projectors and internet connectivity are available. Institute is using Google Workspace for Education, which includes Google Class Room as Learning Management System (LMS). Tutorial Rooms are available as per the norms.

#### Laboratories:

Institute has established laboratories, a workshop, and drawing hall, etc. as per AICTE norms & has required experimental setup as per the curriculum prescribed by affiliating University. All laboratories are well-equipped with state-of-the-art equipment and facilities. A language Laboratory with required hardware & software is available to improve the communication/ soft skills of students.

#### Central Library:

A spacious Library of 350 sqm with a reading hall of 150+ students is available. A digital library with multimedia facility is available with adequate books, magazines, journals, etc

#### Computing Equipment:

An adequate number of computers, printers, and scanners are available, which exceeds the norms

prescribed by the AICTE. Computer Center is available with 100 computers.

**Internet & Wi-Fi Facility:**

All computers in the Institute are having Internet connectivity through LAN/Wi-Fi. Sufficient numbers of Wi-Fi access points are provided. Every department is having Wi-Fi access point.

**Boys & Girls Common Room:**

Boys & Girls Common Rooms are available with the required infrastructure.

**Drinking Water & Sanitation Facility:**

Sufficient numbers of water filters with coolers are installed to provide pure & safe drinking water. Proper sanitation facilities are available in the Institute.

**Gymnasium & Yoga:**

The gymnasium is available with new and modern equipment. The campus is air & noise pollution free & is ideal for Yoga activities. International Yoga Day is celebrated to promote Yoga activities.

**Cultural Activities:**

The annual cultural Event “Brahmotsav” is celebrated to promote cultural activities. Cultural Committee is constituted to promote cultural activities. Various Cultural Festivals, National, International Days are celebrated regularly.

**Sports & Games (Indoor and Outdoor):**

Institute is having huge playground of nearly 7 acres for outdoor games like Cricket, Running, Kabaddi, Football, Volleyball etc. Sufficient space & infrastructure is available for indoor games like Chess, Carrom, etc.

**Auditorium:**

Sir Visvesvaraya Auditorium is available with all the required facilities.

**Transportation Facility:**

Transportation facility is available for students & staff members.

**Medical Facility:**

In-campus Clinic with experienced doctors is available.

**Hostel Facility:**

Separate hostels for girls and boys students are available in the campus with all required facilities.

### Cafeteria & Canteen Facility:

Spacious Cafeteria & Canteen is available for students, staff & visitors which serves nutritious & healthy food.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

#### 4.1.2

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

**Response:** 25.17

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

2021-22	2020-21	2019-20	2018-19	2017-18
13.49	11.81	16.49	15.03	12.36

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

## 4.2 Library as a Learning Resource

#### 4.2.1

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

### *faculty and students*

#### **Response:**

#### **Central Library:**

Institute is having well-equipped spacious Central Library of 350 sqm with all the required facilities. The library is having a huge collection of learning resources which includes print, digital, and online reading material, etc. The library is automated with required digital facilities, Internet connectivity is available in the library through LAN & Wi-Fi. The library uses Dewey decimal classification system. The library is updated as per the need of courses offered by the Institute. Daily newspapers are also available in the library along with other resources. Various essential facilities are available in the library like scanners, printers, etc. CCTV cameras are installed in the Library.

#### **Reading Room:**

A spacious Reading room with a suitable environment & infrastructure is available with a capacity of more than 150 students with the required infrastructure.

#### **Integrated Library Management System (ILMS):**

The library is automated by Library Manager, Integrated Library Management System (ILMS) software. It is implemented since AY 2013-14 and it works on barcode technology. Bar code is assigned to all the books in the Library. The Library follows open access system encouraging the user to browse freely in the stack area. OPAC (Online Public Access Catalogue) system is implemented to ease the search of required books/journals, etc. Due to the quick service provided, the students require significantly less time to issue and return books.

#### **Digital Library:**

The Central Library has a Digital Library equipped with a multimedia facility, with more than 10 numbers of computers with internet facility. Institute is registered as NPTEL Local chapter to promote online learning. It can be used to access NPTEL/ SWAYAM & SWAYAM PRABHA etc. It can also be used to for access downloaded video lectures, e-content developed by faculty members, various online courses, e-books, CDs, e-journals, previous question papers available on the University website, e-newspapers, etc. In addition to the above The students and staff may visit SPPU (Sub-Center, Nashik) to access the available e-resources like IEEE, Springer, Science Direct, Wiley Blackwell, etc, this facility is provided by the affiliating University for staff and students.

#### **Subscriptions to e-resources and journals:**

The Institute has an Institutional Membership of the National Digital Library of India (NDLI), which provides online access to various learning resources. Institute motivates staff and students to get membership in the National Digital Library. Institute has subscribed Membership of DELNET which provides access to access to e-books, national & international e-journals, e-books, etc.

#### **Optimal usage**

The library is optimally used by the faculty and students. The Reading Room facility is also utilized by staff and students. Per day usage of the library is around 50.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 4.3 IT Infrastructure

### 4.3.1

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

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

**Response:**

IT infrastructure & required software are available as per norms specified by affiliating University, AICTE, and as per requirements of programs offered by the Institute. IT infrastructure includes Computers, Wi-Fi access points, printers, scanners, etc. Sufficient required accessories to support IT infrastructure like LAN switches, CCTV Cameras with DVR, Digital Camera & Mic for Online Teaching Learning, etc. are installed. Institute has purchased 100 Numbers of computers from its inception.

IT infrastructure of the Institute exceeds the requirement norms specified by AICTE. UPS systems are installed with sufficient battery backup. Institute is also having diesel generator backup in case of major power issues if any. More than 100 Mbps bandwidth is available through multiple connections, which exceeds the requirement specified by AICTE. All computers in the Institute are having Internet connectivity through LAN/Wi-Fi. All departments are having Wi-Fi connectivity through Wi-Fi access points.

This college are having Smart Classrooms equipped with LCD projectors & has internet connectivity through LAN or Wi-Fi. Computer Center with 100 computers & Language laboratory with 20 computers is available with required hardware & software. Digital Library is available with more than 10 computers with multimedia facility, the students can surf the Internet, attend online MOOC courses and access all the journals from this digital library. Staff and students can easily access computers/the internet through computers available in the department or through computers at Computer Center / Library. A sufficient number of computer peripherals like printers, scanners, etc are available with all departments which can be easily accessed by the staff and students. The administrative office, Library, and Laboratories are also equipped with all these facilities. A central Photocopying facility for students is available for students. A Digital Identity Card Printing facility is available.

Institute promotes the use of open-source operating system software like Linux / Ubuntu etc along with various open-source application software as recommended by AICTE. The institute is having Enterprise Resource Planning (ERP) facility to ease the administration. Institute is having centralized system admin section to take care of IT infrastructure, internet connectivity, software installation, hardware maintenance / up-gradation, etc. Institute has started NPTEL local chapter to promote online learning & have sufficient infrastructure for the same. Institute is using Google Workspace for Education, a facility given by Google to educational Institutes. Institute regularly updates & upgrades the IT infrastructure, and few purchases are done to strengthen the IT Infrastructure from AY 2017-18.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

#### 4.3.2

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

**Response:** 1.69

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

**Response:** 100

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 4.4 Maintenance of Campus Infrastructure

#### 4.4.1

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

**Response:** 7.87

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

2021-22	2020-21	2019-20	2018-19	2017-18
1.71	3.90	7.54	4.33	4.14

  

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

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

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

**Response:** 77.07

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

2021-22	2020-21	2019-20	2018-19	2017-18
142	101	128	89	61

#### File Description

#### Document

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

#### 5.1.2

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

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

**Response:** A. All of the above

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

#### 5.1.3



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

**Response:** 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
169	124	158	153	72

**File Description**

**Document**

Institutional data in the prescribed format

[View Document](#)

**5.1.4**

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

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

**Response:** A. All of the above

**File Description**

**Document**

Proof related to Mechanisms for submission of online/offline students' grievances

[View Document](#)

Proof for Implementation of guidelines of statutory/regulatory bodies

[View Document](#)

Details of statutory/regulatory Committees (to be notified in institutional website also)

[View Document](#)

## 5.2 Student Progression

**5.2.1**

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

**Response:** 59.14

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

2021-22	2020-21	2019-20	2018-19	2017-18
36	40	51	36	02

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

2021-22	2020-21	2019-20	2018-19	2017-18
49	75	83	70	02

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>

**5.2.2**

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

**Response:** 0

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

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

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>

**5.3 Student Participation and Activities**

**5.3.1**

**Number of awards/medals for outstanding performance in sports/ cultural activities at University /**

**state/ national / international level (award for a team event should be counted as one) during the last five years**

**Response:** 0

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

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

**File Description**

**Document**

Institutional data in the prescribed format

[View Document](#)

**5.3.2**

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

**Response:** 0

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

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

**File Description**

**Document**

Institutional data in the prescribed format

[View Document](#)

## 5.4 Alumni Engagement

**5.4.1**

**There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services**

**Response:**

Alumni are one of the main stakeholders of the institute as they contribute immensely to the development of the institute in multiple dimensions. Alumni of the institute are providing mentoring services to the institute this became influential in making the students understand the industry institute gap and also the way to plan and shape their career in the right direction and making the students understand various business opportunities and providing all the support required for preparing the students to become industry ready or to make as entrepreneurs by knowing the current dynamics of the industry. The institute conducts many alumni-based events like online virtual meets, Guest lectures, and knowledge-sharing sessions, during these circumstances, the Alumni share their success stories with the ongoing students. Alumni could bring the need for tool-based learning, by conducting project-based labs. Alumni have deliberated on concentrating on industry-based research projects and undertaking consultancy based on the expertise of the faculty and the kind of research labs supported by the department.

The institute is planning to show its appreciation by bestowing Alumni with the “Distinguished Alumni Award”, and “Audacious Alumni Entrepreneur Award” in the upcoming Alumni Meets.

When alumni volunteer networks are officially organized, they benefit by having access to BVIOM expertise and support in communications, marketing, event management, resources, and fundraising efforts. In order to ensure communication standards and best practices are adhered to, all official communication to broad groups of alumni will be coordinated with and approved by the BVIOM.

These communications include, but are not limited to greetings and appreciation, invitations for alumni meet. BVIOM aims to build connections between alumni and current students through an induction program to foster a sense of community and continuity between generations. The institute is committed to a relationship of mutual contribution and benefit, confident that its effect will extend beyond any of our lifetimes. All of these efforts establish a mutually beneficial relationship, acknowledging that past attendees and scholarship recipients participate in well-established networks and connect with a wider community of potential and influential stakeholders.

#### **1. Alumni meet:**

Brahma Valley Institute of Management has a tradition of inviting alumni to the Annual Alumni Meet. This is the best platform for networking and sharing their experiences, new trends, and current happenings in the engineering field.

#### **2. Alumni Interaction:**

Alumni of Brahma Valley Institute of Management give input to aspiring Management graduates. They are invited as resource persons at various events, guest lectures etc. They provide inputs and share their experiences regarding skills, industry working culture, recent technologies, and application of knowledge

#### **3. Campus Placement:**

Alumni come to campus as recruiters for their companies and also recommend and promote NGSPMs Brahma Valley Institute of Management to their employers for campus placements.

#### **4. Internship/ Project/In-plant training:**

Alumni provide opportunities regarding internship/ project/ in-plant training in various industries to the

students.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

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

#### Response:

##### Vision

To emerge as one of the aspiring business schools and provide quality management education and foundation for life skills.

##### Mission

To develop necessary competencies in students by providing exposure to various areas of knowledge, enhance employability for gainful employment, and promote entrepreneurship. To promote ethical and value-based learning.

#### OBJECTIVES OF THE INSTITUTE:

1. To impart quality education to all rural and urban masses.
2. To mark the Academic excellence of students through sustenance and enhancement in curriculum.
3. To give value-based education in terms of its performance, related to all educational processes and their outcomes, casing the curriculum, faculty, research, infrastructure, learning resources, organization, governance, financial safety, and student services.
4. To strive for career advancements of faculty and staff.
5. To enhance the overall satisfaction of the students by implementing innovative and modern methods of pedagogy.
6. To provide opportunities for the overall development of the students.

#### DECENTRALIZATION:

- The director along with the stakeholders of BVIOM have designed a mechanism for delegating authority and providing operational autonomy to the IQAC/Core team to work towards a decentralized governance system.
- The Director works closely with the Core team comprising faculty members, IQAC Co-ordinator, and senior teachers.
- The statutory bodies are formed with various stakeholders of the institute and their meetings are conducted regularly to fast track overall development of the institute.
- As a part of the strategy, it was decided to enhance the institute-industry interface by working closely with the industry.

In view of this following modes were adopted:

1. Including industry experts in governing body
2. Joint efforts for inculcating entrepreneurship among the students
3. Providing internships & placements
4. Collaboration for training the students
5. MOUs with industries
6. Industrial visits for professional enrichment
7. Knowledge sharing

**Brahma Valley Institute of Management (BVIOM)** is one of the premier institutes of Management Approved by **AICTE New Delhi, DTE Mumbai, and affiliated to Savitribai Phule Pune University** has played a unique role in the advancement of Management Education. The Brahma Valley Institute of Management is established in 2008, as a unique campus at, Tal-Anjaneri, Dist- Nashik (Maharashtra).

From its inception, **BVIOM** focused on imparting Management Education, which is highly relevant for Indian Industry in order to meet their demand for trained manpower with practical experience & sound theoretical knowledge. One of the important vision of the institute is to have an interface with industries and to understand their needs, which make the students acquainted with hands-on training & prepare them for industry culture and environment from the very first day of their employment.

**BVIOM** aims to become a world-class knowledge hub in the future. This necessarily demands world-class infrastructure, well-equipped, well-lit & airy classrooms, up-to-date computer laboratories, an excellent library and information system, qualified and motivated faculty, and intimate interaction with the industries and professional societies. At BVIOM many more steps have been taken, and equipped the institute with state-of-the-art facilities and infrastructure coupled with qualified and experienced staff. The trust aims to promote global thinking, professionalism, social sensitivity, and dynamic entrepreneurship.

Outcome received

1. Students got an insight into the Industrial environment.
2. Exposure to the practices followed by Industries.
3. Opportunities to work with managerial staff and to understand the work culture.
4. Students developed managerial skills such as teamwork, leadership, time management etc.
5. Students developed conceptual skills as they get opportunities to experiment with innovative ideas.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1

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

#### **Response:**

The strategic plan of the institute has been designed and is in area as in line with the strategic intent, mission, and objectives of the institute. BVIOM'S board of governance is determined to improve the ICT facilities of the Institute. This decision was part of its strategic plan.

Staff plays a vital role in the success story of the college. It is the reason why the institute gives importance to effective welfare measures. The institute recognizes all the employees as a family and provides proper care, and a supportive environment to grow to full potential. The institute is expected to contribute and participate effectively in the accomplishment of the institute's mission and vision. The following highlights are there for the welfare of staff:

#### **Local Management Committee:**

The Local Management Committee is responsible for defining the policies of the institution, providing the right direction for the development of the institute, and ensuring proper governance periodically. And also plan in order to achieve the goals of the Institution from time to time.

#### **College Development Committee :**

The College Development Committee looks after the overall functioning, monitoring the processes & progress, and recommending the necessary guidelines for the overall development of the institute.

#### **Service rules and procedures:**

Employee Service rules and procedures are guided by the SPPU Pune University First Statutes, the Constitution of the college, and the rules of the State Government as amended from time to time in this regard. The recruitment rules for the teaching staff are as prescribed by the UGC and the Eligibility is as per AICTE. The promotional policies for the employees are according to the affiliated University, Savitribai Phule Pune University. Employee service book is maintained at the institute.

#### **LEAVE FOR STAFF MEMBERS:**

##### **CASUAL LEAVE:**

- Employees are getting casual leaves and not to be treated absent from duty and his pay will not be interrupted. The maximum no. of casual leaves in a calendar year is 5 for staff on probation and 18 for all staff who completed one year of experience.
- Casual leave cannot be clubbed with any other kind of leaves.
- The Balance of casual leaves will be converted into earned leaves as the amount is paid to staff

##### **DUTY LEAVE (ON DUTY):**



- The Institute can permit on duty to any staff member to take special assignments with other institutions or industrial units for any official purpose.
- On duty may also be granted to visit faculty programs, observe duty, etc. at the behest of the management of the institution.

### **PUBLICATION INCENTIVES:**

In the institute, employees will be able to receive publication incentives only for Papers published by nonpayment of charges. 'Publication incentives' of the University's upper limit for the payment is Rs. 10,000 for journals.

### **RECRUITMENT POLICY:**

Recruitment and Selection will be done as per the Institute HR department guidelines.

**1st Round:** Telephonic Round where the candidate brief about his/her information through the electronic medium.

**2nd Round:** Demo by the candidate in front of the selection committee. The candidate gives a demo class with specialization and expertise.

**3rd Round:** Personal interview with the selection committee where the candidate has to showcase the best he/she has.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Institutional perspective Plan and deployment documents on the website	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### **6.2.2**

*Institution implements e-governance in its operations*

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

**Response:** A. All of the above

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

## 6.3 Faculty Empowerment Strategies

### 6.3.1

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

#### **Response:**

A well-defined performance appraisal system for teaching and non-teaching staff is adopted by the institute.

#### **1. Performance Appraisal for teaching staff:**

At the end of every academic year, a filled-in feedback form is collected from the students about the faculty engaging in the class, which evaluates teaching methodology, creativity, and level of understanding.

The following parameters are considered for the performance appraisal.

- Teaching.
- Results analysis.
- Books and research papers published.
- Conferences, seminars, workshops, training programs, attended Research work
- Achievements
- Academic administration is carried out during the academic year.

The Director of the Institute gives feedback about the overall performance of the faculty members on the basis of students' feedback. The institution utilizes such evaluations to improve the teaching and research of the faculty members. The Information helps the faculty members to know the areas of improvement. They are further motivated to attend Faculty Development Programmes, Management Development Programmes and encouraged to conduct and participate in National and International

Conferences, Seminars, and Workshops.

The institute utilizes these reports to carry out the process of performance appraisal of the faculty members.

### 1..Performance Appraisal for Non-teaching staff:

The performance appraisal is done at the end of the academic year based on their job specifications. The Performance Appraisal of the Office Superintendent, Librarian & IT Department is done by the Director whereas for the Administrative and Class IV staff, the performance appraisal is done by the Office Superintendent. The following Parameters are considered for the performance Appraisal:

- Knowledge & Skills
- Organizing skills
- Cooperation
- Communication
- Interpersonal skills
- Initiative and Adaptability
- Quality of work
- Attendance
- Supervisory ability
- Achievement of objectives/outcomes

**For Class IV** - Behavior with the stakeholders, regularity, courtesy, and task-oriented aspects are analyzed by the office superintendent to assess their performance.

The organizational changes based on performance reviews are communicated to the concerned stakeholders through personal discussions, letters, memos, faculty meetings, notices, circulars, etc.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 6.3.2

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

**Response:** 90.32

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

2021-22	2020-21	2019-20	2018-19	2017-18
12	12	10	10	12

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

### 6.3.3

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

**Response:** 68.29

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

2021-22	2020-21	2019-20	2018-19	2017-18
12	12	10	10	12

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

2021-22	2020-21	2019-20	2018-19	2017-18
4	4	4	4	4

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the certificates of the program attended by teachers.	<a href="#">View Document</a>
Annual reports highlighting the programmes undertaken by the teachers	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

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

#### Response:

The institute has a mechanism for internal and external audits. We have our own internal audit mechanism where internal audit is an ongoing continuous process in addition to the external auditors verifying and certifying the entire Income and Expenditure and the Capital Expenditure of the Institute each year. Qualified Internal Auditors from external resources have been permanently appointed and a team of staff under them do a thorough check and verification of all vouchers of the transactions that are carried out in each financial year. Likewise, an external audit is also carried out in an elaborate way on a quarterly basis. The institutional accounts are audited regularly by both Internal and statutory audits. So far there have been no major findings/objections. Minor errors of omissions and commissions when pointed out by the audit team are immediately corrected/rectified and precautionary steps are taken to avoid the recurrence of such errors in the future. The institute regularly follows an Internal & external financial audit system.

For effective checks on the accounts, the two-tier system is followed; the internal and the external audit.

**Internal audit**-The internal audit committee consists of the Director of the institute, the Accountant and the internal auditor. **(TAX CONSULTANT AND AUDIT CERTIFICATE)**

**External Audit**-The external audit is done by Chartered Accountant appointed by Management before the session comes to an end. The remarks given by the auditor are taken into consideration in the forthcoming years. There is no audit objection for the last four years.

#### **Institutional strategies for the mobilization of funds and the optimal utilization of resources**

The major sources of institutional receipt/ funding are Fees received from the students. The deficit has been managed by funding from parent trust. Suitable Institutional mechanisms are available to monitor

the effective and efficient use of financial resources. We have developed our own internal audit structure to process and monitor the effective and efficient use of available financial resources. The annual budget of Revenue Expenditure and Capital Expenditure are recommended annually by the Finance Committee and approved by the Board of Trustees. Results are compared and analyzed. Generally, the recurring expenses and the capital expenditures are projected to be within the budgeted resources of the institution. Thereby deficit budgeting is not encouraged. We are working following on time and real-time basis under internal control mechanism. Our expenses are monitored, checked, and controlled under a vertical hierarchy through an internal control system for all the day-to-day transactions. Apart from the above, we have also appointed external statutory auditors.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 6.5 Internal Quality Assurance System

### 6.5.1

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

#### Response:

The Nashik Gramin Shikshan Prasarak Mandal's. Brahma Valley Institute of Management has IQAC cells for the implementation of quality assurance strategies and processes at all extents of the institution's functioning. It monitors and reviews the teaching-learning process, structures & methodologies of operations, and learning outcomes regularly and periodically.

The IQAC has been performing Improvement in the quality of teaching-learning with OBE ideology by taking follow-up through the Feedback mechanism. IQAC has collected feedback in appropriate forms from different stakeholder categories, analyzed the same, and used it for qualitative improvement. Institute departments have conducted Academic and Administrative Audits and have initiated follow-up actions as per the suggestions and recommendations.

IQAC prepares, evaluates, and recommends Annual Quality Assurance Report Self-Study Reports of various accreditation bodies such as NAAC, Stakeholder feedback, various Audits, and Action Taken Reports. Institute prepares an academic calendar aligned with the academic calendar of SPPU. The Head of the Institute allotted courses to all teachers after collecting course choices and accordingly, the Course teacher prepares the course material plans activities for the delivery of the course content, content, mapped Cos in concerns with the coordinator, and the same is approved.

Other than teaching various innovative teaching-learning methodologies including ICT-based tools and

NPTEL videos to improve students' involvement and learning. Students are exploring e-learning facilities. Industrial visits are organized to make students aware of industry culture and reduce the gap between industry and institute. Training and workshops are organized for hands-on practice, test question papers level of the associated CO. arrange guest lectures, competitions various events. The course teachers are motivated to participate in STTP/FDP to become aware and gain knowledge of recent trends and technologies.

## **IQAC initiatives are:**

### **1 . Academic and administrative Audit:**

IQAC conducts an internal academic audit once a semester and takes appropriate remedial actions to improve the quality of technical education. The main aim is to determine the existence, operation, and effectiveness of the quality system. The continuous improvement is achieved through periodic audits and satisfying statutory requirements. Academic audits help the college to know their strength and challenges and IQAC to assess the quality status individually and institutionally. During the audit, course files are thoroughly verified.

#### **1.Student Feedback Survey:**

Reviews of the quality of the faculty members are taken once at the mid of the semester and the other at the end of the semester to improve the teaching-learning process. Student Feedback Survey of Each and Every Faculty member who handled classes/practicals in a semester is taken periodically. A standard questionnaire- simple and easy is used with key factors on which the faculty member's performance is assessed. Based on all the feedback, IQAC provides constructive comments to improve the quality of teaching and the teaching-learning process.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### **6.5.2**

#### **Quality assurance initiatives of the institution include:**

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

**Response:** A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	<a href="#">View Document</a>
NIRF report, AAA report and details on follow up actions	<a href="#">View Document</a>
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>
Link to Minute of IQAC meetings, hosted on HEI website	<a href="#">View Document</a>



## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

**Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.**

*Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words*

#### **Response:**

Gender equality, besides being a fundamental human right, is essential to achieve peaceful societies, with full human potential and sustainable development. Moreover, it has been shown that empowering women spurs productivity and economic growth. Gender Equity achieves fairness, by treating people differently dependent on their needs.

Braham Valley Institute of Management, Nashik plays a significant role in ensuring the safety of the students by putting in place foolproof mechanisms and impregnable standards of safety. Mentor-mentee activity is conducted for the students for sharing their personal problems. In all Industrial visits, excursions, and study tours, female teachers accompany the students and take care of them.

**Girl's Common Room:** The girls' common room is maintained at BVIOM and is a place for girl students to relax. It is well-ventilated and has washrooms, dressing mirrors, and newspapers. Female faculty members ensure that all girl students safely leave the campus after late-night events like Annual Day, Fresher's Party, etc. Female faculty and girl students are regularly counseled on safety and security. The institute supports the career progression and development of female professional and academic staff. It provides women with opportunities to grow in their leadership capabilities build professional skills and participate in important administrative roles in the college.

Brahma Valley Institute of Management has established a **Women's Grievance Cell/Internal Complaints Committee (ICC)** to sensitize the students and employees on gender issues, make them aware of the social, moral, and legal implications of gender discrimination, encourage value education upholding gender equality, and at the same time to deal with instances of sexual harassment on campus. The cell is committed to creating and maintaining an environment in which students, teachers, and non-teaching staff can work together in an atmosphere free of gender violence, sexual harassment, and gender discrimination.

#### **Holistic Development:**

**Intellectual Development:** developing skills for acquiring and communicating knowledge, learning how to learn, and how to think deeply.

**Emotional Development:** developing skills for understanding, controlling, and expressing emotions.

**Social Development:** enhancing the quality and depth of interpersonal relationships, leadership skills,

and civic engagement.

**Ethical Development:** formulating a clear value system that guides life choices and demonstrates personal character.

**Physical Development:** acquiring and applying knowledge about the human body to prevent disease, maintain wellness, and promote peak performance.

**Spiritual Development:** appreciating the search for personal meaning, the purpose of human existence, and questions that transcend the material or physical world.

**Anti-Bias Training:**-Racism and prejudice often affect people as “micro-aggressions.” This means, jokes and offensive comments are made without harmful intent, but that hurt people, and generate stress.

One way to stop micro-aggressions is to offer training on diversity and implicit prejudice.

**Gender-Inclusive Language:** -Given the key role that language plays in shaping cultural and social attitudes, using gender-inclusive language is a powerful way to promote gender equality and eradicate gender bias. Being inclusive of a gender language perspective; speaking and writing that does not discriminate against a particular sex, social gender, or gender identity, and does not perpetuate gender stereotypes.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 7.1.2

**The Institution has facilities and initiatives for**

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

**Response:** A. 4 or All of the above

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

### 7.1.3

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

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

**Response:** A. All of the above

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

### 7.1.4

**Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of**

**students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)**

**Response:**

BVIOM has taken various initiatives in providing an inclusive environment to the students for maintaining tolerance and harmony towards cultural, and regional diversities. The purpose of creating an inclusive environment is to inculcate a sense of peace, equality & harmony among the students. The institute celebrates various days and events as follows for creating an inclusive environment.

1. **Nation Days Celebration-** the Institute celebrates Republic Day and Independence every year. It encourages national pride and inspires everybody to contribute in their way towards national development.
2. **Tree Plantation Programme-** To encourage a green environment, Institute organizes a tree plantation program every year. Every year institute plant near about 200 trees with student and faculty engagement. The objective of the event is to create awareness and educate the students about the importance of Trees for human beings.
3. **Yoga Day Celebration-** Yoga is a healthy way of life, that originated in India. Now it is believed to be a form of science accepted all over the world. Institute celebrates international yoga day in every year for the purpose to know specific exercises, called poses, combined with specific breathing techniques and meditation principles of yoga and pranayama.
4. **Blood Donation Drive-** The institute organizes a blood donation drive on the occasion of world health Day every year in association with moray blood bank to create awareness and motivate the students and staff for Blood Donation which can help someone in when in medical emergency.
5. **Human Rights Day-** Human Rights Day is commemorated every year in the institute on the 10th of December to create awareness among the students to about all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.
6. **Guest Lectures -** The institute has organized various guest lecturers on Laughter Therapy and the Art of Living to release the physical tension and stress of students. It has helped students to learn how to improve the immune system, boost mood, diminish pain, etc. To develop positive attitudes in students the institute has also organized a Positive attitude-building session. This session helped in developing a positive attitude among the students
7. **Annual Cultural Events-** BVIOM organized an annual cultural Programme every year with specific them. Students have to participate in that program with different cultures and regions.
8. **Teacher's Day Celebration:** On 5th September, we celebrate Dr. Radhakrishnan's birthday as Teacher's Day with great fervor. The students organize a programme for the teachers and the Guru Shishyaparampara is celebrated. It is one of the most celebrated events by the students as it shows their gratitude towards the most influential fraternity.
9. **Gandhi Jayanti is celebrated** in our Institute on 2nd October consistently to stamp the birth commemoration of Mahatma Gandhi. Gandhiji is famously known as the Father of our Nation, Bapu, or basically Mahatma. The day is announced as a national occasion and all institutes and workplaces are closed on this celebration. The standards of truth, peacefulness, and trustworthiness are recalled and plugged among the students of the institute.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 7.2 Best Practices

### 7.2.1

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

**Response:**

**Best Practices of the Institution:**

#### **BEST PRACTICE: 1**

- Title of Practice: Arranging Mega Job Fair for BVOIM Students and for all interested students of other Institutes along with Working Professionals.
- The objective of Practice: To create a Single platform for students, working professionals, and Recruiters for Job Opportunities and fulfillment.
- The Context: Institute believes students of all the Institutes in the Nashik region should get lots of job opportunities by creating a single platform by bridging the gap between the students and Industry.
- The Practice: Mega Job Fair was arranged in Jan'18.
- Evidence of Success: A lot of students got Job opportunities and a chance to interact with Industry stalwarts directly.

#### **BEST PRACTICE: 2**

- Title of Practice: CSR Activities with students & Faculty members.
- The objective of Practice: To create Social Awareness among Faculty & students.
- The Context: Institute believes that all the people associated with us should be socially aware and connected with each other to bring out the best in ourselves.
- The Practice: Helping Authorities at the time of GANESH VISARJAN for proper management and disposal of waste of Ganesh whisking and helping them understand the importance of Eco-friendly Ganesh Chaturthi.
- Evidence of Success: Active participation of Faculty & students to manage waste disposal.

#### **BEST PRACTICE: 3**

- Title of Practice: CSR Activities with students & Faculty members.
- The objective of Practice: To create Social Awareness among Faculty & students.
- The Context: Institute believes that all the people associated with us should be socially aware and connected with each other to bring out the best in ourselves.
- The Practice: A blood donation camp was arranged by students and faculty members in Institute.

- Evidence of Success: Most of the Faculty & students donated blood during the One-day camp.

#### **BEST PRACTICE: 4**

- Title of Practice: CSR Activities with students & Faculty members.
- The objective of Practice: To create Social Awareness among Faculty & students.
- The Context: Institute believes that all the people associated with us should be socially aware and connected with each other to bring out the best in ourselves.
- The Practice: Visit to Prabhodini Trust's Mai Lele School of Mentally Challenged Boys & girls with students & Faculty members.
- Evidence of Success: Faculty & students managed the visit and raised a fund for donation.

#### **BEST PRACTICE: 5**

- Title of Practice: CSR Activities with students & Faculty members.
- The objective of Practice: To create Social Awareness among Faculty & students.
- The Context: Institute believes that all the people associated with us should be socially aware and connected with each other to bring out the best in ourselves.
- The Practice: Visit to Charitable Old Age Home with students & Faculty members.
- Evidence of Success: Faculty & students managed the visit and raised a fund to donate to Old Age Home.

#### **BEST PRACTICE: 6**

- Title of Practice: CSR Activities with students & Faculty members.
- The objective of Practice: To create Social Awareness among Faculty & students.
- The Context: Institute believes that all the people associated with us should be socially aware and connected with each other to bring out the best in ourselves.
- The Practice: Students and Faculty assisted in Nashik KUMBHMELA arrangements and guided devotees to the required locations.
- Evidence of Success: Faculty & students participated whole-heartedly in the activity to help devotees and manage the event successfully.

#### **BEST PRACTICE: 7**

- Title of Practice: Value-Added Courses for students & Faculty members.
- The objective of Practice: To make Faculty & students aware and expert in the latest Developments / Processes / Technologies offered in India & in different parts of the World
- The Context: Students along with Faculty members need to be continuously updated about the latest trends regarding Technology and Processes.
- The Practice: Different Value Added Courses / Guest Lectures on the latest Developments / Processes /
- Technologies have been arranged by BVIOM.
- Evidence of Success: Overall improvement in thinking & analyzing ability of the students & faculty members. The Practice has helped many students to become an expert in those areas.

#### **BEST PRACTICE: 8**

- Title of Practice: CSR Activities with students & Faculty members.
- The objective of Practice: To create Social Awareness among Faculty & students.
- The Context: Institute believes that all the people associated with us should be socially aware and connected with each other to bring out the best in ourselves.
- The Practice: Visit to Adhartirth Ashram, Tryambakeshwar, nashik with students & Faculty members.
- Evidence of Success: Faculty & students managed the visit and raised a fund for donation.

File Description	Document
Best practices as hosted on the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 7.3 Institutional Distinctiveness

### 7.3.1

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

**Response:**

The motto of the BVIOM is to spread the light to impart quality education. BVIOM's academic strength drives original and provocative business thinking, empowering students to challenge conventional wisdom in a truly unique "Learn and Do" environment. BVIOM, an Institution with a difference consequently strives to meet the industry expectations and live up-to meets the standards of the best MBA education. BVIOM believes in building a Designer Persona in each student which is customized as per their capacity, dreams, and aspirations.

Quite a few of them have established their own businesses and progressing in their professional life. Very effort is made to sync the vision and mission for the overall development of the students so that they can replicate the success story of their seniors and super-seniors. The most effective method of inching towards this objective is through Academia-Industry meetings and fruitful interactions with successful alumni through Alumni Meet, Guest lectures.

**Mentor – The mentee** concept is in practice where each faculty gets some 8 to 9 students from each batch. It provides a platform for interactions and compatibility among the teachers and the students. The faculty interacts with each of the mentee allotted to them and try to address their problems, if any.

**Domain-specific Modules:** - The program enriches the students with general and domain-specific concepts and practices which will prepare them to pursue a specialization in the III and IV semesters. However, with the emergence of multi-disciplinary knowledge industries and the blurring of boundaries between knowledge domains, the key to remaining contemporary and competitive lies in creating a road map for the student that enhances their adaptability and agility quotients. To handle the domain/function-

related questions during the Interviews, we impart domain capsule sessions via our Practicing Functional Experts who provide contemporary knowledge and trends in the domain and discuss practical applications of various core concepts.

**Corporate Conclave:-** The Corporate Conclave has the purpose of reaching the highest benchmark in the Management arena under the aegis of BVIOM with an apt initiative to groom the students. The conclave is an impactful platform that will bring together an inspirational array of cutting-edge entrepreneurs, academicians, students, corporate stalwarts, and social leaders. The scope of conclaves revolves around the development of faculty members and students on business acumen and its recent facets. The objectives of the corporate conclave are to bring together thought leaders from various domains to share their views on emerging trends that are shaping the future of Industry and to develop the student's skills and abilities by exposing them to the forum addressed by experts.

**Corporate connect** is one of the strongest focus areas of our philosophy. The unique way to sensitize students is through attaining corporate acumen. Senior corporate executives play a vital role in our institute's value delivery by way of guest sessions, workshops, and valuable contributions to the teaching-learning process.

In an academic year, we organize 3-4 corporate conclaves, inviting top corporate executives for these events. Students get an opportunity to understand industry dynamics and business strategy. It's always an enriching experience for students to hear from the newsmakers of the corporate world. Corporate Connect is a platform where our Students get an opportunity to hear, interact and discuss Management problems with practicing functional experts from Industry. BVIOM invites a minimum of 100+ Corporate guests across sectors and portfolios year on year for student development. This platform also helps to increase functional knowledge, learn contemporary trends in various sectors, create a professional network, and discuss career and growth prospects in particular sectors and profiles. The Guests represent various sectors like FMCG, Retail, IT, Real Estate, Consulting, Banking, Financial Services, Telecom, E-Commerce, and EdTech to name a few. Corporate Connect includes guest speeches, panel discussions, corporate conclave, webinars, industry visits, and industry mentorship.

### **India's largest b-school live webinar during lockdown (Savant Speak - Corporate Leadership Web Talk Series 2020)**

Savant Speak is one of the proud initiatives of Brahma Valley Institute of Management which gave students an opportunity to nourish their Leadership Skills, Business Management, and Personal Management Skills during the entire Lockdown period. 75 + Eminent Personalities from the Corporate World, State Administration, Political World, Defence Services, and Top Motivational Speakers shared their valuable Experience and Knowledge on various relevant topics and key areas for growth and success.

**Student-Centric Pedagogies: -** BVIOM is a firm believer and practitioner of Student Centric Learning methodologies and styles when it comes to Instructional methods. The benefits which are observed by practicing Student-centric methods are vast and long-term when compared to Teacher centric methods. A few outcomes and benefits are self-learning, critical thinking, self-actualization, and improved quality of learning. Students are more receptive during the sessions, knowledge is imparted effectively across a spectrum of learners, and the development of higher cognitive skills in students to name a few. The methodologies adapted to train students are discussion-based, case-based, collaborative learning, presentations, brainstorming, and role-playing.



**JD (Job Description) Specific Talks:** - It is very important for all the students to learn more about the profile of the specific company before going for the interview. The purpose of JD Specific talks is to make students aware of what they are applying for and how they are going to achieve success. Students get the opportunity to speak to industry experts and get their doubts clear. JD-specific talks explain the significance of a concept with respect to job profiles. It also explains areas where the concepts will be applied in practical scenarios. JD-specific talks help students to understand how the concepts are aligned with their placement objectives.

**IIM Tour:** - Students are taken to the Premier Management Institute of India to provide exposure and get a glimpse into the life of an MBA student at IIM Bangalore, Indore, and Kolkata since 2017. The campus tour is followed by an interaction with Professor, Dr Kamal Jain where he addressed and engaged the Students in a case-solving session.

Finally, we will actualize the imperative of Truth and Reconciliation and meaningfully integrate Indigenous ways of knowing, being, doing, and valuing. We aim to promote deep learning through open educational resources, redefining classrooms by removing barriers and borders to enable unparalleled learning for all.

File Description	Document
Appropriate web in the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 5. CONCLUSION

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### **Additional Information :**

The institute adheres to all the core values and ethics for imparting quality education. The Institute actively undertakes additional programs in nearby and rural colleges to guide undergraduate students on aspects related to soft skills, personality, and career development so that they can cope with present global challenges. The institute celebrates Youth day celebration at the orphanage and Physically Challenged Children, the Birthday of Swami Vivekanand with the help of students and faculties at the orphanage, and physically challenged children. The institute has infrastructure facilities more than that prescribed under AICTE norms. Our Campus is lush green and environmentally friendly which contributes to reducing the carbon footprints, a burning issue in today's scenario of Global warming.

### **Concluding Remarks :**

BVIM is aiming for students' academic and professional excellence through effective curriculum delivery, and effective teaching-learning processes supported by various extra and co-curricular activities. Faculty members adopt varied teaching methods to enrich learning experiences. The learning level of students is assessed through continuous assessment evaluation. BVIM encourages promoting the research environment. Faculty members and students are encouraged to undertake research publications. Through various extension activities, linkages, and MOUs, students' learning experiences are expanded. We are providing adequate infrastructural facilities for the effective and efficient conduct of academics. The other support facilities contributed significantly to curricular, extra-curricular, and administrative activities. Further, the provision of expenditure in the budget for creating physical, IT infrastructural, and Library facilities is made for the smooth conduction of academic activities. BVIM aims at students' complete development and progression. We have an efficient system of informing students of various schemes of scholarships, freeships, EBC, and other benefits. Students are made aware of various educational, employable, and entrepreneurial opportunities through various training sessions, guest lectures, alumni lectures etc. Our students have actively participated in various competitions, sports, and cultural activities in and outside the institute. This helps the students to showcase their talent. Institutional Leadership is aimed to achieve academic excellence through Governance, and Management. We have designed a performance appraisal system for faculty members. Many faculty members have received incentives for research publication, and attending FDP/Seminar/Workshop/Conference from Institute. IQAC suggests many initiatives to improve the teaching-learning process. To instill core values among students, BVIM has well-defined Core Values and a Code of Conduct. To create awareness about Gender-Equity, a number of programs are conducted. For Divyangans, facilities like the provision of a lift, ramp, washrooms, scribes for examination, and classrooms on the ground floor are available. The Institute is focusing on two important practices namely "Quality Content Validation" and "Digitization of Academic Practices". Our distinctiveness lies in the "Blend of Traditional and Modern Approach towards Key Institutional Outcome Area" (KIOA). This blended learning experience helps the students in inculcating both approaches to their professional life in tune with societal needs.