



Shri Vaishnav Institute of Management, Indore

Approved by AICTE, New Delhi & Affiliated to
DAVV, Indore & RGPV, Bhopal
UGC-NAAC Accredited 'A' Grade Institute

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

A. Best Practice: Performance Enhancement Program (PEP) Model

1. Title of the Practice:

Shri Vaishnav Institute of Management in the journey of excellence has developed a Performance Enhancement Program (PEP) Model for its students. PEP consists of three major components namely; Project Based Learning (PBL), Value Based Learning (VBL) and Personality Development (PD).

2. Objectives of the Practice:

Performance Enhancement Program (PEP) Model has been introduced with the objective of holistic development of students. PEP model is useful to the students in analyzing the abilities and identifying and bridging the gaps of industry expectations and academic teachings. Competitive Advantage: PEP model enables the students to enhance their overall personality, develops new prospects for students towards learning and helps increasing the prospects of their employability.

3. The Context:

The PEP model has proved to be the catalyst resulting in experiential learning towards success and growth of Annual Quality Assurance Report of the students thereby grooming their overall personality to become industry ready and meet the global challenges. The PEP model is so designed so as to inculcate a participative problem-solving attitude, encouraging innovative solutions through:

1. Innovative teaching-learning through experiential learning.
2. Opportunities for students to explore new paradigms of learning.
3. Provides broader understanding to the students through Project Based Learning.
4. Encourages a collaborative approach towards accomplishing research projects.
5. Helps in nurturing values in the students for the positive contribution to the society and nation at large.



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4. The Practice:

Performance Enhancement Program (PEP) Model is implemented with the objective of the strategic, active involvement of students and provides them the opportunities to learn through doing, and empowering them to apply their theoretical knowledge to practical endeavours in their real-life experience.

A) Project-based learning (PBL): Projects are usually based on real-world problems, which give students a sense of responsibility and ownership in their learning activities.

a. Collaboration: Relationships formed during collaboration are a huge part of PBL. Not only do students learn how to work better in groups—providing their own input, listening to others, and resolving conflicts when they arise—they build positive relationships with faculty, which reinforces how great learning is. Students also form relationships with community members when working on projects, gaining insight for careers and beyond.

b. Problem Solving: Students learn how to solve problems that are important to them, including real community issues, more effectively.

c. Creativity: Students apply creative thinking skills and possibilities for projects.

d. In-Depth Understanding: Students build on their research skills and deepen their learning through practice.

e. Critical Thinking: Students learn to look at problems with a critical thinking lens, asking questions and coming up with possible solutions for their project.

f. Perseverance: When working on a project, students learn to manage obstacles more effectively and develop perseverance and patience in them. i) Live Projects: A live project is an excellent technique to nurture students' academic, interpersonal, critical, communication, managerial and technical skills in a real-time environment. To impart quality education and to make it more realistic and relevant to the corporate world, the institute offers live projects to the students which provide them with real-time experience and make them professionally ready and confident to meet corporate requirements as soon as they graduate. Live project is an integral part of teaching-learning for the students. Workshops by senior faculty are conducted to guide the students.

ii) Skill Development: We understand the importance of skills in students to add to their employability. Henceforth, we conduct workshops to enrich various skills such as technical skills, stock market operations, etc. in which employers precisely look for different kinds of skills in their potential employees. Short-term certification courses under the banner 'Kaushalya' in association with UGC-approved Deen Dayal Upadhyay Kaushal Kendra, DAVV, Indore, have been conducted for the students. Skill development workshops and



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Hands-on training were imparted to the students such as Web Design and Development, Photoshop, Mobile Applications, Fundamental Analysis, Digital Marketing, Equity Trading etc. organized to make them acquainted with the new and emerging technologies

iii) Add-On Courses: We understand that our students should confidently stand out in an increasingly competitive and globalized job market. Job-oriented add-on programs are provided to give them an extra edge over their knowledge. A Memorandum of Understanding (MoU) is signed to empower students for their all-round development and make them ready for future endeavors. The Institute has signed an MoU with Bajaj Finserv Ltd., Pune, for offering Certificate Program in Banking, Finance and Insurance (CPBFI).

B) Value-Based Learning (VBL): Imbibing the qualities of good conduct, self-confidence and high values helps the students lead a dignified life. We have realized that character building is equally important as career building. We work on not only providing strong academic knowledge but also making every effort to make our students physically, mentally, intellectually, emotionally and spiritually strong and lead a virtuous life. The Institute tries to inculcate values in the teaching-learning process. Spiritual seminars, donating clothes, Visits to Orphanages, Old age homes, Blind Schools, various awareness programs on energy conservation, road safety, blood donations etc. are organized by the National Service Scheme cell of the Institute to inculcate ethical and moral values and to develop a sense of social responsibility and environmental awareness. Students participate in activities organized to understand their responsibility towards society & environment. Computer literacy programs are organized to help the underprivileged through community service and also have the feeling of gratitude for being blessed.

C) Personality Development (PD): The objective of the PD is to build self-confidence, enhance self-esteem and improve the overall personality of the students. It aims at grooming the students through sensitizing them about proper behavior, socially and professionally, in formal and informal circumstances. The PD module consists of the following:

- i) Soft Skill Training that includes preparing students for Interview, Group Discussion, Body language improvement, Resume Writing and Communication skill development.
- ii) Domain Training includes technical skill assessment as per the need of the job profile.
- iii) Aptitude Training includes quantitative aptitude building, reasoning and English comprehension.



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5. Evidence of Success:

a) Performance Enhancement Program (PEP) Model

i) Live Projects: Students of Computer Science and Management have worked on several projects and contributed to solving problems of industry, local administration, and so on and so forth.

ii) Skill Development Program: Attending the skill development workshops and Hands-on training imparted to the students such as Web Design and Development, Photoshop, Mobile Applications, Fundamental Analysis, Digital Marketing, Equity Trading etc. the students are well acquainted with the new and emerging technologies, operations of the stock market, etc.

iii) Add- On-Courses: More than 400 students appeared in the entrance exam conducted for Bajaj Finserv Certification and more than 100 students attended the sessions organized for them on a regular basis. The feedback given by students shows the high level of satisfaction and learning through Certificate Program in Banking, Finance and Insurance (CPBFI). Students who have attended CPBFI have a high rate of placements in Banks and other Financial Institutions.

b) Value Based Learning: The Institute continuously tries to inculcate values in the teaching-learning process. Spiritual seminars, donating clothes, Visits to Orphanages, Old age homes, Blind Schools, various awareness programs on energy conservation, road safety, blood donations etc are organized by National Service Scheme cell of the Institute to inculcate ethical and moral values and to develop sense of social responsibility and environmental awareness. Students participate in activities organized to understand their responsibility towards the society & environment. Computer literacy programs are organized to help the underprivileged through community service & also have the feeling of gratitude for being blessed.

c) Personality Development (PD): The students attending PD sessions have enhanced confidence, self-esteem and improvement in overall personality. They are groomed up and sensitized towards proper behavior, socially and professionally. There is an improvement in the performance of students in the Interviews, Group Discussion, Body language, Resume Writing and Communication Skills. Students have shared that through Domain Training including technical skill their confidence level is boosted-up. The Aptitude Training including quantitative aptitude building, reasoning and English comprehension has helped the students to clear the written test stage of recruitment conducted by companies.

6. Problem Encountered and Resources Required: Problem Encountered

i) PBL: Students rely on the community as a critical source of information. Due to online mode of communication all the activities of PEP are organized through digital platforms. The



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students gradually got acquainted with the system and could overcome it with the guidance of the faculty members. ?

ii) Skill Development: The pandemic impacted the skill development programs as the delivery of training went online. Most skill development programs require a classroom-led delivery model. While shifting on online teaching-learning model, some infrastructure and human resource-related challenges encountered but overcome successfully. The students could overcome the challenge with the guidance of the faculty members. Resources Required: The Institute has adequate resources for execution of PEP Model. During pandemic the need for electronic gadgets and high speed band width was required. The resources for the digital learning were also made available. The Institute has Broad band internet facility with bandwidth of 50 mbps for uninterrupted online sessions. PEP is pivotal as it encourages and enables the holistic development of students. Students are able to focus and set their career goals.

B. Best Practice: Gender Equality for Women Empowerment

1. Title of the Practice

Women Empowerment comprehends the action of elevating the status of women through education, awareness, literacy, and training. Empowerment is also about equipping them to make life-determining decisions and giving them power in that space of society where they didn't have it earlier. As per Sustainable Development Goal (SDG) 4 - 'Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all' and SDG 5 - 'Achieve gender equality and empower all women and girls', which is to be achieved in 2030, should be a priority of every nation and each society. Shri Vaishnav Institute of Management is taking care for the holistic development of women and empowering them physically, psychologically and economically.

2. Objectives of the Practice

- To empower women through education and strengthen them with social values.
- To promote a culture of respect and equality for women.
- To organize self-defence activities to be physically and mentally strong
- To make them aware of their legal rights.
- To inculcate an entrepreneurial attitude among young girls so that they will be "Job creators" rather than "Job Seekers".
- Conduct seminars and workshops to impart knowledge about opportunities available.



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3. The Context

Women empowerment has been identified as a major footstep in attaining sustainable development by different organisations and nations around the world. Women's empowerment involves their right to have the power to control their own lives, both within and outside the home; and their ability to influence the direction of social change.

Injustice and gender bias and inequalities cannot be removed without women empowerment. Women cannot enjoy security and protection in life if they are not empowered. Women need to be provided equal opportunities for work to produce a just and progressive society. Empowerment act as a powerful tool against exploitation and harassment faced by women.

"If you educate a boy you educate an individual, if you educate a girl, you educate a whole family". In this context the cell has designed several women empowerment programmes to educate the girl student.

- To increase awareness among girl students and female staff about their rights.
- Listening to the grievances of girl students and guiding them through counselling.
- Creating opportunities for girl students to participate actively in curricular and co-curricular activities.
- Offering health and safety guidance.
- Providing financial assistance to needy girls.
- To increase awareness among girl students about self-employment

4. The Practice

Shri Vaishnav Institute of Management has been committed to women's empowerment and year by year achieving its goal of gender sensitization. Being the most vibrant and dynamic segment, the youth including girls is our most valuable human resource. We cannot afford to neglect our female force to be the victims of discrimination and exploitation. To achieve the aim, the college established a Women Development Cell. Empowerment for a woman means she becomes independent and able to take decisions about every aspect of life herself and ensure equal participation in developmental processes. In this way, women develop an ability for critical thinking and enhance their self-esteem and self-confidence. The Women Development Cell of the institute has been organizing different activities for the skill development and overall development of girl students. To show gender equality in practice the institute has a gender-neutral uniform for all the students. The institute is striving for the holistic development of female students by conducting many activities, like

- The institute has been organizing self-defense training, martial art training, and smart girl training programs for physical empowerment.



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- Seminars have been conducted by women police officers for the safety of girls.
- Women hygiene awareness programs and health check-ups by gynecologists on a regular basis have been organized
- Mentoring and counselling sessions have been arranged
- From time-to-time seminars on human rights and women's rights have been conducted.
- Every year institute is celebrating International Women's Day
- Fee concession for needy girl students has been provided

5. Evidence of Success

It is a matter of pride that the efforts of the Women Development Cell gave fruitful results and brought success stories for institutions such as:

- The admission of girl students has increased over the years
- The institute is providing equal opportunities for girl students in curricular and co-curricular activities.
- With the skill development activities of placement cell and WDC, 63.2% of girl students were placed in different organizations through campus recruitment.
- Girls are motivated to become entrepreneurs and self-employed

Some of the achievements are:

Academic:

- University toppers:
 - Megha Kosti, 10 CGPA, MCA I Sem, in the year 2021-22
 - Rachna Saladiya, IV Rank – MBA (FA) II Sem, in the year 2021-22
 - Krati Shah, II Rank – BCA III Sem, in the year 2021-22
 - Anjali Jain, II Rank – BSc. (CS) III year, in the year 2021-22
 - Sakshi Jain, V Rank – BCA III Sem, in the year 2021-22
 - Shreya Farkya, IV rank – BCA Sem, in the year 2020-21
 - Ragini Chourasia, II rank – BSc (IT) I year, in the year 2019
 - Lily Ora, I Rank – BCA, in the year 2019
- Sports and other activities:
 - Kirti Baheti, MBA (FT) III Sem, National Level Taekwondo Tournament, in the year 2021-22
 - Dhara Mehta, MBA (MM) I Sem, winner in 100 m and 200 m race at DAVV, in the year 2021-22
 - Mansi Bagora BSc (CS) III Year has won Gold Medal in the 6th National Yoga Sports Championship 2019 held in Indore.
 - Shruti Shivare -World record -Longest Dance marathon and Dance performed on most songs in a relay



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- Soniya Kamela Yoga Gold Medal
- Self-employment and start-up:
 - Shreeya Mandaliya, MBA (2017-2019) started Queens Bake House
 - Surabhi Jain, MBA (2017-2019) started Fashion Marvel (handbags, hampers & other items)
 - Asmita Dubeya MBA (2020-22) started Ark Natural Hair Oil
 - Nancy Wadhvani MBA (2020-22) started Naini Yoga Hub
 - Pooja Sachdeva MBA (2020-22) is a Freelancer content writer
 - Shubhangi Chourasiya MBA (2020-22) is a freelancer in Event Management
 - Rachna Saldiya MBA (2020-22) Lifestyle influencer on social media
 - Khushi Maheshwari MBA (2020-22) is an Artwork artist, who conducts classes and exhibition
 - Prachi Panchal MBA (2021-23) is a Freelancer in Digital Marketing
 - Divya Jain BBA (2018-21) started a clothing store
 - Nandini Atlasiya BBA (2019-22) started customized card hampers
 - Namasvi Mehta BBA (2020-23) started Bliss in Heaven, A customized Gift Hamper Shop
 - Aradhna Dharak BBA (2020-23) started Craft Palette, A Handmade Gift Shop
 - Gunjan Chawla BBA (2020-23) started Digigrow. A Website Designing startup
 - Osheen Garg BBA (2021-24) started Ora.S World Digital Marketing

6. Problems Encountered and Resources Required

- The modest and diffident students were reluctant to cross their academic borders affecting the successful conduct of the awareness program
- Social obligations, of parents and society
- Due to covid, financial inability to pay even fee
- Lack of confidence, and lack of awareness about industry expectations.

Director
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