



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SPICER ADVENTIST UNIVERSITY, PUNE

SPICER ADVENTIST UNIVERSITY, PUNE AUNDH ROAD, AUNDH-PUNE
MAHARASHTRA
411067
www.sau.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

August 2021

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

I. Introduction

A. In Memorial of ELDER WILLIAM A SPICER (1865-1952)

Spicer Adventist University is named after Elder Spicer to honour his selfless service to communities in India and around the world.

Ashlock Education Society's Spicer Adventist University, Pune was established by the State Government of Maharashtra (vide Maharashtra Act No. XIV of 2014) on July 25 2014, and was inaugurated on August 28, 2014. It belongs to the Ashlock Education Society, Pune and the Southern Asia Division of the worldwide Seventh-day Adventist organization.

The university is part of a global educational system that has a network of 50 universities, 100 colleges and more than 7000 schools which offer a distinctive and quality education to nearly two million students worldwide.

Though the history of Spicer Adventist University, Pune may seem brief, it is indeed the culmination of a kaleidoscopic saga nearly a century old. Its roots can be traced to two schools that were started in Coimbatore in South India and Lucknow in North India in 1915.

Today, the Charter of Spicer Adventist University allows offering of almost any programme except the medical, agriculture and allied courses under its banner. The university offers programmes in five Divisions of which Bachelors programs are offered all five divisions whereas Masters programs are offered in 3 divisions. The University has 75 full-time faculty of whom 24 doctorate and 3 have obtained M.Phil. and 17 are NET & SET qualified. The university represents a rich diversity of faculty from the almost all states across the country. There are 49 non-teaching staff to cater to the need of administrative purpose in varied aspects of the university.

Indeed, Spicer Adventist University with its distinctive philosophy and programme of education and experience of a more than a century old, is poised to attract students from all parts of the world.

The university is situated in the heart of the well-known educational and cultural city of Pune in Maharashtra State. Spicer Adventist University is set on a 16.31-acre plot of a 77.24 acre.

Vision

Spicer Adventist University considers itself the flagship of Christian

higher education preparing graduates with commitment to unselfish service toward God and fellow human beings.

Mission

Spicer Adventist University, a Seventh-day Adventist Christian institution of higher learning, provides its students a distinctive and quality education to pursue excellence in knowledge, faith, service and well-being.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. The programmes of study operated at the university are chosen with the overall development of the students in mind and are regularly updated.
2. The University Status provides the institution an opportunity for flexibility.
3. Dedicated, committed and specialized faculty. Their relation between students and teachers are cordial and create a conducive environment for teaching learning process. The students have stated that the structures of the program and curriculum requirements are the universities strengths. There is diversity in the courses and the teachers are specializes for teaching the same. The syllabi and program of the study are unique and are at par with national and international standards.
4. Students feel that by engaging themselves in value added courses such as work education programs, learn dignity of labour.
5. Experimental learning are opportunities provided by the university.
6. Active participating by the teachers and students in the classroom, departmental meetings, community outreach programmes.
7. Extra-curricular department activities like field trips and club meetings provide additional learning opportunities.
8. Implementation of Choice Based Credit System (CBCS) and Learning Outcomes Based Curriculum Framework(LOCF).
9. Availability of institution operated online management system.
10. Focus on experimental learning through projects/ research/ tutorials/field trips and industrial visits.
11. Auditing and review of the university by and international auditing body.
12. Transparent admission process in which admissions are open to all. Since the university is in the initial stages of its operation the enrolment is low and thus admissions are granted for all the applicants provided they fulfil the eligibility criteria.
13. ICT enabled classrooms along with a media centre in the university.
14. Hostel accommodation and residence facilities are available for all students and employees. This provides for their security and safety.
15. The medical facility of the university is such that all students and employees are taken care. In fact during the pandemic, 66 residents were affected by COVID 19, the university took responsibility of

medical bills.

Institutional Weakness

The university is a self-financed university for which the immovable assets have been provided by the sponsoring body but for the functioning and operation of the university students fees collection is the only major source of income.

The following are some for apparent weaknesses which have been identified-

1. Scholarship needs to be increased to support more students.
2. Limited exposure and feed back from international experts to attain global standards.
3. Inadequate publications in UGC recognized journals with high impact factor.
4. The instrumentation centre needs to be provided with additional instruments.
5. Enrollment of Local and regional students due to the language barriers

Institutional Opportunity

1. The strategic location of the university is of great advantage and an provides an opportunity for growth and development.
2. The university has sufficient physical space for research facilities, classrooms and to meet future academic needs.
3. To improve on Research & Innovation.
4. Imparting value-added courses.
5. There are number of options for students to transfer to universities abroad and continue with their education. The certificate of Accreditation awarded to the University by “Adventist Accreditation Association” gives the student additional avenues.
6. Opportunities to send faculty for seminars and conferences.
7. Active participation by the teachers and students in the classroom, departmental meetings, community outreach programmes.
8. Out-reach through choir performances
9. Other institutions get in touch with us for job opportunities through the office of Recruitment and Placement.
10. Spicer Higher Secondary School children get to learn piano.
11. Demand for graduates in sciences is high. Medium of instruction is English and great opportunities for communication skills and Personality Development Education with high moral values.
12. Multicultural student body promotes growth and development.
13. To educate children from the economically weaker sections of the society residing near the university.
14. The university has an opportunity to design more industry-oriented courses.
15. The students have an opportunity to take courses aimed at skill development, ability enhancement and other interdisciplinary courses.
16. Introduction of MOOC and SWAYAM courses alongside he curricula for additional enhancement of

knowledge and appropriate skills.

17. Continuous and comprehensive evaluation for all courses.
18. Since the university has alumni working abroad and in reputed organizations there is a scope to enhance the international collaborations.
19. To utilize the farm of the university for agricultural activities and extension of the incubation centre.
20. Start guidance for competitive examinations and provide library facilities to such deserving candidates.
21. Consultancy opportunity in private and public sectors.
22. To provide inhouse training to the students.
23. To obtain membership in professional bodies.
24. Encourage the faculty and staff to use the library facilities.
25. To impart training on educational leadership at different levels.

Institutional Challenge

1. Since the university is located next to a state university, admissions to the various courses is a challenge because the students prefer the state university because of subsidised fees and scholarships.
2. Faculty retaining
3. Due to the uncertainty of the Covid 3rd wave, resuming offline classes is a challenge.
4. To keep in touch with the rapid changes in technology and fast emerging areas of knowledge.
5. Attracting more international students and faculty members thus creating a global presence.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The Curricular aspects for any educational institute remains the backbone of excellence and success. Spicer Adventist University, Pune meticulously ensures the effective and efficient curriculum delivery with ground breaking and innovative teaching & learning process,. Following are some of the highlights providing brief insight of Criterion-I

- 1. Curriculum Design and Development:** The Spicer Adventist University has in place a well-defined structure for the development of curriculum, the design followed is based on the UGC guidelines from time to time. The Board of Studies plays an essential role in the frame work and courses of each program to suit the current and future needs of the students.
- 2. Curriculum Planning and Implementation:** The Governing Body of the Spicer Adventist University provides direction for the course of action to be taken by the university with regards to the curriculum. The curriculum of the university is planned in such a way that it is revised every three years and implemented in accordance to the prevailing government guidelines after approval by the Academic Council.
- 3. Academic Flexibility:** Since its inception in 2014, the Spicer Adventist University has embarked on providing its students the power of choice to choose from various fields of studies. However, during the last five years, the curriculum has been revised twice in 2016/2017 and 2020. In the latest revision, on the recommendation of the University Grants Commission (UGC), the Learning Outcomes based Curriculum Framework (LOCF) has been incorporated into the university's curriculum.
- 4. Curriculum Enrichment:** The University's curriculum caters to the over-all needs of both national and international students. Having vast experience in the field of education for over a century, the university

enriches its students with required curriculum. We can proudly say that our graduates are placed in diverse sectors in the country and around the globe, this shows the success of our curriculum.

- 5. Feedback system:** A feedback system has been introduced and the input has been obtained from the students, employees and alumni. This information thus gathered is being analyzed and will be forwarded for the necessary action.

Teaching-learning and Evaluation

The Teaching Learning process includes all the methods in accordance to the disciplines; every curriculum is prepared to educate students of the society including those with *differential learning abilities*. The university follows a continuous evaluation based on the performance of the students'

- 1. Student Enrolment and Profile:** The students are admitted on merit basis by an action of the Admissions Committee. The Recruitment and Placement Office maintains a student portfolio of their academic and social activities.
- 2. Catering to Student Diversity:** Students' diversity is an integral part of the university campus, where the national and international students reside on the campus. The university organizes Language Seminars, Cultural Day, International Food Fair, Departmental Club Meetings, picnics, field trips and other activities. The Guidance and Counseling is available as and when the situation arises.
- 3. Teaching -Learning Process:** The Deans of the Division, Heads of the Departments and Attendance Office monitor the regularity of attendance of the teachers and students for an efficient teaching learning process.
- 4. Teacher profile and quality:** The Human Resource Office maintains a record of the biodata, documents, service records and other required information about the teachers. The teaching quality is closely monitored by the Deans and the academic co-ordinator of each department.
- 5. Evaluation Process and Reforms:** The Examination Centre co-ordinates the semester examination and brings in suggested changes after approval by the Board of Studies and Academic Council depending on the then prevailing situation. Due to the Covid-19 pandemic the process had to be changed to suit the pandemic situation.
- 6. Student Performance and Learning Outcomes:** At the end of each semester, the results are declared and the statements of marks are given to the students. During the entire semester, tests, quizzes, debates, group discussions are conducted to verify if the teaching objectives have been achieved.
- 7. Student Satisfaction Survey:** To get an idea about the manner in which the university has conducted its activities, regarding the students, a Student Satisfaction Survey is conducted. It is an indicator to identify the deficiency and improving the teaching learning process.

Research, Innovations and Extension

Cutting edge research, innovation and extension are some of the key areas of focus at Spicer Adventist University, Pune

Following are some of the aspects which shades lights on research related activities-

1. **Promotion of Research and Facilities:** Since Spicer Adventist University is recently established the process of Research is being inculcated and emphasized among the faculty. Given the quality of the faculty and the enthusiasm they exhibit, it is evident that the Research and Innovation wing of the university will be able to contribute in the necessary field of knowledge.
2. **Resource Mobilization for Research:** Since the university is a self-financed university, the university does not receive any government funds. However, the university plans to generate funds from NGO's and international bodies and Alumni.
3. **Innovation Ecosystem:** The University has begun the process through various innovative methods through the Division of Sciences. The innovation and incubation center for the Mushroom cultivation, Aquaponics (*a cooperation between plants and fish*) and Hydroponia (*the process of growing plants in water without soil*). Further, the university is in the process of establishing a greenhouse and other research in agriculture and related matters.
4. **Research Publications and Awards:** The university has a major role to play in improving its Research Publication and in the process of instituting awards for recognition of its faculty who contribute in this area.
5. **Consultancy:** The university in due course of time has plans to extend its consultancy to all its divisions, however, at present the Department of Education (B. Ed.) is extending this facility to other schools through its teachers for their teaching practicals.
6. **Extension Activities:** Spicer Adventist University is reputed for its support to the community for blood donation, health camps, temperance rally, Relief activities during flood and education (the poor and needy students at Spicer Marathi School which caters to the needs of the students from the community. There are examples of a few of them becoming engineers and doctors.
7. **Collaborations:** The university is in the process of establishing collaboration with other institutions for academic exchange both national and international along with collaboration in the field of placement.

Infrastructure and Learning Resources

State of the Infrastructure supported by the modern amenities are yet another fascinating aspect of University Surrounded by serene green lush campus, making university a special place.

1. **Physical Facilities:** Spicer Adventist University, due to its past has been blessed with a green campus with natural beauty. It is also blessed with the beautiful heritage buildings, other required infrastructure and peaceful surroundings conducive for the students. The physical facilities of the university are sufficient to cater to the needs of the students, however, plans are on the way to build an academic block, new library, School of Education and new facilities for students, staff and faculty residence.
2. **The University owns several clusters of buildings.** Prominent among them are the *Administrative Block, Arts and Commerce Block, Education Block, Science Block, Library, Men's and Women's hostels, Faculty and Staff houses, Married Student quarters, House of Prayer, the Student Centre and Management and Computer Science building*. In the vicinity are the utility and service outlet buildings and Spicer's Products & Services building, the three new Higher Secondary School structures, and the new faculty quarters containing twelve flats.
3. **Library as a Learning Resource:** Library as the source of knowledge, serves the intellectual hub of all academic activities. Spicer Adventist University Central Library can boast of a huge collection of books, encyclopaedia, magazines, newspapers, periodicals, research projects and other holdings. There are spacious reading rooms where students can study peacefully on all working days and nights

including Sundays. In addition to this, there are separate departmental libraries for the Divisions of Arts and Social Sciences, Business Administration, Commerce, Education, Fine Arts, Religious Studies and Sciences.

4. **IT Infrastructure:** The university IT operated on the BSNL lease line connection and is managed by efficient staff and competent developers.
5. **Maintenance of Campus Infrastructure:** To maintain the vast campus, the university has staff supported by students who enroll in the Work Education Program. The campus is clean, green and environment friendly.
6. **Other Facilities:** The other facilities are *Confectionery, Canteen, Guestrooms, Auditorium & Conference Halls, Counselling and Guidance Centre, Recreation Rooms, Dispensary, Sports Room, Store, Gymnasium, etc.*

Student Support and Progression

The University strives to achieve excellence and to transcend beyond the normal by preparing the students not just for his/her own career but also for advancement of society and nation building.

The Dean of Students' with the support of the respective hostel wardens are always present to support both national and international students in every situation. They provides required guidance for students.

For a better integration, the students are divided into different seminars based on language and states; this helps them to develop their traditional and cultural values in an inter-cultural diverse environment.

1. **Student Support:** The student are supported and guided by their mentors in their academic and social activities.
2. **Student Progression:** The Student Progression is observed on a regular basis since a majority of the students reside in the hostels. Due to the continuous evaluation process, frequent tests and internal exams associated with strict attendance policy it becomes easy to monitor with students.
3. **Student Participation and Activities:** The students participate in sports, cultural events, seminars, Departmental Club Meetings and conferences, The students are actively encouraged to take part in the above mentioned activities. During their participation in any one or all the activities, they are monitored by the Deans of various Divisions, Heads of the departments and the warden. Awards and medals are given to the students along with the required support to encourage their talents and hobbies.
4. **Alumni Engagements:** The university has established an Alumni Office which is headed by a coordinator, the alumni will be supported by this office. The alumni in turn are extremely cooperative and they are in the process of under taking projects for the betterment of the university campus. The Alumni chapters have been conducted at the university and also in Asia Pacific International University, Thailand. The future plans for the next chapter will organized in the United States of America from October 15 – 17, 2021 which will be followed by another meet in the Continent of Africa.

Governance, Leadership and Management

The university follows the provision of Spicer Adventist University Act 2014 for governance. The organizational chart helps in the day-to-day functioning of the university. The Board of Management constantly

supports the university in all matters.

1. ***Institutional Vision and Leadership:*** The Mission Statement of the university provides guidelines for the institution. The leadership follows a democratic pattern in which the authority of the university is in accordance with the guidelines of the act. The aim being to create ethical leaders with moral values and higher academic standard that will educate youth which will help in the growth of our young for national integration and advancement.
2. ***Strategy Development and Deployment:*** The University follows the strategy that has been prepared in the road map. It emphasizes different goals to achieve mile stones in the development of the required facilities and infrastructure. This is being made available with the help of the alumni and the supporting body. Deployment of its students in different sectors locally and globally gives the institution a bird's eye view of its present status and future endeavors.
3. ***Faculty Empowerment Strategies:*** The faculty is encouraged to follow a teaching learning process provided it fits into the curriculum. Each faculty is encouraged to qualify herself/himself and upgrade and obtain doctoral degree and bond with required skills to enable the students with employability, presentation and skill development.
4. ***Financial Management and Resource Mobilization:*** The financial management of the university is governed by the guidelines of the Act and the provisions made in the Statues and Ordinances. The Chief Finance Officer and Deputy Finance Officer co-ordinate the resource mobilization with regards to movable and immovable assets.
5. ***Internal Quality Assurance Cell:*** The university has established an office for Internal Quality Assurance Cell in 2019 to monitor the functions and activities of all the departments. It monitors the quality of the education based upon the curriculum and accreditation guidelines.

Institutional Values and Best Practices

The Spicer Adventist University follows high standards of value system essential for a holistic education. These values are embedded in laying a strong basic foundation for every aspiring student to build and develop his or her career. For this reason, the programs and courses are designed to meet the opportunity and challenges of the twenty first century. The institution has a variety of best practices both at the academic and social levels.

1. ***Institutional Values and Social Responsibilities:*** The institutional values train its students to take up social responsibilities for this reason field trips, camps, seminars, webinars, club meetings are conducted. These develop in the student an attitude of gratitude for their institution, society and community.
2. ***Best Practices:*** The university leads to
 - Give its students an intelligent understanding of the principles of government; to develop a sincere love for their government and country and a willingness to co-operate in bringing about improvement in the communities.
 - Nurture, spiritual sensitivity and awareness and emphasize the role of personal religion in the lives of its

students,.

- Promote the concept of servant leadership and assist students to develop their skills and become leaders who will reflect the love of God and treat and serve all individuals with dignity, respect and fairness.
- Pave a pathway for total commitment, on an ongoing basis, in the stewardship of physical, financial and human resources aligned with support of its core academic mission.
- Ensure harmonious development of the physical, intellectual, social, and spiritual powers of the students according to their individual and social needs with the union of the student with his/her Creator as the final end.

Institutional Distinctiveness: The university is distinctive from other universities because of its unique philosophy of education, global association and international experience. Being part of a global education system, the university is aware of the trends both nationally and globally; and the capability of imparting the necessary information to its students.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	SPICER ADVENTIST UNIVERSITY, PUNE
Address	Spicer Adventist University, Pune Aundh Road, Aundh-Pune Maharashtra
City	PUNE
State	Maharashtra
Pin	411067
Website	www.sau.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	Sanjeevan Arsud	020-25807003	9860088107	020-25807003	contact@sau.edu.in
IQAC / CIQA coordinator	Christopher Jefferson Yesudhason	020-9975268787	9975268737	020-25807054	christo_jefferson@sau.edu.in

Nature of University	
Nature of University	State Private University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	25-07-2014
Status Prior to Establishment, If applicable	Other
Establishment Date	28-08-1915
Any Other, Please Specify	Training School

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	Date	View Document
2f of UGC		
12B of UGC		

University with Potential for Excellence	
Is the University Recognised as a University with Potential for Excellence (UPE) by the UGC?	No

Location, Area and Activity of Campus							
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.	Programmes Offered	Date of Establishment	Date of Recognition by UGC/MHRD
Main campus	Spicer Adventist University, Pune Aundh Road, Aundh-Pune Maharashtra	Urban	16.31	23572.33	UG, PG		

2.2 ACADEMIC INFORMATION

Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	0
Affiliated Colleges	0
Colleges Under 2(f)	0
Colleges Under 2(f) and 12B	0
NAAC Accredited Colleges	0
Colleges with Potential for Excellence(UGC)	0
Autonomous Colleges	0
Colleges with Postgraduate Departments	0
Colleges with Research Departments	0
University Recognized Research Institutes/Centers	0

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: Yes						
<table border="1"> <thead> <tr> <th>SRA program</th> <th>Document</th> </tr> </thead> <tbody> <tr> <td>AICTE</td> <td>110492_6634_1_1625031262.pdf</td> </tr> <tr> <td>NCTE</td> <td>110492_6634_4_1625031909.pdf</td> </tr> </tbody> </table>	SRA program	Document	AICTE	110492_6634_1_1625031262.pdf	NCTE	110492_6634_4_1625031909.pdf	
SRA program	Document						
AICTE	110492_6634_1_1625031262.pdf						
NCTE	110492_6634_4_1625031909.pdf						

Details Of Teaching & Non-Teaching Staff Of University

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	17				32				76			
Recruited	2	3	0	5	3	3	0	6	27	16	0	43
Yet to Recruit	12				26				33			
On Contract	0	0	0	0	1	0	0	1	5	15	0	20

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				49
Recruited	31	18	0	49
Yet to Recruit				0
On Contract	0	0	0	0

Technical Staff				
	Male	Female	Others	Total
Sanctioned				0
Recruited	0	0	0	0
Yet to Recruit				0
On Contract	0	0	0	0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	3	0	3	1	0	3	1	0	13
M.Phil.	0	0	0	0	1	0	1	1	0	3
PG	0	0	0	0	1	0	21	16	0	38

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	0	0	3	7	0	11
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	8	0	10

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	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

Distinguished Academicians Appointed As

	Male	Female	Others	Total
Emeritus Professor	0	0	0	0
Adjunct Professor	45	15	0	60
Visiting Professor	0	0	0	0

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	Nil	Nil	Nil

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

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	103	262	3	12	380
	Female	100	152	2	18	272
	Others	0	0	0	0	0
PG	Male	4	54	2	2	62
	Female	6	13	0	2	21
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	No
---	----

Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	Nil
Number of UGC Orientation Programmes	0
Number of UGC Refresher Course	0
Number of University's own Programmes	0
Total Number of Programmes Conducted (last five years)	0

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Biotechnology	View Document
Botany	View Document
Business Administration	View Document
Commerce	View Document
Computer Science	View Document
Economics	View Document
Education	View Document
English	View Document
Geography	View Document
History	View Document
Microbiology	View Document
Performing Arts	View Document
Psychology	View Document
Religious Studies	View Document
Science	View Document
Sociology	View Document

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
24	21	22	23	22
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

Number of departments offering academic programmes

Response: 24

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
735	814	896	990	827
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

Number of outgoing / final year students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
312	276	197	173	64
File Description		Document		
Institutional data in prescribed format		View Document		

2.3**Number of students appeared in the University examination year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
696	937	944	901	748
File Description		Document		
Institutional data in prescribed format		View Document		

2.4**Number of revaluation applications year-wise during the last 5 years**

2020-21	2019-20	2018-19	2017-18	2016-17
1	4	7	1	0

3 Teachers**3.1****Number of courses in all programs year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
217	303	265	215	185
File Description		Document		
Institutional data in prescribed format		View Document		

3.2**Number of full time teachers year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
75	76	95	92	83
File Description		Document		
Institutional data in prescribed format		View Document		

3.3

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
125	121	121	121	121
File Description		Document		
Institutional data in prescribed format		View Document		

4 Institution**4.1****Number of eligible applications received for admissions to all the programs year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
241	337	411	475	343
File Description		Document		
Institutional data in prescribed format		View Document		

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0
File Description		Document		
Institutional data in prescribed format		View Document		

4.3**Total number of classrooms and seminar halls****Response: 72****4.4****Total number of computers in the campus for academic purpose****Response: 77**

4.5

Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
266.29	656.33	491.92	551.05	179.56

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

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

Response:

The curricula of the university have been developed as per the University Grants Commission (UGC) guidelines. It is based on the Choice Based Credit System(CBCS). for the Division of Arts & Social Sciences. In 2020 when the curricula were revised, it was modified according to the Learning Outcome-based Curriculum Framework (LOCF) guidelines. To incorporate the principles outlined in the National Education Policy 2020 (NEP 2020), the revised curricula are prepared after a detailed policy study at the university. Thus, it is flexible to include the required changes.

The curricula are aimed at adopting learner-centric teaching-learning processes by suitable improvement in the pedagogy. The teaching-learning process is integrated with classroom contact lessons (including lectures, tutorials, and practical). However, during the COVID-19 pandemic, online teaching/tutorials have continued, but the difficulty is being encountered in conducting practical. Due to the availability of technology, seminars were replaced by webinars. Academic excellence is achieved by the inclusion of research & innovation. Together with excellent quality and different teaching forms, the curricula are the backbone of holistic academic programs at the university. The innovative and inter-disciplinary approach helps the young Spicerian to explore intellectual pathways and discover their academic passions.

The university offers various programs under different divisions such as Arts & Social Sciences, Business Administration & Commerce, Education, Performing Arts, and Sciences. Student enrolments in the programs of these divisions are from different cross-sections of society. These include students from the state of Maharashtra, other states of India, and international students. To meet students' educational needs, the curricula are prepared to meet the local, regional, national, and global needs. Each program has its objectives and goals to achieve.

Similarly, courses in each of these programs aim to prepare the students to have a comprehensive worldview of their field of study. As a result, the developmental needs of the students are eventually met. A Self-financed University such as Spicer Adventist University can play a vital role because of the autonomy in developing the programs and courses. As a result, key ingredients are required for holistic education, skill development, character building, and socio-economic transformation are provided. Besides equipping the student with job-oriented skills, such knowledge plays a vital role in promoting peace and developing economies worldwide.

The program outcomes of each Division of study at the university are made by specific, measurable statements that aim at clearly describing the desired results. Each division incorporates research as a vital component towards the holistic development of a student. Students are exposed to a world-class researching community by infusing the needs and importance of research for a better future of the country and the world. Spicer Adventist University stands as an Institutions of culturally diverse, knowledge-

centered intellectual thinkers that will potentially contribute to shaping lives in the society and the nation. Not only does the university appreciate the intellectuals, but it is also committed to serving in providing education to even the weaker section of society.

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

1.1.2 Percentage of Programmes where syllabus revision was carried out during the last five years.

Response: 100

1.1.2.1 How many Programmes were revised out of total number of Programmes offered during the last five years

Response: 24

1.1.2.2 Number of all Programmes offered by the institution during the last five years.

Response: 24

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years

Response: 32.42

1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
155	35	47	53	68

File Description	Document
Programme/ Curriculum/ Syllabus of the courses	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Institutional data in prescribed format	View Document

1.2 Academic Flexibility

<p>1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.</p> <p>Response: 37.64</p>	
<p>1.2.1.1 How many new courses were introduced within the last five years.</p> <p>Response: 446</p>	
<p>1.2.1.2 Number of courses offered by the institution across all programmes during the last five years.</p> <p>Response: 1185</p>	
File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Institutional data in prescribed format	View Document

<p>1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).</p> <p>Response: 75</p>	
<p>1.2.2.1 Number of Programmes in which CBCS / Elective course system implemented.</p> <p>Response: 18</p>	
File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document

1.3 Curriculum Enrichment

--

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

Response:

The University through its programmes of study offered under six Divisions has meticulously integrated contemporary issues that are of vital importance in the present millennium. In view of the fact that India today has the advantage of youth population dividend, the values are integrated into the educational system which teach the students about the importance of nature, scope and functions of professional ethics, gender, human values, environment and sustainability in our societies.

The University has realized the need for competency-based education for enhancing student preparation in ethical reasoning, critical thinking and decision making. This will help graduates to integrals concepts, beliefs, principles and values to fulfil ethical and professional responsibilities.

To emphasize on the values the university offers special courses in life Values, Morals, and 21 st Century Skills and Service Learning. A foundation course in Environmental Science also aims at theses very important concepts.

File Description	Document
Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum	View Document

1.3.2 Number of value-added courses for imparting transferable and life skills offered during last five years.

Response: 3

1.3.2.1 How many new value-added courses are added within the last five years.

Response: 3

File Description	Document
Institutional data in prescribed format	View Document
Brochure or any other document relating to value added courses	View Document
Any additional information	View Document

1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.

Response: 63.89

1.3.3.1 Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
50	516	923	636	678

1.3.4 Percentage of students undertaking field projects / research projects / internships (Data for the latest completed academic year).**Response:** 33.06**1.3.4.1 Number of students undertaking field projects or research projects or internships.****Response:** 243

File Description	Document
List of Programmes and number of students undertaking field projects research projects/ / internships (Data Template)	View Document

1.4 Feedback System**1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni****Response:** A. All 4 of the above

File Description	Document
Institutional data in prescribed format	View Document

1.4.2 Feedback processes of the institution may be classified as follows:**Response:** A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
URL for feedback report	View Document
Institutional data in prescribed format	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Demand Ratio (Average of last five years)

Response: 0.29

2.1.1.1 Number of seats available year wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1340	1220	1220	1240	1260

File Description

Document

Demand Ratio (Average of Last five years) based on Data Template upload the document

[View Document](#)

• Any additional information

[View Document](#)

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the last five years (Excluding Supernumerary Seats)

Response: 0

2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description

Document

Average percentage of seats filled against seats reserved (Data Template)

[View Document](#)

Any additional information

[View Document](#)

2.2 Catering to Student Diversity

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

Response:

The university is established in an urban context, providing a top-notch educational set up for a quality learning outcome for the students. While the enrollment of the students is crucial, the university cautiously examines each candidate during the enrolment process and facilitates the admission procedure, maintaining transparency, ensuring that each candidate receives the opportunity for education.

The students learning levels is carefully examined to categorize the students according to their learning abilities. This criterion is usually observed during the enrollment process through:

1. Marks in XIIth.
2. Marks in UG.
3. Entrance test for Professional Courses.
4. Departmental interviews.

Based on the assessment, the students are identified as slow and advanced learners. The university organizes an induction program for the freshers, orienting them with the facilities in the institution, the learning environment, and exposes them to different forms of learning experiences that would not be limited to a classroom or the blackboard.

Each division in the university organizes meetings, in the beginning, to introduce the students to the program; the scope and outcome of the subjects being learned during their program. Each division has installed an advisor to render their service to the students for selecting courses, understanding the scopes and outcome of the subject, and helping them decide for their further studies and even in career planning.

Slow Learners:

The university recognizes slow learners as a special need group that needs extra care and attention. The factors that contribute to slow learners are not limited to intellectuals but also include absentees (due to several reasons) and those who are actively participating in sports. The university ventures in developing, implementing, promoting and sustaining need-based programs for the need. The following are a few ongoing strategical projects to help slow learners.

1. **Enhancing basics:** The university provides introductory English learning courses within their program to strengthen the students at the beginning of their academic journey.
2. **Remedial Classes:** Extra classes, one-on-one mentoring, and scheduled meetings are conducted at the divisional level to facilitate the students to help them improve their academic performances.
3. **In-person discipling and mentoring:** The Dean/Head of Departments divides the students and assigns teachers to mentor and meet their needs personally, to monitor them, mentoring them to update their improvements.
4. **Partnering in Mentoring:** The university encourages advanced learners to help slow learners.
5. **Workshops/Seminars/Webinars:** The university addresses several academic needs and challenges by organizing workshops, seminars, and webinars to learn even outside of the classroom.

Advanced Learners:

The university appreciates the advanced learners and encourages them to participate and explore national and international academia.

1. Encouraged to participate in publishing research articles in journals- national and international.
2. Encouraged to join MOOC courses on Swayam to enhance their skills for their future endeavors.
3. Encouraged to organize workshops and seminars for their juniors.
4. Encouraged to take competitive exams like NET, SET, GATE, TOFEL, IELTS, and GRE to advance their careers.

File Description	Document
Upload Any additional information	View Document
Paste link for additional information	View Document

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

Response: 10:1

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

Response:

The university is committed to following a well-defined organizational structure embodying essential strategies essential to smoothen the institutional functionality. SAU believes in using the student-centered approaches to enhance students' experiential learning and engagement as part of participatory learning and problem-solving method.

The university carefully plans and organize the teaching-learning process for the academic year in the following manner:

1. The university produces a yearly academic calendar before the beginning of the school year. The calendar is prepared with divisional collaborations for an academic timeline that includes offered courses, details about the instructors, classroom and timetable, mid-term and final semester examination date.
2. Each course is assigned to faculty, and a course syllabus is submitted to the Division of study. Towards the beginning of the semester, the instructors are expected to hand out the syllabus, including course outcomes, lectures title, instructor's details, textbooks, assignments, and evaluation rubrics.
3. Instructors are well-trained to prepare lectures used blended learning. At the division level, each instructor provides lesson plans related to the course. During the COVID-19 pandemic, the university shifted to a complete online teaching-learning platform. An online coordinator is appointed at each Division who monitors class lectures.

The university has established a Memorandum of Understandings with national universities, industries, and

Healthcare. The university is in the process of establishing MoU with international universities, pharmaceuticals, and leading pan-India MNCs to provide exposure to the students for experiential and participative learnings experience.

1. Experiential learning

1. **Project Work** – Project work includes both theoretical and practical that demand students to be exposed to small or large projects that contribute to their final learning outcome.
2. **Competitive Participation** – The university students are encouraged to participate at university, inter-university, national and international levels in all disciplines, including sports.
3. **Field Visits** – Regular field visits are scheduled for all the divisions supervised by the instructors and the administration to expose the students to significant field visits.
4. **Industrial Visits** – Similar to the field visit, a few divisions organize industrial visits for the students.
5. **Guest Lectures** – Subject experts from across the globe are invited to address the students towards international experiential learning.
6. **Seminar and Webinars** – The university hosts and organizes several seminars and webinars to facilitate students in receiving a holistic learning experience.

1. Participative Learning

- a) **Teamwork** – The university promotes teamwork by organizing health awareness camps, *Swachh Bharat Abhiyaan*, and societal welfare projects.
- b) **Debates** – Several debates are organized at the university to engage students to participate and express their opinions.

2. Problem-solving Methodology

- a) **Research** – Research activities are central to each Division at SAU. The students are expected to conduct empirical/documentary research under the supervision of an advisor/mentor who guides the students from conceptualizing the topic to the conclusion.
- b) **Quizzes** – Every course is designed to include weekly quizzes at both UG and PG levels to brainstorm the students' learning experience.
- c) **Analysis and Reasoning** – The examination culture at SAU is designed to evaluate the students based on the questions that integrate analysis and reasoning.

File Description	Document
Upload any additional information	View Document
Link for Additional Information	View Document

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

Response:

ICT Tools Used

Google Classroom <https://classroom.google.com/>

Google Meeting <https://meet.google.com/>

Zoom <https://zoom.us/>

Google Forms <https://docs.google.com/forms>

Active Presenter <https://atomisystems.com/download/>

Microsoft Office <https://www.microsoft.com/en-in/>

Word

Excel

Powerpoint

Learning Management System

Google Classroom though not a complete LMS Solution played a vital role in the teaching learning experience especially during the pandemic even though it was already in use by a number of faculty members for the past few years. Google Classroom has helped faculty members in sending out assignments, class notes, assessments, as well as video recordings to students.

Faculty members have used Google Meet, Zoom and Active Presenter as tools to create video content that was shared as well as have live class interactions with students on a daily basis for the entire school year. This not only helped students get to interact with teachers but also have a meaningful classroom experience that enhanced the learning experience.as well as have interactions among themselves. Apart from the classroom experiences, faculty meetings as well as training sessions and Webinars were organized via the Google meet and Zoom platforms to familiarize faculty members with the use of these platforms.

Google forms are an essential tool used by the Faculty members which is used in conducting class quizzes on a regular basis. Students are provided with class notes, access to PPT to view these at any time of convenience so that the students have access to study materials to be used at their convenience.

At the end of each semester, students are required to attempt the online semester exams that are managed by the Exam Department using our own Online Examination System which allows the exam department to set up the exam papers in advance and students are given username and password to access the domain from where they gain access to the question paper. The students complete the examination within the stipulated time and upload the solved papers to the domain. These are then distributed among the faculty members to be corrected and recorded for result declaration.

File Description	Document
Upload any additional information	View Document
Provide link for webpage describing the " LMS/ Academic management system"	View Document

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

Response: 53:1

2.3.3.1 Number of mentors

Response: 14

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	View Document
mentor/mentee ratio	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 69.19

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document
Any additional information	View Document

2.4.2 Average percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D'Lit. year-wise during the last five years

Response: 30.68

2.4.2.1 Number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
32	25	24	24	22

File Description	Document
List of number of full time teachers with Ph D/D M/M Ch/D N B Superspeciality/DSc/D Lit and number of full time teachers for 5 years	View Document

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

Response: 14.69

2.4.3.1 Total experience of full-time teachers

Response: 1102

File Description	Document
List of Teachers including their PAN, designation, dept and experience details	View Document

2.4.4 Average percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the last five years

Response: 0

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government/Govt. recognized bodies year wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

2.5 Evaluation Process and Reforms

2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years

Response: 33.6

2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
41	19	37	35	36

File Description

Document

List of Programmes and date of last semester and date of declaration of results

[View Document](#)

2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 0.76

2.5.2.1 Number of complaints/grievances about evaluation year wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1	7	21	5	1

File Description

Document

Number of complaints and total number of students appeared year wise

[View Document](#)

2.5.3 IT integration and reforms in the examination procedures and processes (continuous internal assessment and end-semester assessment) have brought in considerable improvement in examination management system of the institution

Response:

From the time of inception and operation of the University, it has made a steady progress towards 100% automation of the examination procedures. It can be safely said now that from the application to the generation of the documents is automated but of course in this technically dynamic world there will always be room for improvement. Automation is customized at the university level through in-house software

development and the necessary changes are made as and when required. Integration of Information Technology in the work place has made the work more effective and efficient. It has brought in efficiency in the entry of data, verification and deliverance of the required documents on time.

The University has made every effort to shift from manual maintenance of records and data to automation. It is a transition that will take some time to adapt but surely making the progress and concerted effort towards it. It has made a steady progress in this regard. The IT system is integrated from the Entry of the student to the university to the final generation of the documents as the student exit he university program.

Along with the progress in the integration of IT in the pre-exam, exam and post-exam, the department still maintains manual hard copy records for the purpose of cross check and back up records. It does helps in times of power cuts and connectivity problems etc.

Introduction and integration of IT in the exam department and the pre-examination activities to the generation of the documents has greatly enhanced the efficiency of work. It has immensely helped in:

1. The ease of generating the Examination Admit cards
2. The verification and correction of names and course related issues
3. The acceptance, generation and circulation of the Question paper.
4. The efficient of conduct Online Examinations
5. The Entry of data and automation of the necessary calculations of Aggregate, GPA and Average, class of passing and result declaration.
6. The update and correction of any wrong data entry.
7. The Maintenance and tracking of records
8. The declaration of results
9. Facilitating the access to the results and Marksheet for the students from anywhere.
10. The ease of conducting On-demand exam for students who have backlog papers as we are building up on the Question bank for such facility.
11. Enabling the Exam department to dispatch soft copies of the documents to the students when required which will enhance their chances of employment and pursuance of higher education.

During the COVID 19 Pandemic, Online examination was conducted using a customized inhouse developed software. It was an on demand exam in a given duration of examination days. The students login to the system and select the exam as per their convenience and select the course that they are prepared to attempt. Once they select the course, the required number of Question paper is generated randomly by the system and they are given 3+1 hours to attempt and upload the scanned answer paper. The uploaded papers are then printed, sorted and allotted to the concern paper evaluator.

File Description	Document
Year wise number of applications, students and revaluation cases	View Document
Link for additional information	View Document

2.5.4 Status of automation of Examination division along with approved Examination Manual

Response: 100% automation of entire division & implementation of Examination Management System (EMS)

File Description	Document
Current manual of examination automation system and Annual reports of examination including the present status of automation	View Document
Current Manual of examination automation system	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 The institution has stated learning outcomes (generic and programme specific)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents

Response:

The SAU has clearly stated course learning outcomes of all the programs and courses offered by the institution. The course structure and syllabus have been uploaded on the website. These include the learning outcomes for the program as well as for the course. Additionally, the learning outcomes are communicated to teachers and students via direct and indirect methods. Students are usually communicated by course teachers directly in the classroom and they are also communicated through email and google classrooms (online Portal used for sharing contents among teachers and students). SAU provides harmonious education and exemplary services to its students to possess knowledge, attitudes, values and skills necessary for service in this world. Therefore, these learning outcomes are the result of careful discourse among faculty of departments and finally approved via Board of studies of each department. While designing the curriculum, the concern division concentrates on the concept of Bloom taxonomy, which focuses on three key domains of learning namely knowledge (cognitive domain), skills (psycho-motor domain) and attitudes (affective domain).

Knowledge(Cognitive): PSO at SAU involves knowledge and the development of intellectual skills. Students learn to recall information, Understand, interpretation, application of learned information, and analysis of information received by distinguishing between facts and inferences.

Skills(Affective Domain): PSO at SAU primes on the dealing with the values, emotions, appreciation, enthusiasms, motivations, and attitudes. Students are guided with the activities organized under the supervision of subject teachers which promotes behaviors which are socially acceptable and appreciable.

Attitudes(Psycho-motor Domain): PSO at SAU stimulates Perception, mental, physical and emotional Readiness. Students learn to understand and follow instruction and increase confidence and proficiency by practicing which results in efficient member of the society. They learn to develop and modify that fits the required environment.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	View Document
Paste link for Additional Information	View Document

2.6.2 Attainment of Programme outcomes, Programme specific outcomes and course outcomes are evaluated by the institution

Response:

The process begins before the commencement of the every semester. The BOS of each department discusses the program outcomes, program specific outcomes and course outcomes. The concept of Bloom Taxonomy is given the highest priority three domains Knowledge(Cognitive),Skills(Affective Domain) and Attitudes(Psycho-motor Domain).

All efforts are taken to uplift the Vision, Mission, Philosophy and Objectives of The University. The highlight of catering the intellectual excellence, leadership, faith, service of the students to the community, holistic development of physical, social, aesthetic and vocational sphere.

After careful consideration of above mention ideal, each POs,PSOs and COs are then finalized.

SAU follows a very high standard protocol when it come to evaluation of the program outcomes. Evaluation process is monitored by Controller of Examination of SAU. The guidelines of evaluation process are conveyed to every departments through letters and emails. Each department also takes great interest in Formative Assessment which includes PowerPoint presentations, reading reports, project work, assignment and class Test.

The University promotes a culture of academic writing. The office of Research and Innovation guides students to write research articles and research papers. SAU also publishes University Annual Magazine(Oreodoxa) in which students from various departments contributes in designing and development of contents. The institution publishes a quaterly magazine called Spicerian which covers news, activities, and various contributions such as story, articles, viewpoints, poems by the students of university.

Course level Assessment

The continous evaluation includes examination, tests and quizzes.

It is defined as the assessment of the learners on the basis of continuous evaluation as envisaged in the credit based system by way of participation of learners in various academic activities in the given semester of the programme.

Break up of the evaluation process is as follows:

For Undergraduate Programs 10% for Class Test, 10% for Assignments and 10% for Internal Exams

External Assessment with 70% marks by conducting the Semester End Examination.

For Graduate programs assesment is as follows.

i) *Internal Assesment with 40% by way of continous internal evaluation and examination.*

ii) *External Assesment with 60% by conducting Semester End Examination.*

File Description	Document
Upload any additional information	View Document
Paste link for Additional Information	View Document

2.6.3 Pass Percentage of students(Data for the latest completed academic year)

Response: 78.6

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 180

2.6.3.2 **Total number of final year students who appeared for the examination conducted by the Institution.**

Response: 229

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination	View Document
Upload any additional information	View Document
Paste link for the annual report	View Document
Link fo any additional information	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.23

File Description	Document
Upload database of all currently enrolled students	View Document
Upload any additional information	View Document

NAAC

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

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

Response:

Spicer Adventist University (SAU) strongly believes in appreciating teaching and research for the growth of the students and the progress of the institution in academia. For this reason, the university initiated the Office of Research and Innovation to establish the research culture within the university for development in research-related activities. For smooth functioning of the research work at SAU, a thoroughly studied research policy is established.

The university complies with the fact that ethical practice is essential in any form of academic activity. Violations to basic ethics will affect the value and credibility of the author and the work done. Hence, all academic activity must abide by the ethical guidelines as set by Spicer Adventist University.

True to its aim and purpose, the office of Research and Innovation of Spicer Adventist University is committed to creating an environment of research culture in the institution. It does so by organizing, directing and guiding students and faculties in research activities. One of its objectives is to create an awareness of the regulation and guidelines issued by the UGC from time to time. The office also aims to facilitate research-related resources, workshops and conferences to faculty and students of the University. The office endeavors to promote and encourage graduate students and faculty members to participate in conferences by presenting papers. It is hoped that these steps will help them earn credit points towards their academic and professional growth.

In an effort to inculcate the value of disciplined research work among the students, the office has initiated to conduct workshops on research format, style and methodology, every now and then. Workshops for both students and faculties to help familiarize with research ethics and procedures and also planned.

In future, the office is hopeful about creating a conducive ambience for research work, and eventually aid in transforming this institution in to a renowned research-based educational centre in India.

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View Document
Any additional information	View Document
URL of Policy document on promotion of research uploaded on website	View Document

3.1.2 The institution provides seed money to its teachers for research (average per year, INR in Lakhs)

Response: 0

3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Minutes of the relevant bodies of the University	View Document
Institutional data in prescribed format	View Document
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	View Document
Any additional information	View Document

3.1.3 Percentage of teachers receiving national / international fellowship / financial support by various agencies for advanced studies / research during the last five years.**Response:** 0.48**3.1.3.1 The number of teachers who received national / international fellowship / financial support by various agencies for advanced studies / research year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
2	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the award letters of the teachers	View Document
Any additional information	View Document

3.1.4 Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows enrolled in the institution during the last five years.**Response:** 1**3.1.4.1 The Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research**

fellows enrolled in the institution year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
1	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.1.5 Institution has the following facilities to support research

1. Central Instrumentation Centre
2. Animal House/Green House
3. Museum
4. Media laboratory/Studios
5. Business Lab
6. Research/Statistical Databases
7. Mootcourt
8. Theatre
9. Art Gallery
10. Any other facility to support research

Response: A. 4 or more of the above

File Description	Document
Upload the list of facilities provided by the university and their year of establishment	View Document
Paste link of videos and geotagged photographs	View Document

3.1.6 Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies (Data for the latest completed academic year)

Response: 0

3.1.6.1 The Number of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other similar recognitions by national and international agencies.

File Description	Document
Institutional data in prescribed format	View Document

3.2 Resource Mobilization for Research

3.2.1 Extramural funding for Research (Grants sponsored by the non-government sources such as industry, corporate houses, international bodies for research projects) endowments, Chairs in the University during the last five years (INR in Lakhs).

Response: 25.4

3.2.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years (INR in Lakhs).

2020-21	2019-20	2018-19	2017-18	2016-17
22.11526	1.87	1.41351	0	0

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the grant award letters for research projects sponsored by non-government	View Document
Any additional information	View Document

3.2.2 Grants for research projects sponsored by the government agencies during the last five years (INR in Lakhs).

Response: 0

3.2.2.1 Total Grants for research projects sponsored by the government agencies year-wise during the last five years (INR in Lakhs).

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

3.2.3 Number of research projects per teacher funded by government and non-government agencies during the last five years

Response: 0.11

3.2.3.1 Number of research projects funded by government and non-government agencies during the last five years.

Response: 3

3.2.3.2 Number of full time teachers worked in the institution year-wise during the last five years..

Response: 135

File Description	Document
Supporting document from Funding Agency	View Document
Institutional data in prescribed format	View Document
Paste Link for the funding agency website	View Document

3.3 Innovation Ecosystem**3.3.1 Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge.****Response:****Spicer Adventist University****Agro-Bio Innovation & Incubation Centre**

Division of Sciences

Pune 4110067

Spicer Adventist University has the potential of becoming number one with its initiative to provide a facilitating environment for start-ups. Various challenges have created the need for customised innovative solutions and SAU is willing to analyse these with the end users or target beneficiaries in mind.

The Division of Sciences at Spicer Adventist University aims at building the incubation centre which will provide services and support to the potential entrepreneur in developing his business idea and business plan, providing training and one-on-one assistance, boosting the chances of them arriving at an effective start-up creation.

Additionally, it will be helpful in fulfilment of University objectives in social & economic development at regional and national level by providing support for opening new, value added businesses.

The centre is aimed at creating entrepreneurs by way of utilizing the expertise of the university faculty members engaged in dedicated research and also making tie-ups with industries. A compendium of project ideas further added pace to the efforts, with the goal of instilling the confidence of young people in pursuing entrepreneurship.

Mission

The mission of the Agro-Bio Innovation & Incubation Centre is to facilitate innovation, skill development and commercialization of agro-bio products by providing infrastructural, scientific and technical support to students and the local community as well as 'work and earn' opportunities for economically disadvantaged students.

Strategic Goals

- Generate skill training and 'work and earn' opportunities at pilot plants to support economically disadvantaged students and creating added value and sustainable jobs for locals.
- Specialize in physical incubation by providing infrastructure including Work stations, Laboratories, training room, Library, Internet facility, office space and support systems necessary for training of both students and the local community.
- Provide technology transfer and opportunities for researchers at the Masters and Doctoral levels.
- Provide a platform for Mentoring and Coaching to stimulate local entrepreneurship by inspiring and promoting ideas for innovative Biotechnology/Microbiology/Botany start-ups by individuals in the community, highlighting the importance of time value, as time is money.
- Focus on improving the environment in which innovation & entrepreneurship grow and nurture, and
- Facilitate networking with financial consultants to enter target market, benchmark with competitors and imbibe ideas for entrepreneurial success.
- Link industries with academia and network with mentors, experts, consultants and advisors.
- Promoting, supporting, strengthening and revitalizing the food processing and related units
- Knowledge, skills and attitude gained by trainees will help particularly unemployed youth and women entrepreneurs establish their own small businesses or wealth creation.

• Infrastructure

The Division of Science building and the University farm premises offers sufficient space for the centre including

- Biotechnology, Botany and Microbiology Labs and the instruments
- Computer Lab with internet connectivity
- Division of Sciences lobby and balcony as workstations
- Auditorium/conference room
- Library
- Office space
- Training room
- Farm land

• On-going Pilot Projects

Seed Funding has been received for the pilot projects from Alumni

• Mushroom Cultivation

- Hydroponics and Aeroponics
- Aquaponics

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development during the last five years.

Response: 15

3.3.2.1 Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
8	2	4	1	0

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.3.3 Number of awards / recognitions received for research/innovations by the institution / teachers / research scholars / students during the last five years.

Response: 0

3.3.3.1 Total number of awards / recognitions received for *research* / innovations won by institution / teachers / research scholars / students year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document
e- copies of award letters	View Document

3.4 Research Publications and Awards

3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following: 1. Inclusion of research ethics in the research methodology course work 2. Presence of Ethics committee 3. Plagiarism check through software 4. Research Advisory Committee

Response: D. 1 of the above

File Description	Document
Code of ethics for Research document, Research Advisory committee and ethics committee constitution and list of members on these committees, software used for Plagiarism check, link to Website	View Document

3.4.2 The institution provides incentives to teachers who receive state, national and international recognitions/awards 1. Commendation and monetary incentive at a University function 2. Commendation and medal at a University function 3. Certificate of honor 4. Announcement in the Newsletter / website

Response: D. 1 of the above

File Description	Document
Institutional data in prescribed format	View Document
e- copies of the letters of awards	View Document
Any additional information	View Document

3.4.3 Number of Patents published / awarded during the last five years.

Response: 0

3.4.3.1 Total number of Patents published / awarded year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

3.4.4 Number of Ph.D's awarded per teacher during the last five years.

Response: 0

3.4.4.1 How many Ph.D's are awarded within last five years.

3.4.4.2 Number of teachers recognized as guides during the last five years

File Description	Document
Institutional data in prescribed format	View Document
URL to the research page on HEI web site	View Document

3.4.5 Number of research papers per teachers in the Journals notified on UGC website during the last five years

Response: 0.32

3.4.5.1 Number of research papers in the Journals notified on UGC website during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
12	3	3	3	6

File Description	Document
Institutional data in prescribed format	View Document

3.4.6 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: 0.27

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

2020-21	2019-20	2018-19	2017-18	2016-17
5	9	4	4	1

File Description	Document
Institutional data in prescribed format	View Document

3.4.7 E-content is developed by teachers :

1. For e-PG-Pathshala
2. For CEC (Under Graduate)
3. For SWAYAM
4. For other MOOCs platform
5. Any other Government Initiatives
6. For Institutional LMS

Response: E. None of the above

File Description	Document
Institutional data in prescribed format	View Document
Give links or upload document of e-content developed	View Document

3.4.8 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed

Response: 0

File Description	Document
Bibliometrics of the publications during the last five years	View Document

3.4.9 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution

Response: 0

3.5 Consultancy

3.5.1 Institution has a policy on consultancy including revenue sharing between the institution and the individual and encourages its faculty to undertake consultancy.

Response:

In the light of changing economic scenario, government policies and importance of industry –institute interaction, the University considers consultancy projects as an important means for extending benefit of research work and expertise of faculty members and other staff of the university to the sponsoring agencies broadening the experience base of the University community and as a tool for contributing to the country's

industrial and economic growth. Therefore, as a matter of policy, the University encourages its faculty members to undertake consultancy work as a measure of scientific/technical collaboration with outside agencies. Appropriate consultancy projects, in addition to providing much needed service to the different

universities, organizations, NGOs and industries, also benefit the concerned faculty members and the Institution. They enrich the professional experience and knowledge of faculty members and thus make them better exposed to the changing horizon of the subject.

Consultancy projects provide first-hand knowledge of the current issues of the society and problems of industry which is very helpful in tuning the curriculum to the national needs. The faculty members get an opportunity to apply their ideas under practical experience. Furthermore, the consultancy work also provides incentives for their contributions to all categories of staff. Consultancy projects also provide an opportunity to the students to work on the real problem. The experienced gain through this exercise will help the students in getting better employment. While the University encourages the faculty members to undertake Consultancy projects, it is expected that the time spent by a faculty member on consultancy projects will not exceed one day per working week during teaching session of the academic year, excluding vocations. The consultancy work under any circumstances shall not hamper the primary duties.

Definitions

1. **University** means Spicer Adventist University
2. **Department** means academic departments, academic centers and research centres of the University.
3. **Vice Chancellor** means Vice Chancellor of Spicer Adventist University
4. **Coordinator of Consultancy Cell** means Coordinator of Consultancy services, Spicer Adventist University
5. **Consultancy Project** means consultancy assignment given by an outside agency to a faculty of the University to work within mutually agreed scope. It will also include a consultancy assignment referred to the Head of a Department or a functionary of the University (i.e. Vice Chancellor, Registrar, Deans) which may be a consultancy assignment taken up by the faculty.
6. **Sponsor** means the organisation that offers a project to the University and provides necessary financial support for the successful completion of the project in time.
7. **Principal Investigator (PI)** is a member of the faculty of the University with necessary expertise and competence to conduct research and consultancy work. Normally, the faculty who submits the project proposal and negotiates with the sponsor and is instrumental in obtaining the project fund is the Principal Investigator.
8. **Investigator** means the person form amongst the faculty or staff co-opted by the Principal Investigator to work jointly with him/her so permitted by the Vice Chancellor.

File Description	Document
Upload soft copy of the Consultancy Policy	View Document
Paste URL of the consultancy policy document	View Document

3.5.2 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).**Response:** 0**3.5.2.1 Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description**Document**

Institutional data in prescribed format

[View Document](#)**3.6 Extension Activities****3.6.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years.****Response:**

Spicer Adventist University believes that education must prepare a student for leadership in the community and the student must develop a sense of social and civic responsibilities, with this in mind Spicer Adventist University sponsors and promotes a large number of activities in which students are encouraged to participate.

Given below are a few of the voluntary activities which the Spicer students have been engaged in:

1. SEED Day – One day in the year is earmarked by the university as SEED Day- Spicer Environmental Emphasis Day. The whole student body staff and faculty come together and involve themselves on a clean and green crusade where the campus and the neighborhood is cleaned, trees are planted.
2. The University regularly undertakes free blood donation camps tying up with NGO's and hospitals who are in urgent need for blood.
3. During the monsoon the river which is in close proximity with the university usually breaks its banks and floods up the residential areas close to it. Students volunteer to go into the houses after the water recedes to clean up and assist the displaced families to rehabilitate themselves.
4. During the Covid-19 lockdown a number of students liaised with NGO's and their states student unions and their government administration back home to procure food and a raw material for locals and migrants who were stranded.
5. Spicer University runs a Marathi school close to its campus where free education and a mid-day meal is given to students who reside in the surrounding slums. The University students are encouraged to teach these students in their spare time and also expose them to extracurricular activities.

6. On a regular basis the University gives out its sports grounds free of charge to student groups from other states who don't have access or finance to hire such facilities elsewhere. This goes a long way in bonding and promoting fitness and healthful living.
7. Once in a year the students involve themselves in a University sponsored program known as Global Youth Day (GYD) where students step out into the neighborhood to educate local residents on road safety, conduct an anti-smoking, Anti-Drug campaigns, and distribute literature to promote temperance and a healthful lifestyle.
8. During their spare time on the weekend students from various departments form groups and regularly visit Aged Homes, special needs, the nearby prison, and Orphanages. The student involves themselves in counselling session in healthful living prevention of alcohol, drug abuse. They collect and distribute cloths, food and various essential items that are required by the inmates.
9. Literacy programs for rural and under privileged children. During the course of the Academic year students take up various work contracts to raise funds which they utilize to conduct literacy programs for rural and under privileged children. Students travel into interior of their states teaching art, craft, music, sports, life skills and sometimes involve themselves in construction and repair of classrooms and residences for these under privileged children.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

3.6.2 Number of awards received by the Institution, its teachers and students from Government /Government recognised bodies in recognition of the extension activities carried out during the last five years

Response: 0

3.6.2.1 Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC,

Government and Government recognised bodies during the last five years**Response:** 4**3.6.3.1 Number of extension and outreach programs conducted by the institution those through NSS/NCC, Government and Government recognised bodies during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	1	1	1	1

File Description	Document
Reports of the event organized	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years**Response:** 54.23**3.6.4.1 Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
0	680	620	550	520

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.7 Collaboration**3.7.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year****Response:** 1

3.7.1.1 Total number of Collaborative activities with other institutions / research establishment / industry for research and academic development of faculty and students year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
3	0	2	0	0

File Description	Document
Institutional data in prescribed format	View Document
Copies of collaboration	View Document

3.7.2 Number of functional MoUs 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: 5

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

2020-21	2019-20	2018-19	2017-18	2016-17
3	0	2	0	0

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the MoUs with institution/ industry	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc.

Response:

Since the university's inception, the administration has implemented continuous need-based development, renovation, up-gradation, and renewal. These need-based developments are assessed every academic year to facilitate the need for every Programme. Every programme incharge (Deans of Divisions) are given the privilege to prepare an annual budget that is required to add, modify, or renew the existing facilities for teaching and learning. The requirements are assessed, and a budget is proposed that covers every detail that involves teaching and learning, such as computer labs recognizing student computer ratio, classroom requirements, and observed needs.

Developments include both students and faculty to be fully oriented. Both students and faculty are trained to use newer technologies to enhance the impact of teaching-learning in the 21st century. Such development includes using online portals for assignments, grading, reading materials, e-library, online databases for research, etc. Through multiple seminars/webinars by the university at the university level and classroom, level is arranged to enhance the existing infrastructure for better and contemporary needs.

The available infrastructure is equipped with research assistance for students and faculty. The university provides online platforms to organize research-related seminars/webinars to equip them for a research-centric ambiance. A High-speed Internet and Wi-Fi-enabled campus provide the students and faculty to attend programs to equip every department for training, meetings, seminars, webinars, conferences, etc.

The university appreciates the Spicerians (Alumni) that supports their alma mater at various levels. The alumni have agreed to provide 80 new computers, two multi-function Laser printer, and other facilities for the university.

The university library is the pride of the university, which is dedicated to assisting everyone to enhance their learnings. The university has an action plan to renovate and equip the library with e-content that is eco-friendly and easily accessible. The university has subscribed for e-books, an inter-library loan facility at DELNET that enables extended access to books around the country.

In order to implement the plans and achieve desired goals, the institution has created adequate infrastructure and physical facilities for teaching learning and viz. classrooms, laboratories, computing equipment. Several prospective plans are in the pipeline that will be implemented on the availability of funds. The university has proposed plans to build three additional blocks in the university campus.

1. Academic Building
2. Education Building
3. Library Building

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.1.2 The institution has adequate facilities for cultural activities, yoga, games and sports (indoor & outdoor); (gymnasium, yoga centre, auditorium, etc.,)

Response:

The primary focus of the university is to involve students and encourage them towards a holistic development. The calendar of events of the university is festive which every student, staff and faculty relishes. Spicer Adventist University has diverse ethnic and cultural group of students, making this university a centre of cultural exposure for all the students. The university appreciate the diverse dimension and provides several programs, events, and activities that appreciates, encourages, and promote the diversity of the country.

The university organises cultural-day program every year where the students can participate in with their language group and present their cultural practices in dance forms, skits, or drama. There are several national and international groups that participates in this event presenting their culture and enthic practices.

The university organizes international food fair with the same intention as cultural day to expose the students to different cultures around the world. All language seminars setup stalls and presents their cultural cuisines for the visitors.

The university promotes linguistic communication and therefore, every alternate week, each language group is allowed to socialize with their language group and prepare programs. A mentor of the same language is appointed for each group to nurture the group with parental care. The practice of language group meeting allows the students to have a home-like experience with their people.

The university organises annual sports for all the students to participate in games promoting health and fitness as an essential part of the academic program at SAU. The annual sports invites students to participate in different sports events. The university students are divided in four houses and they represent their houses in the tournament. The university is proud to mention that it possess the Reliance Foundation Youth Sports football championship trophy in 2017, being the champion of Pune city.

Educational & Cultural Activities

- University has provided a number of facilities for supporting extracurricular activities related to culture, creativity, arts and recreation. Our auditorium with a seating capacity of 750 respectively was established for conducting cultural events.
- University will encourage students to participate in various college/university level competitions by providing financial support.
- University has established literary & cultural committee head by Dean of Student Affairs which comprises of a committee including staff and faculty and student members are formed into a group.

Sports & Games (Indoor, Outdoor)

- The physical education department of Spicer Adventist University has provided the necessary infrastructure that helps the students to inculcate good habit of playing games and also to develop the sportsmanship and comradeship.
- The University had earmarked 3 acres of land for outdoor games: Cricket, Volleyball, Basketball, Badminton, Throw ball and multipurpose ground for soft ball, Football and Hockey.
- The University is provided with indoor games also in an area of nearly 2000 sq.mt which is furnished with Gymnasium and accommodating the indoor games like Table Tennis etc. to develop the skills in the respective games as well as to enhance the physical fitness of the students, staff and faculty.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.1.3 Availability of general campus facilities and overall ambience

Response:

The university has a Student Centre with a media centre, canteen, conference hall, counselling and guidance centre, dispensary/infirmary, guestrooms, gymnasium, recreation rooms, sports room, store, work education department, etc. The building serves just not students, but visiting parents, and other visitors, including university's employees and professors.

Health Services

The university acknowledges that the institution's success, as well as the lives of those who work here, is dependent upon the quality health. The students' wellness centre strives to diagnose and eliminate physical problems that may hinder students in their academic careers through timely physical examinations. A dispensary is managed by a registered nurse who is supervised by a regular healthcare professional. If necessary, qualified doctors are available on call. In the case of a major sickness, the university arranges for students to be admitted to neighbouring hospitals, which provide comprehensive medical and surgical capabilities.

Other Facilities includes:

- a. Number of classrooms with LCD facilities.
- b. Number of classrooms with Wi fi/LAN facilities.
- c. Number of Seminar halls with ICT facilities.

Institution has adequate facilities for the following:

- Computer Labs – 4 with LAN Facility.

- Library – 4 with Wi Fi/Lan.
- Meeting Rooms – 3 with Wi Fi.
- Classrooms – 72 with Wi Fi.
- Seminar Halls with audio visual facilities.
- The campus has well-equipped playground, gymnasium, hostel and mess.
- Institute has facilities like Xerox, stationary store, in the campus.
- Institute is maintaining conducive environment for students to achieve their dreams.
- Additional cafeteria and auditorium is available just 200 to 300 metres away from our main building.

Conference room

- The institution has a well-equipped conference room with AC and LCD.
- Internet facilities and audio/video recording system.

Computer Lab

- The institution has a well-equipped computer lab, supported with software version and strong anti-virus software support to invasion of virus.
- Supportive equipment such as scanners, printers, MCDN software, speakers, laptop and LCD projector.

Library

- The institution Library is where present and future meet together.
- Library is the heart of any institution.
- Library is very spacious and well-furnished to create a pleasant environment for the students and it play a vital role in enhancing the uses knowledge.
- Library is segmented in reference section, journal section, reading hall etc.
- Library has collection of textbooks, reference, general and rare books, journals, e-journals etc.
- The circulation of books is based on barcode.
- The library has a collection of books and journals with titles.
- The library has a collection of books on Accounting, Banking, Finance, Books on Humanity Studies, Music, books on Sciences and Religious Studies.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.1.4 Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)

Response: 43.07

4.1.4.1 Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
132	206	201	224	95

File Description	Document
Upload audited utilization statements	View Document
Institutional data in prescribed format	View Document

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS) and has digitisation facility

Response:

ILMS: Centrally located SAU library knowledge resources are well organized and systematically integrated using KOHA 19.05 version managing 1 lac+ book effortlessly. ILMS(KOHA) automation was done in 2019. SAU library is equipped with Books, E-books, journals, e-journals, magazines, databases, library networks databases, etc. in which e-resources are accessible locally within the campus by faculty, staff, and bonafide students.

ILMS details.

Name of ILMS	Version	Automation year	Nature of automation
KOHA	19.05.02.000	2019	Partially

OPAC: DELNET, British Council library, and NDL are major resource contributors enabling the SAU library to function smoother and feasible. Books are barcoded as it is designed to locate and access the books using ILMS (KOHA). Provision of OPAC available in SAU official webpage facilitates the users to access the university holding's bibliographical details using SAU providing LAN within the campus. A user-friendly OPAC machine has been installed at the entrance of the SAU central library and in all departmental libraries where users can access the resources by themselves. The LMS provides an extensive search on various fields like the title, Author, ISBN, Publishers, Keyword, subject, etc. Books are classified using the DDC classification scheme for intensive advanced search and to locate easily without giving much effort. The university master's dissertations are accessible through OPEC facilities in KOHA ILMS.

E-resources: E-resources like 10839 e-books in 709 categories, 1,58,33,201 of resources including E-

journals, E-books, Articles, Institutional Repositories content, 500 thousand leaves of manuscripts and antique books, and various full-text digital library resources are available in DELNET. British council library stimulates the users to access different categories of resources like e-journal, e-Books, and many other interesting categories are available which are accessible using SAU membership with BCL.

Library facilities: Library housekeeping work such as circulation, cataloging, and various technical works are handled through ILMS handle by trained staff. The library has a 100 sitting capacity for reading and conferences. The library building is a 10 Mbps wifi zone and LAN as well. User access library resources through 09 computers LAN-connected in the computer's room. Two barcode readers, 1 projector, 3 printers(1 printer with scanner) are available in the library. Library staff participates in various courses of the professional training program to enhance the existing works and resources. 112737 books with 87499 titles are available in the SAU library and other departmental libraries. 3074 Reference books are available in the library at the references hall. 28 numbers of print magazines and 08 newspapers are available in the reference hall as well. The library receives many donation books regularly from individuals and organizations that contribute to the library acquisition section.

Scope: Enhancing the works of the library is the sole curiosity for the library worker working at the SAU library. Library's sophisticated technology implantation is the top priority of the action plan committee. Content management system, library-related resources center consortium, RFID, institutional repositories, Self-issue return Kiosk are on the verge of library plan.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.2.2 Institution has access to the following: 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources

Response: B. Any 3 of the above

File Description	Document
Institutional data in prescribed format	View Document

4.2.3 Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 1.71

4.2.3.1 Annual expenditure for the purchase of books and journals including e-journals year-wise during last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
0.2207	0.83723	4.37274	2.72604	0.3749

File Description	Document
Institutional data in prescribed format	View Document
Audited statements of accounts	View Document

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

Response: 2.47

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

Response: 20

File Description	Document
Details of library usage by teachers and students (Library accession register, online accession details to be provided as supporting documents)	View Document

4.3 IT Infrastructure

4.3.1 Percentage of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities. (Data for the latest completed academic year)

Response: 100

4.3.1.1 Number of classrooms and seminar halls with ICT facilities

Response: 72

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Paste link for additional information	View Document

4.3.2 Institution has an IT policy, makes appropriate budgetary provision and updates its IT facilities including Wi-Fi facility

Response:

The IT department particularly pertaining to the Internet Network at Spicer Adventist University is connecting and maintaining the University Network with a Leased line connection form BSNL, that is

distributed to the various departments for Academic use. The Leased line measures at 50 Mbps and is currently sufficient for all academic purposes.

We have a strong Firewall policy that distributes this leased line to all the offices and computer labs along with the Libraries where students are given access to the internet for research purposes.

From the Network Distribution room, every building is connected using fiber optic to a Network Switch, which is redistributed using Cat 6 Cables. The CAT 6 Cables connect all the departments and computer labs which give access to employees as well as students based on their needs.

WIFI Services are provided in all of our buildings where classes are conducted so that the teachers have access to the internet that is used for research as well as access to the local server where our Spicer Management Software is hosted. Teachers gain access to the Spicer Management Software to access information pertaining to the Student information as well as marking of attendance of all students.

Students have access to the Internet in the Libraries where they are able to access the Online library as well as for academic research purposes.

The Spicer Management Software is managed in-house and is updated on a regular basis where the Admission process begins and continues for Registration of Old as well as New students. The Examination Department is able to tabulate and manage grades of all students as well as prepare semester marksheets, Transcripts as well as completion certificates. Attendance marked by the teachers is centrally managed where the Attendance officer is able to create reports on request. The Finance office is able to manage receipt of fees from students as well as provide them with Financial reports on a timely basis.

The Spicer Management System goes on to give students access to their profile, where they are able to process online payment of fees, ATKT application, Examination application and view their marksheets. Students can also view the subjects that they are enrolled for in the present semester.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 10:1

File Description	Document
Upload any additional information	View Document
Student – computer ratio	View Document

4.3.4 Available bandwidth of internet connection in the Institution (Leased line)

Response: D. 50 MBPS - 250 MBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	View Document

4.3.5 Institution has the following Facilities for e-content development

1. Media centre
2. Audio visual centre
3. Lecture Capturing System(LCS)
4. Mixing equipments and softwares for editing

Response: D. 1 of the above

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years

Response: 35.93

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)

2020-21	2019-20	2018-19	2017-18	2016-17
91.60	231.71	159.97	166.02	84.94

File Description	Document
Institutional data in prescribed format	View Document
Audited statements of accounts	View Document

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

Response:

The institution has a specialized maintenance department in charge of maintaining the upkeep of buildings, classrooms, labs, hostels, mess halls, sports facilities, sports fields, lawns, and gardens, among other things. The maintenance is available around the clock ensuring continuous services. A team of qualified staff are employed to maintain the facilities such as maintenance, electric work, plumbing, carpentry, etc. The infrastructure facilities such as classrooms, buildings, hostels, are maintained by the maintenance department.

Technological Facilities

The university rules out any notion that limits the dependency of teaching learning among faculty and students. The institution appreciates and acknowledges the technological advancements around the globe and therefore, it strives to articulate the education's goal at Spicer Adventist University is of standard that matches the world. In order to accomplish this task, the institution has appointed an IT head and System Administration who continuously works towards smoothening the functioning of the university. *The institution purchases computers as well as other peripherals and equipment with latest technology whenever available.*

These professional updates, upgrades, and recommends newer purchases that matches the latest requirement of the technology. The requirement includes software, upgrade, renewal of subscriptions, and replacement of hardware.

1. In the Annual Budget, adequate provisions are made for the same. The annual budget is allotted for the purchases, renewal, replacement, subscriptions, etc.
2. The institution also keeps budget for the purpose of maintenance and upkeep of various facilities as and when the maintenance is required for the infrastructure and the facilities, institution puts up these issues to the management and the work is carried out accordingly.
3. To avoid damage to the electronics, few computers of the institution are totally protected from power surge. The MSEDL line is directly connected to KVA Transformer with DG Backup and then the power is distributed to the entire premises.

Policy for Physical, Consumable & IT Infrastructure

- Title : Physical/IT infrastructure & consumables.
- Objective : Procedure for Procurement & Maintenance.
- Scope : This policy is meant to see appropriate procedure for SAU only.

Procedure for Procurement & Maintenance

1. The matter related to infrastructure – physical, consumable & IT is to be discussed at the Institutional level (i.e.) meeting of committee members as well as staff and faculty meetings.
2. Shortlisting of the requirements for the resources physical/IT.
3. Parent body has empowered certain set of vendors for various elements (for procurements).
4. Quotations for the concerned requirements are to be obtained.
5. Compose and prepare a consolidated statement for approval of management.

6. The proposal for the additional requirement of physical/IT is prepared and put for Statutory Council and ratified in the Management Council for the final approval.
7. Appropriate purchase order is raised.

Policy for Library Resources

The matter related to library resources is monitored by the librarian & university administration and help in shortlisting the requirements for the library resources (i.e.) reference books, textbooks, e-resources like e-books, journals and subscription to online journals. Catalogues of various publishers for the concerned requirements are to be obtained.

NAAC

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the institution, Government and non-government agencies (NGOs) during the last five years (other than the students receiving scholarships under the government schemes for reserved categories).

Response: 47.54

5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
572	361	386	298	350

File Description

Document

Upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

Institutional data in prescribed format

[View Document](#)

5.1.2 Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.

Response: 0.59

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

2020-21	2019-20	2018-19	2017-18	2016-17
4	3	5	5	8

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

Link for additional information

[View Document](#)

5.1.3 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. Awareness of trends in technology

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Link for additional information	View Document
Link to Institutional website	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
Upload any additional information	View Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document
Link for additional information	View Document

5.2 Student Progression

5.2.1 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

5.2.1.2 Number of students appearing in state/ national/ international level examinations (eg: IIT/JAM/ NET / SLET/ GATE/ GMAT/CAT,GRE/ TOEFL/ Civil Services/ State government examinations) year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description

Document

Institutional data in prescribed format

[View Document](#)

5.2.2 Average percentage of placement of outgoing students during the last five years

Response: 6.51

5.2.2.1 Number of outgoing students placed year - wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
17	24	21	8	2

File Description

Document

Upload any additional information

[View Document](#)

Self attested list of students placed

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Link for additional information

[View Document](#)

5.2.3 Percentage of student progression to higher education (previous graduating batch).

Response: 11.86

5.2.3.1 Number of outgoing student progressing to higher education.

Response: 37

File Description

Document

Institutional data in prescribed format

[View Document](#)

5.3 Student Participation and Activities

5.3.1 Number of awards / medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) during the last five years.

Response: 31

5.3.1.1 Number of awards/medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) year - wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
0	7	10	9	5

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters and certificates	View Document
Any additional information	View Document
Link for additional information	View Document

5.3.2 Presence of Student Council and its activities for institutional development and student welfare.

Response:

Spicer Adventist University believes that education must prepare a student for leadership responsibilities in the larger community and therefore while a student is in the university, its educational program must help the student develop basic leadership skills and qualities and receive a value based training. With this in mind, Spicer Adventist University sponsors and promotes a large number of activities in which student are encouraged to participate to enhance their leadership skills and organizing abilities.

- 1. Academic Clubs** – Academic clubs are formed at the behest of the department Deans and HoD's who conduct club elections every semester where student officers such as President, Vice President, Member Secretary and Treasurer positions are elected. Academic clubs meet once every alternate week during which a large number of activities take place, such as seminars, debates, workshops, Talent Competitions etc. Club officers and members are also responsible for planning of field trips, excursions, retreats, sports activities. The clubs form platforms for students to shed inhibitions and gain confidence through enriching and engaging activities.
- 2. Language Seminars** – The student body is divided into regional groups broadly representing the state, region, or country from where they come from. These regional groups are assigned with mentors who are comprised of administrators, teaching and non-teaching staff who mentor guide

and promote a number of activities in the realm of culture, social and sports. Again every semester student is elected to hold offices of President, Vice-President, Treasurer, Secretary, and Sports Coordinator. These regional groups put up and manage a stall and cook ethnic food which is served at the International Food Fair which is organized by the University. These regional groups also put up a culture dances, tableaux, and floats during the University Cultural Day celebrations. These regional groups also form sports teams in the sports disciplines of Football, Cricket, Volleyball, Basket Ball, and Kabaddi, during which the students are directed to promote, organize, fund raise, and manage sports competitions solely by themselves.

1. **Sports House Captains**- The entire student body is divided into sports houses from which sports captains are selected by the sports committee. These sports captains take on leadership responsibilities to choose, train, and coach a sports person within their sports houses to participate in the inter-house sports and athletics tournaments which are held by the University.
2. **Hostel floor representatives and monitors** - Hostel floor representatives and monitors are a group of students who are selected by the Hostel Administration. These students look after selected floors in the hostel to which they are assigned too. These students responsibilities involve room visitations where these representatives interact individually with each room inmate, address grievances, counsel inmates and assist the Hostel Wardens in the general management of the hostel.

The above said elected and selected students play a large role in liaising between the University administration and the student body. They also form an important facet in promoting student welfare.

5.3.3 Average number of sports and cultural events / competitions organised by the institution per year

Response: 4.8

5.3.3.1 Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
2	8	3	7	4

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association / Chapters (registered and functional) contributes significantly to the

development of the institution through financial and other support services.**Response:**

The main objective of the Alumni office is to foster the relationship between the alumni and alma mater. All activities are managed by the Co-Ordinator who bridges the widening gap between the former students and the university to keep them in touch with the present growth, development and also the challenges before the university. The office is responsible for keeping complete track of alumni with their required details. The Alumni are regularly informed about the current changes and achievements of the university.

The Alumni office of our University was established in August 2020. The Alumni office plans for regular interaction/discussion with the Alumni. During the meetup future plans are discussed. It has a pivotal role in shaping and preserving a lasting relationship between the former and existing students on the one hand and the university on the other.

Objectives of the Alumni association:

- To encourage and promote close relations between the University and its alumni and among the alumni themselves.
- To promote and encourage friendly relations between all members of the alumni body, and interest in the affairs and well-being of the university.
- To provide and disseminate information regarding their Alma Matter, its graduates, Faculty and students, to the alumni.
- To initiate and develop programs for the benefit of the alumni
- To assist and support the efforts of the Institution in obtaining funds for development.
- To organize and co-ordinate reunion activities of the Alumni and let the Alumni acknowledge their gratitude to their Alma Matter

File Description	Document
Any additional information	View Document
Link for additional information	View Document

5.4.2 Alumni contribution during the last five years (INR in Lakhs)

Response: C. 20 Lakhs - 50 Lakhs

File Description	Document
Any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The institution has a clearly stated vision and mission which are reflected in its academic and administrative governance.

Response:

Vision: The vision of Spicer Adventist University is to prepare “graduates with commitment to unselfish service toward God and fellow human beings.”

Mission: As a Seventh-day Adventist Christian Institution of higher learning, the university “provides its students a distinctive and quality education to pursue excellence in knowledge, faith, service and well-being.”

The working of the institution is constantly guided by its distinct philosophy of education that “true education means more than pursuing a certain course of study. It has to do with the whole person, and with the whole period of existence possible to human beings. It is the harmonious development of the physical, the mental, and the spiritual powers.”

The founding fathers of the university had the singular purpose of providing a holistic education in order to produce men and women who exhibit a well-balanced lifestyle. Its staff, faculty, and students are called upon to be committed to God through service to humanity. Personal ambitions and corporate progress are to progress in unison.

Vision and Mission in Academic Programs: The University strives to meet its vision and mission through many academic programs. Beside classroom learnings, members participate in various academic forums, seminars, conferences, and exhibitions to foster a spirit of academic excellence and participation in community building. Games, sports, and other physical activities are provided in order to promote health. Service to community include financial assistance, health awareness, relief, and welfare activities for the needy. Members regularly meet for worship to foster the spirit of devotion to Christ and to create oneness of vision and mission.

Vision and Mission in Governance: The vision and mission of the university are also clearly reflected in its administrative governance. The vice-chancellor and his team of administrators constantly empower staff and faculty to stay focus on helping students to achieve their educational goals. The various committees both at the administrative and department levels are geared toward the same. The administration is answerable to the governing body and its Sponsoring Body which helps the institution to remain focused and committed to its goals.

Global Impact of the University: The University was established with the purpose of producing graduates who are committed to the denominational vision and mission. A historical overview of the institution indicates a satisfying number of its graduates being employed in India. Besides, hundreds of its graduates are currently serving all around the globe in various capacities. A strong global alumni is the pride of the institution. Spicer Adventist University continues to make its mark globally. There is no lack of optimism that it will continue to serve the society.

File Description	Document
Link for additional information	View Document

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

Response:

1. The Governing Body(GB) takes major decisions and gives guidelines/framework regulations for various boards like Board of Management(BOM), Academic Council(AC), Statutory Council and Board of Studies. The best example of participatory mechanism.

2. SAU, has an organization structure, the structure itself shows the decentralization, flexibility and participative management. SAU demonstrates in the decentralization and participative management at each level such as university administration, various divisions of studies, departments, curricular, co-curricular and extracurricular activities.

3. The Board of Management(BOM) specifies the administrative structure of the constituent units of the university, frame regulations for management, academic Council(AC) has representation from a wide range of faculty and outside experts. This is an example of participatory mechanism and the wide variety of expertise helps in the development of university.

4. A case study on Process of Curriculum/Program Review.

4.1. The process of curriculum/program review undertaken recently by a committee of all deans, program coordinators could be presented as a case study here. It was undertaken in 2020 as per UGC LOCF system and was carried out with the following objectives:

1. To rationalize the contact hours to align with the best practice and market demand.
2. To give students flexibility to pursue practical projects, industry citation, group projects/self study.
3. To enhance the relevance of CBCS.
4. To ensure conformity with various regulatory bodies.

4.2. The following steps were taken to carry out and complete this review process over a period of time.

1. A detailed study and expert presentations was done about LOCF and

Brainstorming session was done in each department.

1. Faculty members, HOD's, Deans were involved to frame the program structure over a few weeks.
2. Every faculty in the department was involved in selecting the content for each course .
3. Faculty members of each department with HOD's and Deans were involved to write syllabus. The syllabus structure is Course description, course learning outcomes, course outline practical work reference and text books were also suggested by the team.
4. After writing the syllabus for the entire program, the BOS meeting were held, wherein the teachers, HoD and subject experts were given ample time to check and come to a conclusion on the

programme structure and syllabus. They then approved the syllabus.
5. The revised program structure and syllabus was discussed and finalised in the academic council and it was approved.

The whole exercise shows the institution's practices of decentralization and participative management in the building up of the program structure and syllabus.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed.

Response:

Yes; Institution has formally stated a strategic plan.

Our University is dedicated as a centre of Academic Excellence to impart quality education to the youth enabling them with "holistic development at Spicer." The strategic plan strongly emphasizes "Education is more than a pursuit of a certain course of study... It is the harmonious development of the physical, the mental and the spiritual powers" (Education, p13). It stands for excellence in intellect, commitment in faith, joyful service, and servant leadership amalgamated with wellbeing of the individual.

The SAU strategic plan is deployed through systematised Plan of Actions (Institution & Department wise), Implementation of Plans, Resource prioritisation, utilisation and involvement of representatives at various levels with clear quality parameters.

The SAU strategic plan has deployed Effective Academic internal co-ordination and monitoring mechanisms among the functionaries of the institution. The Heads of Departments and teachers co-ordinate and plan their individual departmental activities and report to the management accordingly. The Internal Quality Assurance Cell is established (IQAC) to help coordinate and monitor the various activities. The different reports such as departmental reports, performance appraisal reports, self-appraisal reports, College annual reports, directives from government etc. become the base for analysing and evaluating the overall performance of the institution. This also forms the basis for the future plan of action.

Since Teaching Learning is the fulcrum point to achieve Academic excellence, the following goals of the institution were stated:

1. Intellectual Excellence

- To ensure intellectual excellence by encouraging the departments to organize regular seminars, conferences, workshops and forums.

- Strengthen curriculum development, implementation and evaluation processes.
- Promote pedagogical and technological innovations in teaching and evaluation.
- Strengthen resource for instruction through integrated efforts for an updated digital library

2. To nurture environmental stewardship

- Foster appreciation of natural beauty as a portrayal of God's activity.
- Identify key issues related to energy use and waste minimization, water use, pollution and emergency planning.
- Encourage others to practice stewardship, and preservation of environment for the future generations.
- Maintain "Swatch Bharat" as a gift to the citizens of India.

3. To inculcate leadership qualities and human values

- Instill servant leadership
- Promote good citizenship as a moral obligation as well as a patriotic duty.

4. To create awareness of the need for community projects and the capacity of making a difference by tolerant interaction with diverse groups

- Civic and democratic engagement by understanding community needs
- Develop leadership and teamwork skills needed for effective community engagement
- Develop greater flexibility and adaptability in working with community issues

5. To promote health and well – being

- Uphold principles of healthful living by encouraging healthy food services, recreation, and management of residence halls.
- To enhance the dignity of manual labour through work education program.
- Create mentoring system in departments with faculty as counsellors

6. To Develop new marketing strategies to attract students from diverse cultural backgrounds and rural parts of India.

File Description	Document
Any additional information	View Document
Strategic Plan and deployment documents on the website	View Document
Link for Additional Information	View Document

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

Response:

The organization of Spicer Adventist University reflects the democratic character and shared responsibilities with which governance takes place. While the overall supervision of administration and the regulation of finances of the institution rests with the Governing Body, whose authority is vested in it by the statutes and ordinances of the University, the administration and execution of everyday functions lies in the charge of the Vice Chancellor of Spicer Adventist University. The functions of the Vice Chancellor in turn are supported by the faculty and the non-teaching staff.

The Governing Body under the leadership of the President, gives direction to the administration in decision-making, finances and regulation, purchases and development, and quality assurance of the institution. The Vice Chancellor, as the chief administrator of the University, supervises and manages the overall functioning of the University. The Vice Chancellor is also the ex-officio chairperson of the Statutory Council. The Statutory Council administers decisions related to academics, workload, time table, purchases and maintenance, admissions, discipline and codes of conduct, curricular and extracurricular aspects of the University, subject to the provisions and ordinances of the UGC.

The teachers-in-charge work in collaboration with the Vice Chancellor and their respective departments in accomplishing the academic, financial and co-curricular requirements of the departments. The CFO manages the matters related to internal finances of the institution and ensures effective utilization of funds available. Financial decisions are taken by the CFO and the Vice Chancellor in consultation with the Governing Body.

The Board of Management plays an important role in the functioning of the University. All important decisions of the University are guided by this Committee consisting of Management representatives, teachers, IQAC Coordinator, and other representatives from the local, conference, Union and Division representatives who are part of the membership of this committee.

The Registrar is responsible for the Academic work and is assisted by the Associate Registrar(Academics), Associate Registrar (Admissions) and the Associate Registrar(Finances). Here is the list of the Committees:

The Governing Body, The Board of Management, Academic Council, The Board of Examination, The Statutory council, Internal Quality Assurance Cell (IQAC), The Admissions Committee, The Finance Committee, The Financial Statement Review Committee, The Audit Review Committee, The The Board of Studies, The Guidance and Disciplinary Committee, The Library Committee, The Publications Committee, The Sports Activities Committee, The Student Social Activities Committee, The University Development Council., Grievance Redressal Committee, (Employees), University Grievance Redressal Committee, Internal Complaints Committee, Anti-Ragging Mentoring Cell, Anti-Ragging Squad, Research Affairs Committee, The Ethics Review Board,

These committees have their meetings as per provision procedures. Resolutions are implemented at institutional level by various committees ensuring effective administration through rules and bye-laws in domains like Academic, Administrative, Research, Students Welfare, etc.

Service rules, procedures, recruitment, and promotional policies: The institution follows service rules, recruitment and promotion policies which are closely monitored by the governing body.

File Description	Document
Any additional information	View Document
Link to Organogram of the University webpage	View Document
Link for Additional Information	View Document

6.2.3 Institution Implements e-governance covering following areas of operation

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	View Document
ERP (Enterprise Resource Planning) Document	View Document
Details of implementation of e-governance in areas of operation, Administration etc (Data Template)	View Document
Any additional information	View Document
Link for additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has a performance appraisal system, promotional avenues and effective welfare measures for teaching and non-teaching staff .

Response:

1. Policy

1. Spicer Adventist University is committed to achieving a high standard of occupational safety and health. The University shall adhere to the principle that occupational safety and health of employees should be given the first and foremost consideration at work.
2. All University employees shall be accorded a safe and secure working environment.

2. Obligations of the University

1. Management shall assign responsible persons to attend risk assessment training, identify any actual and potential hazards and risks to each individual and work towards a safe and hygienic work environment for employees by reducing, eliminating and controlling hazards at workplace.
2. Management shall monitor and review the safety management system and perform regular audit on safety and health performance.
3. The Human Resources Directorate will, from time to time, organize safety and health programs to equip employees with the knowledge and skills to perform their duties in a safe manner.
4. Management will provide protective wear to employees who work in areas that are exposed to potentially unsafe working conditions.

3. Obligation of the Employee

1. Employees shall comply with the safety and health measures instituted by the University and cooperate in all safety-related tests, drills and auditing.

4. Smoke Free Workplace

1. The University is committed to providing a healthy workplace for its employees. In view of the harmful effects that are caused by smoking as well as second hand smoke, it is considered necessary to have a smoke-free workplace policy.
2. Smoking is prohibited in the entire office premises covering enclosed offices, open office areas, conference/board rooms, pantries, toilets and lobbies.
3. Employees should take the initiative to advise their guests and visitors about the University smoke-free policy, where appropriate.
4. Non-compliance to the policy may result in disciplinary action.

APPEALS

1. Grievance Redressal Committee

1. Objectives

1. The Grievance Redressal Committee shall be an apex and independent body to entertain, adjudicate and redress grievances of the students and the employees of the University. At the university a 'grievance cell' is established.

REMUNERATION

The following allowances are provided in addition to the salary to all regular teaching and non-teaching staff

Being newly established institution with low enrolment and limited resources the university the employees are paid the remuneration. Apart from the basic salaries the university has a policy of paying the following allowances:

1. Initial employment allowance
2. Regular Annual Medical Reimbursement allowances to the tune of Rs 250,000.00
3. Extra Ordinary Medical Reimbursement allowance to the tune of Rs 750,000.00
4. Fully Secured residential accommodation with free water and other facilities
5. Educational Allowance of 60% of the actual College/School fees.
6. Special Paid Leave of 14 days with travel and other allowance
7. Funeral Allowance of Rs30,000.00
8. Festival Allowance of one-half salary annually
9. Mid-month for all employees

LEAVES

The following leaves are available for all regular teaching and non-teaching staff

1. Annual Leave, Casual Leave, Maternity Leave, Writing Leave, Sick Leave, Special Leave, Emergency Leave, Bereavement Leave

File Description	Document
Any additional information	View Document

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

Response: 12.68

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	10	21	18	6

File Description	Document
Details of teachers provided with financial support to attend conferences, workshops etc. during the last five years (Data Template)	View Document

6.3.3 Average number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the last five years.

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	View Document

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 8.23

6.3.4.1 Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
8	12	4	3	6

File Description	Document
Details of teachers attending professional development Programmes during the last five years (Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

The University manages its finances strategically under the supervision of the Governing Body and Statutory Council of the University; and the Finance Department implements the plans and strategies effectively so as to utilize the funds optimally. The Annual Budgets are prepared by the finance department under the supervision of the Vice Chancellor, the recommendation of the same are sent to the Budget and Finance Committee held annually for approval. Recommendations made by the budget and finance committee are carefully analysed and duly approved by the Governing Body.

The sponsoring body mobilizes resources through various means such as subscriptions, Alumni of the university undertakes various projects for infrastructure augmentation. There are number of retirees who are part of the alumni who extend financial and professional expertise for the growth and development of the university.

There are number of individual donors who sponsor the academic programs of the university by way of donations and student fee etc.

Staffing of the University is undertaken as per the guidelines established by the governing body so as to maintain quality and efficiency.

File Description	Document
Any additional information	View Document

6.4.2 Funds / Grants received from government bodies during the last five years for development and maintenance of infrastructure (not covered under Criteria III and V) (INR in Lakhs).

Response: 0

6.4.2.1 *Total Funds / Grants received from government bodies for development and maintenance of infrastructure (not covered under Criteria III and V) year wise during the last five years (INR in Lakhs).*

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Details of Funds / Grants received from government bodies during the last five years (Data Template)	View Document

6.4.3 Funds / Grants received from non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III and V) (INR in Lakhs)

Response: 30.48

6.4.3.1 Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
14.77	15.71	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

6.4.4 Institution conducts internal and external financial audits regularly

Response:

Auditing is an important part of the functioning of Spicer Adventist University financial Management. In Spicer Adventist University during the years 2016-2017, 2017-2018, 2018-2019, 2019-2020 and 2020-2021 all the expenses made by the university and by its different departments were audited by three different wings of the audit system viz. Internal auditor of the university; auditor of the sponsoring body/organisation and chartered accountants.

The Audit Department works under the direct control and supervision of the Chief Finance Officer. The auditor verifies the income and expenditure in detail and the report is submitted to the Chief Finance Officer.

When ever there are additional expenses over and above the budget proposals committee aprovels are required.

Before the starting of the financial year the Chief Financial Officer submits a proposal on budget, by

considering the recommendations made by the heads of all the departments.

The budgets includes all recurring expenses. The deprecation costs of various Fixed Assets in the preceding years are also worked out.

Process of the internal audit:

All vouchers and receipts are audited by an internal auditor on a quarterly basis. If any discrepancy is found, the same is brought to the notice of the management. The same process is being followed for last five years.

Process of the External Audit:

The accounts of the University are audited by the External Auditors and also the Financial statements are reviewed and signed by them. The institution did not come across with any major audit objection during the preceding years.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes by constantly reviewing the teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals.

Response:

Spicer Adventist University has established an Internal Quality Assurance Cell (IQAC), to implement quality improvement strategies, incorporate self and external evaluation, quality promotion/ sustenance/ awareness initiatives. The IQAC was set up in 2019; since then it has taken numerous steps for assessing and enhancing the quality of teaching, learning, research and governance at the University. The University entrusted the responsibility of planning, monitoring and executing different activities to the IQAC for quality assurance and substance, focusing on the core values identified by NAAC. IQAC has contributed significantly for institutionalizing the quality assurance strategies.

The IQAC has brought significant improvements to achieve excellence which is reflected in national and international ranking of the University. Some of the key activities undertaken by IQAC are as follows:

- Appointed IQAC departmental co-ordinators to generate awareness about IQAC activities; establish required processes and systems within the department.
- Compilation and submission of data to AISHE.
- Propagation of information on various quality parameters of higher education.

- Auditing and reviewing the existing programmes and introducing new age programmes relevant to present educational scenario. Improving value based education in the University.
- Working towards standardization of activities and processes and striving for continuous improvements in standards and their achievement.
- Initiating, planning and supervising various activities that are necessary to increase the quality of the education imparted in the university.
- Promoting Research and creating atmosphere conducive to research by encouraging in-house research paper presentation · Encouraging the faculty to publish research outcome in SCOPUS indexed journals. Supporting Interdisciplinary and collaborative research
- Promoting the use of technology for enhanced teaching, learning process. ·
- Promoting the organizing of International, National, State, Regional level Seminars / Conferences Webinars and Workshops along with the Research and Innovation Department and determining quality of the same.
- Striving to achieve quality improvement by focusing on human resource development through education and training
- Documenting the various quality enhancing programmes and activities of the College.
- Documentation and verification of SWOC analysis based on self-assessment proforma provided by IQAC to identify weaknesses and opportunities for improvement
- Compiling and analyzing the feedback responses from students, parents and stakeholders. Evaluation and analysis of Student feedback and preparation of report for University Management.
- Interacting with alumni for participation in the quality enhancement of the University and bringing together industry with Academia.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.5.2 Institution has adopted the following for Quality assurance 1. Academic Administrative Audit (AAA) and follow up action taken 2.Confernces, Seminars, Workshops on quality conducted 3. Collaborative quality initiatives with other institution(s) 4.Orientation programme on quality issues for teachers and students 5. Participation in NIRF 6.Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA).

Response: D. 2 of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Upload details of Quality assurance initiatives of the institution (Data Template)	View Document
Any additional information	View Document

6.5.3 Incremental improvements made for the preceding five years with regard to quality (in case of first cycle), Post accreditation quality initiatives (second and subsequent cycles).

Response:

Teaching, Learning and Evaluation processes IQAC has been striving hard to help all wings of the university make continual improvement through regular benchmarking with global parameters. Following revisions were incorporated based on IQAC recommendations.

A review of credit system was conducted, as a student centric exercise for specific programs, to shift students' focus from pure academics to developmental activities like projects to enhance their personal growth. Before the beginning of Academic Session, the Departments were reminded to conduct Board of Studies meetings for to review and update academics programs. This enhanced effectiveness of delivery of courses as per the current market requirements.

Focus on collaboration has resulted in the increased number of MoUs signed with the industry and universities. Research department have been established resulting in an increase of publication in good Impact Factor and Scopus indexed journals. Research department organizes various conferences and webinars for the faculty and the students. The department organiz National and Internations conferences and seminars with the active participation of the students.

University promotes students to participate in regional sports and cultural activities to inculcate fitness and team spirit. The constant monitoring has ensured the activities for complete engagement of students. Appointment of eminent and experienced faculty members to hold key positions could be undertaken after the gap areas were identified. The University invites reputed academicians and renowned industry professionals to interact with the faculty and the students to stimulate experiential learning. Incubator have been introduced to encourage entrepreneurship and startups. IQAC monitors all laboratories to implement good lab practices based on global practices and conforming to security regulations. Complete prohibition of use of alcohol, drugs and tobacco is ensured with the University campus.

Social Outreach programmes are organized. Students reached out to nearby neighborhood during flood in 2019 and undertook relief measure. Infrastructure and Learning Resources New academic blocks, classrooms, labs, staff cabins, auditorium and seminar halls were added for a better teaching-learning experience. A state of the art new Central Library has been constructed with personalized space for exclusive reading experience. Every year, substantial number of library books is added to central and departmental libraries. Feedback from faculty, students, and employers are obtained to get suggestions for further improvement. Periodic review of administrative processes has been undertaken. Human resources department checks the resource availability, for all academic and non academic positions.

NAAC

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

Spicer Adventist University is a Christian Private institution. This institution has specific rules and regulations for admissions, recruitment, administrative, and academic functioning that safeguard the interests of both students and faculty regardless of gender, creed, and caste. The institution shows no gender discrimination of any kind.

a. Safety and Security

The University campus is a very safe place for all the students. The university offers hostels for 750 students with separate facilities for men and women. The students are encouraged to focus on their academics by caring for wardens and a set of vigilant security personnel. The campus has strict security patrolling units and strict monitoring at the main gate and at the entrance of the hostels to restrict unauthorized entry into the campus premises.

CCTV camera networks are installed across different locations on the University campus to ensure that students are safe and secured. Besides, the university provided security guards at various locations on the campus. The security team is instructed to maintain safety and peace in the campus and report any case of sexual harassment or act that can cause harm to the students.

With the increase in the crime rate against women in our country India, women often feel insecure. Women are often referred to as the weaker gender. Hence, self-defense is considered to be one of the essential skills for women today. A workshop was conducted at the University's women hostel by the police personnel on self-defense and awareness.

b. Counselling

Along with the wonderful experiences, the students also have to deal with stress. But when proper counseling is provided, stress could be reduced to a large extent. Spicer Adventist University offers counseling services to students who experience specific issues. A counseling room is provided on campus for students where both men and women could visit at the set time. A counselor visits the campus and has sessions with students. The counseling session proved very useful to the students as they coped with their challenges and problems.

c. Common Rooms

Male and female students have equal access to common spaces to mingle and be considered equal. Well-equipped libraries and classrooms are well-lit, well-ventilated, and have comfortable seating arrangements. Though the common area is open to all genders, females might have special permission for programs, project work, and other activities. A warden or general monitor of the hostel is appointed to watch after them till they return to their hostel grounds.

d. Daycare center for young children

Since most of the faculty at Spicer Adventist University live on campus and have their nannies to look after their children, the University does not have a daycare center. Most mothers would go to their homes during their class breaks to check on their children. Besides, the faculty quarters are not far from the classrooms, making it easier for mothers to go and check on their children. Regarding the University students, most of the students at Spicer Adventist University are single; therefore, they do not require a daycare center.

File Description	Document
Specific facilities provided for women in terms of: a.Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	View Document

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

- 1.Solar energy
- 2.Biogas plant
- 3.Wheeling to the Grid
- 4.Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment

Response: C. 2 of the above

File Description	Document
Geotagged Photographs	View Document
Any other relevant information	View Document

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

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

Response:

1. Solid waste management:

Waste at Spicer Adventist University is divided into residential and institutional. Solid waste is being managed through a collaboration with the Pune Municipal Corporation. The solid waste collected in staff housing and other departments are transferred to the main waste collection. The waste is collected weekly and replaced with an empty dumpster. Degradable solid waste such as vegetables, fruits and other perishables are used for animal feed and collected by local animal rearers for their domestic animals. Other perishables are also used for composted for the existing farm. There are several waste bins which are placed in the University campus for students to throw their waste.

1. **Liquid waste management:** Liquid waste from housing units, departmental units and other units in the university are sieved through filters and then release to the drainage body system for further filtration and then finally to the water bodies.
2. **Bio medical waste management:** Bio medical waste from the University dispensary are being packed in Medical bio waste disposable bags before disposing it. The disposable bags are divided into different categories. The syringes that are used are burned using the electronic syringe cutter before disposing it in packed bio medical bags.
3. **E waste management:** Non-functioning and old broken electronic devices such as computers and others are identified from various departments and are sorted out and stored in a store room. The devices are sorted out for to sell for recycling to the recyclers.
4. **Waste recycling:** Recycling waste are being identified in the various departments and sold to recyclers for various purposes.
5. **Hazardous chemicals and radioactive waste management:** Disposal of Biological and Chemical Waste from Science Labs. After completion of the experimental work, both solid and liquid Media used in culturing of microorganisms are autoclaved for steam sterilization and inactivation in leak proof containers and then collected in disposable plastic bags, allowed to cool and solidify for disposal as a hazardous but treated waste, and can be placed with non-hazardous waste. Depending on the volume of waste to be sterilized, the duration of exposure is extended to high temperature steam under pressure. The biologically contaminated laboratory waste is collected by the municipal corporation waste management personnel and transported regularly to a designated disposal site. Disposable syringes, gloves and cotton which may be contaminated with viable biological agents are also disposed in bags and transported by the Municipal corporation waste management personnel to the designated disposal site. After autoclaving, all re-useable glassware and instruments are soaked in detergent solution, washed in tap water and dried in hot air oven. Old Chemicals are stored in a container or disposable bag and collected and disposed by the municipal corporation waste management personnel in the designated disposal site. Solutions are washed down the drain with excess of water.

File Description	Document
Geotagged photographs of the facilities	View Document

7.1.4 Water conservation facilities available in the Institution:

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

Response: A. Any 4 or all of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document

7.1.5 Green campus initiatives include:

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways
4. Ban on use of Plastic
5. Landscaping with trees and plants

Response: Any 4 or All of the above

File Description	Document
Various policy documents / decisions circulated for implementation	View Document
Geotagged photos / videos of the facilities	View Document

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

1. Green audit
2. Energy audit
3. Environment audit
4. Clean and green campus recognitions / awards
5. Beyond the campus environmental promotion activities

Response: D.1 of the above

File Description	Document
Any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

1. Built environment with ramps/lifts for easy access to classrooms.
2. Divyangjan friendly washrooms

3. Signage including tactile path, lights, display boards and signposts
4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment
5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

Response: A. Any 4 or all of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

SAU (*Spicer Adventist University*) has a very rich history in promoting tolerance and harmony towards cultural, regional, linguistic, communal socio-economic, and other diversities. The Spicer Adventist University (2014) formally Spicer Memorial College (1915) has devoted time and effort throughout the century to individuals who respect the diversity of our Nation. This rich heritage can glance through Spicer's Early Pictorial Magazine *Oreodoxa*. The SAU strives to create an inclusive environment by organizing various events year-round. The structural facilities like Cafeteria, Canteen add up to facilitate harmony in the diversity of language, religion, culture, and race. The General and Leadership Camps provide students with the opportunity to learn to work together which has proved to be very fruitful as our students are known for their work ethics in various fields, the feedback from the employers have been overwhelming.

SAU also has dedicated programs and calendar events, which are carefully planned by the Social Committee under the guidance of the Dean of Students. The following are the dedicated events that have been strategically planned to promote an environment of harmony at SAU since the '90s.

Cultural Emphasis Day: SAU celebrates 2nd October the Birthday of Our Father of Nation Mahatma Gandhi as Cultural Emphasis Day. This is one of the most looked forward events of the year, the panorama of India's Rich Cultural heritage is displayed by our students. Around 3000 spectators visit to experience this extravaganza.

Food Festival: Every year around Christmas SAU organizes a food festival. The students from different states and Countries take up the stall and present their delicacies. We experience around 3,000 food lovers visiting our campus.

Spicer Environment Emphasis Day (*Now Swachh Bharat Abhiyan*): This event has always had a great impact on social bonding at SAU. The office of the Dean of Students affair randomizes the students' list and puts in 12-15 groups, along with faculties and staff to work together followed by a special treat.

Language Seminar Group: The SAU, also encourages students to preserve their culture by forming a language group. These groups meet up alternate Saturday Night to exercise and endorse their culture. This

arrangement is specially done so that Students at SAU experience their home cultural environment in their mother tongue.

Annual Sports Meet: Sports is a key major curriculum plan that encourages the culture of harmony and mutual respect. The office of the Sports Department of the SAU meticulously plans the entire event to promote healthy competition and Spirit of Sportsmanship.

Open House: The office of the Dean of Students Affairs organizes an open-house day where the students visit hostels and spend time together, after which the Vice-Chancellor of SAU invites the students for a special meal. The day ends with a Musical Program where students take part in showcasing their talent and entertaining fellow students, faculty, and Staff.

The other national events like Independence Day, Republic Day, Constitutional Day, and Yoga Day, University Establishment Day are celebrated with great enthusiasm.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. Physical facilities
2. Ramps
3. Rest Rooms
4. Scribes for examination

Highlights for Students:

1. Ground floor dormitory facility for Divyangjan throughout their study in the institution.
2. A student is appointed to help Divyangjan to take them to mess and classrooms.
3. A scribe is provided for examination.
4. Brail materials are provided by dean of Men for the Divyangjan.
5. Ramps are available for the Divyangjan to move around.

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

- 1. The Code of Conduct is displayed on the website**
- 2. There is a committee to monitor adherence to the Code of Conduct**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

Response: A. All of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	View Document

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

Spicer Adventist university offers holistic education to educate the student to be worthy responsible citizens. To achieve this objective of a holistic development of the Mental, physical, social and moral of an individual the University conducts all extra-curricular and co-curricular activities all through an Academic year. We believe that these programs imbibe in the students the principles of healthy social lives, healthy lifestyles and respect for socio-economic diversity in India and the world. It also educate the student to be a responsible and accountable citizen who is aware of his duties, rights and responsibilities,

To imbibe the feeling of nation pride among its students, different birth and death anniversaries of national personalities are celebrated and also to commemorate important dates like independence day and Republic Day, Constitution Day, etc are observed. The students participate in the parade marching, flag hosting and celebration of the days and are reminded of the sacrifices made by our freedom fighters. It is also a day to remind the university community of the duties, responsibilities as citizens of India.

Spicer celebrates the Constitution Day or Samvidhan Divas or also known as National Law Day year to commemorate the adoption of the Constitution of India to spread the importance of the constitution and to spread thoughts and ideas of Ambedkar to the faculty and students.. It is also a day of reminding ourselves of our rights and duties as citizens of India.

Spicer Adventist University celebrates International Yoga day to celebrate the ancient Indian art of healthy living. Translating into “unity” from Sanskrit, Yoga intends to unite the body and mind to bring harmony. This is so relevant in a dynamic socio-economic world and lifestyle creating lots of stress and lifestyle diseases.

October 2nd is celebrated and observed as a day of cleanliness “Swachh Bharat Abhiyan”. Realizing the importance of cleanliness, ecological balance, it is one such event in a year which is set aside for cleaning the campus, its surrounding and the community of the entire University. The whole University family is involved. The objective of Swachh Bharat Abhiyan is to communicate to the university family the importance and indispensability of a healthy environment for all. On this day various groups attend to the physical upkeep of the campus such as its lawns, gardens, buildings, roads, and the river. It is not only a day of cleaning but also a day of planting trees.

World No Tobacco day is observed on 31st May of every year to create awareness in the minds of our students of the dangers of being exposed to the usage of tobacco and tobacco products. On this day awareness programs are held in the forms of various competitions, speech and presentations from various resource persons.

The University organizes its own events and programs such as “International Cultural day”, “International Food fair”, health awareness and programs to educate the University community to appreciate diversity of culture and food habits and also to imbibe the importance of living healthy lifestyles.

File Description	Document
Geotagged photographs of some of the events	View Document
Any other relevant information	View Document
Annual report of the celebrations and commemorative events for the last five years	View Document

7.2 Best Practices

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

Response:

Best Practice I

1. Title of the Practice

Seventh-day Adventist Education Philosophy

2. Objectives of the Practice

Seventh-day Adventist education is established on moral principles. The institution’s philosophy is that true education means more than perusing a particular course of study. It means more than a preparation for the life that now is. It has to do with the whole being and with the whole period of existence possible to man. It is the harmonious development of the physical, mental, and spiritual powers. It prepares the students for the joyous service in this world and for the higher joy of more comprehensive service in the world to come.

3. The Context

The history of Spicer Adventist University is rooted in its progressive visionary journey in the past, then, as Spicer Memorial College. The Adventist education philosophy strives to strengthen its educational infrastructure and offer relevant degree programs that may suit and facilitate the students' future in the professional world. The institution desires to develop holistic individuals- physical, intellectual, emotional, social, aesthetic, moral, spiritual, and vocational. One of the accomplishments that SAU takes pride is the existence of Spicer Marathi school for over 50 years, providing free education, food, and clothes to the less fortunate.

In a progressive changing community structure and worldview, the institution promotes pedagogical and technological innovations in various programs relevant to the society in higher education. These innovations are planned and designed to best suit the students with technological evolution, globalization, changing demographics, etc. Therefore, to ensure academic excellence that copes with contemporary challenges, the institution has provided education with research to help students develop the ability to do independent and creative thinking in their field of study.

4. The Practice

The institution's educational philosophy is as follows:

- ***Uplifting the Deprived Girls at Spicer Marathi School***

Spicer Marathi School on campus is one of the university's accomplishments. For over 50 years, this school has provided free education, food, and clothes to its pupils from economically disadvantaged societies. Many of these students have been highly positioned in many fields due to the University's extension work. They have gone on to become doctors, engineers, and professionals – both male and female. Spicer Adventist University has provided each of these students with the initial assistance and ongoing mentoring they need to succeed in life, especially to the girls due to societal barriers and limitations.

- ***Academic Innovation:*** Promote intellectual excellence by establishing academic departments, faculties, and institutions of excellence using cutting-edge technology to train professionals with high competence and commitment to compete with the best educational institutions in the world.
- ***Credibility:*** Ensure that the standards of the degrees, diplomas, certificates, and other academic distinctions conferred, do not fall below those established by the Architecture Council of India (ACI), Bar Council of India (BCI), All India Council for Technical Education (AICTE), National Assessment and Accreditation Commission (NAAC), National Council for Teacher Education (NCTE), Universities Grants Commission (UGC), and Universities Grants Commission (UGC).
- ***Sponsorship/Scholarship:*** Spicer Adventist University strongly believes in human values that must not be hindered or compromised, even educational opportunities. The institute facilitates financially weak students to receive sponsorship/scholarships based on their academic progress and performances. Every year more than 300 students at Spicer Adventist University join with sponsorship/scholarship.
- ***Work Education Policy:*** The university also provides educational opportunities for those who do not receive any sponsorship/scholarship for some reason. Every academic year, 10-15 students are allowed to educate themselves. Such students can work in the university estate, mess, and other areas to earn tuition fees for their education. Students with no or less financial support can enroll in

their program of interest, work, and study simultaneously. The institution embeds the Adventist philosophy of education with such practice, contributing to the nation's mantra, “*Sabke Saath, Sabka Vikas.*”

- **Choice-Based Credit System (CBCS):** To acquire a more holistic perspective and understanding of the area of study and to create a “student-centric” ambiance, the students have the freedom to choose elective courses from a pool of courses offered by every division of studies at Spicer Adventist University. The courses are divided into groups, allowing students to select subjects of interest from each category. The UGC-specified LOCF categories are shown below:
 1. Core Course
 2. Elective Course
 3. Generic Elective
 4. Ability Enhancement Courses
 5. Skill Enhancement Courses
 6. Project
- **Blended Learning:** Blended learning is a style of teaching that blends online educational resources and possibilities for online engagement with traditional in-person classroom techniques. Blended learning has been practiced anteriorly, way before the COVID-19 pandemic hit the country. The teachers and students use online platforms such as Google Classroom to exchange resources, assignments and engage in learning apart from the traditional classroom setup.

5. Evidence of Success

The Adventist philosophy of education allows students to achieve quality education that nurtures them holistically- building an individual that contributes to society and the nation. The innovative educational infrastructure inculcates the most acceptable practices among the students who go out into the world with the institution’s philosophy. **The success of the institution’s contribution can be measured by the result of the Marathi school for the deprived children that has shaped many of its pupils. Many of these students have been highly positioned in many fields due to the University's extension work. They have gone on to become doctors, engineers, and professionals.**

It is crucial to mention that the alumni of the institution sponsor several of the students. Hence, creating a circle towards the furtherance of the ideology to create opportunities for all to be educated. The degree programs encourage students to develop critical thinking abilities and provide numerous possibilities for advancement in the current world.

The students are exposed to world-class academia through research, work opportunities, and internships to achieve academic excellence. The institution has collaborated with several other universities to facilitate students opt for national and international educational institutions for global exposure in education. These collaborations also allow students/faculty exchange for national/international exposure, which is also recommended in *National Education Policy 2020* (12.8). The institution has collaborated with industries to partner in providing fresh graduates to get industrial exposure and experiences. The institution has established a recruitment and placement cell that closely works with several firms that hire fresh graduates.

6. Problems Encountered and Resources Required

The institution has successfully implemented the above “best practice” in teaching-learning processes at Spicer Adventist University. Being a young university, the educational practices in the university is well-designed by the professional faculties. However, the institution believes that progressive growth is possible

in several areas, such as research and development and external grants to fund the incubation center at Spicer Adventist University.

Best Practice II

1. Title of the Practice

Seventh-day Adventist Health Principles

2. Objectives of the Practice

Since the 1860s, Seventh-day Adventists have emphasized the benefits of avoiding specific foods to safeguard our health. As more and more food is extensively processed, these concepts are becoming increasingly important. While the university does not consider them as requirements, it advocates a plant-based diet that provides a solid basis for living a healthy lifestyle, supporting “whole person” health from the inside out. The university promotes a vegetarian diet and strict health principles that benefit an individual and society. **During the COVID-19 pandemic, the institution stood out as an example due to its health principles that profoundly nurture its residents.**

3. The Context

With modernization, urbanization, intense lifestyle, and working culture, humankind has tampered with their health habits. The university recommends a healthy lifestyle by following eight health principles: NEWSTART (Nutrition, Exercise, Water, Sunlight, Temperance, Air, Rest, Trust in God). Eliminating mind-altering substances such as smoking and alcohol, the institution suggests opting for a plant-based diet rich in legumes, nuts, whole grains, and fresh fruit is advisable. It is recommended to make healthy grains, fruits, and veggies the foundation of meals. Several dishes, including whole-grain goods and fruit, can be included in the meal plan.

During the pandemic, the institution provided the best protection to its employees and established every possible prop to avoid the virus. In case of any sickness, the institution stood by its workers and provided them with the best medical facilities until they recovered. Although the impact of the virus was drastic throughout the country, Spicer Adventist University maintained to keep the infection out of the campus to a minimum.

It is crucial to mention that the seventh-day Adventist church health principles and advocacy to healthful living gave the world two essential food products – Corn flakes and Peanut Butter. In the 1890s, John Harvey Kellogg, a Seventh-day Adventist member, invented the first cereal, “Kellogg’s corn flakes cereals,” to benefit consumers' health. In 1895, he bought the patent for creating peanut butter from raw peanuts.

4. The Practice

The practices for health principles are as follows:

- The institution strictly practices the health principles and discourages meat consumptions within the university. The student's mess provides strict vegetarian meals that contain the daily values required. The entire week's meal is carefully planned with basic staples, including pulses, beans, and greens. The university campus strictly discourages alcohol, tobacco, nicotine, or anything that comes under narcotics or substance abuse.
- Students are encouraged to follow a healthy lifestyle and change food habits to complete nutritious meals on several occasions. The university promotes health transforming challenges to motivate students and faculty to reverse their poor health condition by following professional health consultants.
- Proper health care and hygiene are provided to the students. In hostel, classroom, club meetings, etc., the students are encouraged to appreciate healthful living and promote it to others.

5. Evidence of Success

During the pandemic, the institution provided the best protection to its employees and established every possible prop to avoid the virus. In case of any sickness, the institution stood by its workers and provided them with the best medical facilities until they recovered. Although the impact of the virus was drastic throughout the country, Spicer Adventist University maintained to keep the infection out of the campus to a minimum. The University campus residents, including the faculty and students, are involved in events and activities promoting health principles. Events such as the fun run, detox, healthy cooking workshops, and health challenges have been successfully implemented to reinforce the practiced health principles. Students and faculty were able to achieve their health goals after the physical and nutritional assessment was determined. Weight gain, weight loss, reducing triglycerides and cholesterol levels, and other risk factors were identified as health goals. The intervention process is long-term, and every academic year events and activities are conducted to create awareness, skills, and attitudes to develop and reinforce the health behaviors.

6. Problems Encountered and Resources Required

The University has conducted successful programs and initiatives to promote health principles. The challenges and limitations of successfully implementing the health principles have to do with the individual perception of health and attitude towards developing new health behaviors because of the cultural and traditional background.

File Description	Document
Best practices in the Institutional web site	View Document

7.3 Institutional Distinctiveness

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

Response:

Promoting Gender Equality and Empowering Women

Indian society has always struggled to provide equal rights to men and women, and often the women are left out of the privileges in a patriarchal society. Prime Minister Shri Narendra Modi initiated the “*Beti Bachao Beti Padhao*” (save and educate daughters) to empower women and make them self-sufficient. Extending and implementing the vision, Spicer Adventist University, a Christian minority higher learning Institute, is committed to breakdown the notion of limiting education, accessibility, availability, opportunity, and accomplishment for the women in the society. Instead, the institution highly promotes, encourages, and provides equal rights and opportunities for women to establish their own identity in society.

Institutional Perspective of Gender Equality

Gender equality and diversity are broadly practiced at the institution at all levels. The University treats all of its residents equally and provides them with the same amenities. There is no bias, and everyone is considered equal. For example, in the case of the husband's death, the widow is made Head of the household, and similar benefits are given as received by the husband. This is the foundation of the holistic society's integration. The students, staff, auxiliary staff, faculty receive similar responses and opportunities to access the rights and privileges that both genders can access. The institution's perspective emphasizes uplifting women to increase their involvement in the workforce around the globe. SAU prepares and promotes young women to explore the highest possible education to demobilize the factors that hinder gender equality and diversity. The university provides equal opportunity to women in enrollment, sponsorship, recruitment opportunities, and leadership.

Institution Practices on Gender Equality

With a special focus on uplifting the community, promoting a holistic society that comprises the contribution of women as well, Spicer Adventist University promotes education, job opportunities, and mentoring to women of all classes. Several practices at the institution not only encourage women empowerment but also practices it at its best. Equal working environments and leadership opportunities are provided to women. For example, out of five divisions of study at Spicer Adventist University, four deans are females. The institution also takes pride in having a female Chaplain, the first of its kind in India.

Financial Support for Education

The institution provides equal financial supports to women for education. Equal sponsorship and scholarship opportunities are provided to women helping them to overcome any financial hurdle. The university follows a transparent sponsoring or scholarship process for the students, considering that the deprived female group needs more attention.

Classroom Structures

The classrooms in the university do not discriminate between genders and provide equal accessibilities to them, especially girls. The teachers do not differentiate between the genders, and equal opportunities are provided to students to participate in the class and contribute their thoughts. Especially, female students are given more priority to perform better in their education to open opportunities to advance their education.

Programs and Extra-curricular Activities

The university has a diverse community, and therefore it appreciates and celebrates its diversity through

programs and extra-curricular activities. All the activities and programs include females to provide experiences outside of a classroom. The university encourages women to fulfill their dreams in their desired field, may it be, drawing, painting, dancing, singing, playing instruments, stage performances such as acting or debating, and public speaking.

Uplifting the Deprived Girls at Spicer Marathi School

Spicer Marathi School on campus is one of the university's accomplishments. For over 50 years, this school has provided free education, food, and clothes to its pupils from economically disadvantaged societies. Many of these students have been highly positioned in many fields due to the University's extension work. They have gone on to become doctors, engineers, and professionals – both male and female. Spicer Adventist University has provided each of these students with the initial assistance and ongoing mentoring they need to succeed in life, especially to the girls due to societal barriers and limitations.

Cafeteria and other gatherings

The girls have the freedom to eat in the same place as men without any restriction. Both men and women share meals that encourage the women to learn to live in a male-dominating community with confidence.

Sports

The institution organizes sports events especially for women to participate and involve in extra-curricular activities. For example, there are women's football tournaments, women's basketball tournaments, women's volleyball tournaments, and many other exciting activities that provide physical exposure to the women and inculcate confidence to face a competitive world.

Women in Leadership in the Institution

The institution takes pride in its female strength and contribution to education. Identifying it as a global need and key area to focus on, the institution has installed women in leadership positions at all levels. Spicer Adventist University has four female deans out of five divisions of study. Every division has female faculty as well as male teachers in providing education at SAU.

Future Vision for Women Empowerment

Only when both men and women have equal access to opportunity can a nation improve and achieve better levels of socioeconomic growth. Women in society are frequently cornered and neglected equal rights to health, education, decision-making, and economic independence as males. The institution's best practice towards gender equality is to provide opportunities for the female group to overcome these barriers. The following are present and prospective visions for women empowerment towards gender equality at SAU:

1. Providing security – social, mental, physical.
2. Providing higher education opportunities for faculty and students.
3. Providing equal rights to work.

4. Providing more opportunities for deprived female groups.
5. To regularly promote awareness of gender equality among students and faculty to carry the ideas forward to the community outside the university.
6. To establish a gender equality advisory committee that will proactively maintain and monitor equality at SAU.
7. To promote female involvement in all fields providing facilities to participate and promote themselves.

NAAC

5. CONCLUSION

Additional Information :

With the extreme desire to achieve excellence, Spicer Adventist University, Pune has always strived to provide quality education to the different students community and has tried to reach out the poorest of poor through several quality measures. The aim of the University is not only to make a major difference in the lives of our students but also to prepare them for their future challenges. Nation-building remains one of the key areas of focus for the university wherein the fortunes of students are forged with the highly qualified and trained Ironclad Faculty and the supporting staff. This in turn paves a way and creates an unprecedented roadmap for the University to march towards the academic and administrative success. The University has undergone a pledge to offer the best of the best courses alongside the world class infrastructure. The rich academic and missionary heritage always encourage the University to strive to impart education which remains holistic and useful for the community.

Concluding Remarks :

With its eminent and distinguished past, the Spicer Adventist University with its distinctive philosophy and vast experience in education is well-known all over the globe.

We may conclude that - the Spicer Adventist University has in place a well-defined structure for the development of the curriculum, the design followed is based on the UGC guidelines. The Teaching Learning process that includes all the methods in accordance to the disciplines offered at the university; since Spicer Adventist University is recently established, the process of Research and innovation is being inculcated and emphasized among the faculty; the university is blessed with the beautiful heritage buildings, other required infrastructure and peaceful surroundings which are conducive for the students' learning process; the Dean of Students' with the support of the respective hostel wardens are always present to support both national and international students in every situation; the university follows the provision of Spicer Adventist University Act 2014 for its governance, and finally, the Spicer Adventist University follows high standards of value system essential for a holistic education that would make its students better citizens..

It is essential to emphasise that the University has a lengthy history and a rich heritage given the progress that the university has been making in the recent times. It is evident that the university should reach greater heights in due course of time. However, there is need for increase in enrolment and offering of a variety of courses which are basically professional in nature. It is seen that the short-term courses with ability to empower its students with the required skills for employability will be an asset in the growth and development of the university. Hence, it is eminent that the university will fulfil its mission, vision, objectives and goals, and contribute for the purpose it was established, which is to provide educational facilities for the youth of our country to make them better human beings. Spicer Adventist University is committed to serve the society and be a model university in the country.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
2.6.3	<p>Pass Percentage of students(Data for the latest completed academic year)</p> <p>2.6.3.1. Total number of final year students who passed the examination conducted by Institution. Answer before DVV Verification : 170 Answer after DVV Verification: 180</p> <p>2.6.3.2. Total number of final year students who appeared for the examination conducted by the Institution. Answer before DVV Verification : 229 Answer after DVV Verification: 229</p> <p>Remark : Value as per data provided by HEI</p>																				
3.1.2	<p>The institution provides seed money to its teachers for research (average per year, INR in Lakhs)</p> <p>3.1.2.1. The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs). Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>4.17</td> <td>2.4</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : Advance for phd fees cannot be considered for this metric</p>	2020-21	2019-20	2018-19	2017-18	2016-17	0	4.17	2.4	0	0	2020-21	2019-20	2018-19	2017-18	2016-17	0	0	0	0	0
2020-21	2019-20	2018-19	2017-18	2016-17																	
0	4.17	2.4	0	0																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
0	0	0	0	0																	
3.1.3	<p>Percentage of teachers receiving national / international fellowship / financial support by various agencies for advanced studies / research during the last five years.</p> <p>3.1.3.1. The number of teachers who received national / international fellowship / financial support by various agencies for advanced studies / research year-wise during the last five years. Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>3</td> <td>3</td> <td>3</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	1	3	3	3	1	2020-21	2019-20	2018-19	2017-18	2016-17	2	0	0	0	0
2020-21	2019-20	2018-19	2017-18	2016-17																	
1	3	3	3	1																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
2	0	0	0	0																	

3.3.3 **Number of awards / recognitions received for research/innovations by the institution / teachers / research scholars / students during the last five years.**

3.3.3.1. **Total number of awards / recognitions received for *research* / innovations won by institution / teachers / research scholars / students year-wise during the last five years.**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1	0	0	0	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

3.4.1 **The Institution ensures implementation of its stated Code of Ethics for research through the following:**

- 1. Inclusion of research ethics in the research methodology course work**
- 2. Presence of Ethics committee**
- 3. Plagiarism check through software**
- 4. Research Advisory Committee**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: D. 1 of the above

3.4.2 **The institution provides incentives to teachers who receive state, national and international recognitions/awards**

- 1. Commendation and monetary incentive at a University function**
- 2. Commendation and medal at a University function**
- 3. Certificate of honor**
- 4. Announcement in the Newsletter / website**

Answer before DVV Verification : C. 2 of the above

Answer After DVV Verification: D. 1 of the above

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
6	8	1	9	1

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
5	9	4	4	1

3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

3.6.3.1. Number of extension and outreach programs conducted by the institution those through NSS/NCC, Government and Government recognised bodies during the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
2	5	2	1	1

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	1	1	1	1

6.4.3 Funds / Grants received from non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III and V) (INR in Lakhs)

6.4.3.1. Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
51.01	62.00	53.85	14.91	99.49

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
14.77	15.71	0	0	0

Remark : Values have bene changed excluding Tuition fee

6.5.2 Institution has adopted the following for Quality assurance

1. Academic Administrative Audit (AAA) and follow up action taken

2.Confernces, Seminars, Workshops on quality conducted

3. Collaborative quality initiatives with other institution(s)

4.Orientation programme on quality issues for teachers and students

5. Participation in NIRF

6.Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA).

Answer before DVV Verification : A. Any 5 or more of the above

Answer After DVV Verification: D. 2 of the above

Remark : Value has been changed considering the attachment provided by the HEI Viz.

2.Confernces, Seminars, Workshops on quality conducted 3. Collaborative quality initiatives with other institution(s)

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations