



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

ADITYA INSTITUTE OF MANAGEMENT STUDIES AND RESEARCH

ADITYA INSTITUTE OF MANAGEMENT STUDIES AND RESEARCH R M
BHATTAD ROAD, RAM NAGAR, NEAR SAIBABA NAGAR, BORIVALI WEST
MUMBAI

400092

www.aimsr.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Aditya Institute of Management Studies and Research (AIMSR) is **ranked amongst the 9th top private B-schools in Mumbai** according to the Times B-School Survey, 2020. The Institute has been accredited with **ISO Certification 9001:2015 by the TUV Certification Body of Rheinland, Germany** for providing professional education in the field of management studies. The AICTE approved PGDM program and the Mumbai University affiliated MMS program are both known for their excellence in building leadership skills in more than 400 students each year.

The Institute has emerged as one of the Premier Institutes preferred by **recruiters** who seek corporate ready and professionally trained individuals. The more regular recruiters include Oppo, ICICI Bank, Quantum Global Securities, Karvy Stock Broking, Lodha, Infoedge, OYO, Reliance, Just Dial, Omkar Reality and several others. The industry orientation is further developed by weekly Coffee Meets with the 1000+ responsive alumni who inspire and encourage students.

At the Institute, there are regular **deliberations** on topics such as Content Marketing, Fintech and Sustainability. Exposure to talks by experts is complemented with grooming sessions related to mock discussions, personal interviews, debates and detailed knowledge about job roles and the required competencies.

At the very preliminary stage an **intensive 21-day long Induction Program** at the Institute facilitates thinking in new ways. The training and certification programs at the Institute include: NISM, Cambridge Business English, Advanced Financial Modeling and Digital Marketing.

To encourage **research orientation**, students get access to world-class Journals and articles through J-Gate and Ebscohost. Exposure to CMIE and Tickerplant enable students to track trends in the industry. In these times of globalisation, **partnerships** in learning, teaching and research are important. AIMSR has collaborations with NEN (National Entrepreneurship Network), AIMA (All India Management Association), IMC Chamber of Commerce and Industry, AIMS (Association of Indian Management Schools) and CII (Confederation of Indian Industries).

The campus at AIMSR remains extremely active with **student engagement and development** activities through its various clubs and cells – Finance Club, Marketing Club, HR Club, Entrepreneurship Cell, Research Cell, Women's Cell, CSR Club, Women's Cell and Passion Club.

Vision

To be globally recognized as an epitome of learning and innovation imparting multifaceted management education driven by social sensitivity and supported by state of art infrastructure.

Mission

To impart quality education that encourages students to be competent enough for best-fit job roles. To provide faculty members with facilities to research, experiment and implement contemporary learning jobs.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Well planned infrastructure both in physical and virtual space with maintenance policy in place, safe & secure campus with security guards, CCTV Cameras and Fire-Fighting Systems.
2. Consistently ranked amongst top B-schools in Mumbai.
3. Experienced pool of Faculty with industry experience.
4. Focus on holistic development (academic, co-curricular) of students with right skills and values.
5. Placement cell with dedicated placement team and active support from Alumni from diverse sectors.
6. Professional counsellor for student support and students insured under Yuva Raksha Insurance Policy.
7. Staff members insured under Accidental-Disability policy and Medical Insurance.
8. Memberships with prominent industry associations – both National and
9. International.
10. MOUs with Lincoln University, USA and Ticker Plant (for Market View Pro).
11. Special certifications and training programs for students.
12. Performance Improvement Initiatives undertaken to understand needs and problems of slow-learners, advanced-learners and students from diverse backgrounds and then arranging remedial activities.
13. Innovative Pedagogy used with the right mix of management games/exercises/business simulations/psychometric tools/role plays, etc. in teaching-learning process.

Best in class library with over 11,000 books and account with National Digital Library and anti-plagiarism software, URKUND

Institutional Weakness

1. For the MMS Programme, the Institute does not have autonomy in introducing updated, innovative topics/subjects as part of the syllabus.
2. There are constraints in launching new courses on account of the affiliation nature of the Institute,
3. Hostel and Banking facilities are not available in the institute.
4. Lack of flexibility in admitting NRI Students.
5. A young institution, hence, few senior alumni to draw from in terms of learning and placement.
6. Restraints in pursuing research leading to doctoral degrees for students inspite of good number of faculty with Ph.D.

Institutional Opportunity

1. Locational advantage for strengthening academia-industry linkage.
2. International collaboration for faculty and student exchange.
3. Possibility of quality enhancement and NBA accreditation.
4. Scope for introduction of new courses.
5. Exploring placement opportunities in emerging sectors.
6. Scope for linkages/MOUs with Industry for interdisciplinary and sponsored projects.
7. Possibilities for consultancy service to industry.
8. Scope for introducing an Incubation and Research centres.

Institutional Challenge

1. Getting industry funded projects.
2. Securing International Internships and Placements.
3. Attracting top ranking companies for campus recruitments.
4. Engaging the students after college hours due to the hectic life-style in Mumbai.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Aditya Institute of Management Studies & Research (AIMSR) recognizes the need for responsiveness to the new set of challenges faced by the industry. The curriculum for MMS designed and developed by University of Mumbai and for PGDM and PGDM-Marketing as per the AICTE guidelines, is thoroughly followed through a well-defined process of teaching- learning.

The Academic calendar includes curricular, extra & co-curricular activities, schedule of internal evaluation etc. The session plan is prepared well in advance by the faculty members for effective curriculum delivery. Programme Outcome (POs) and Course Outcome (COs) are taken into consideration for preparation of the session plan for each course. The implementation and delivery of the curriculum is coordinated by Program Head and monitored by Director. The Semester schedule for respective courses are mapped with students on the Institute's ERP, TCSION for faculty members and students.

The evaluation process is transparent and robust and allows flexibility to Faculty to choose the best means to assess learning of students. The feedback is collected from Students, Alumni, Teachers and Employers. The feedback is analysed and suggestions are considered to update the curriculum.

The Institute provides support for undertaking internships/ field projects through training and placement cell. To address cross-cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics, the Institute organizes Induction programme, Corporate Readiness Programmes, Street plays, Celebrations of International women Day, Yoga Day etc.

Teaching-learning and Evaluation

The institute believes in holistic development of its students through programs for applicants with diverse backgrounds. The enrolment of students is undertaken by complying with all the norms of University of Mumbai, Directorate of Technical Education and All India Council for Technical Education which reflects diversity in terms of educational background, geographical location, gender, and economic condition.

The Faculty interacts with the students proactively using student-centric methods in their pedagogy like case study analysis, group discussions, debates, team presentations and experiential learning, live projects etc. The

Institute uses interactive and ICT enabled teaching learning process for making education understandable, and interesting. Corporate readiness programs and mentoring support enables students to enhance employability. The Institute assesses learning levels of students and gives special attention to slow and advanced learners. The Institute has maintained student-teacher ratio as per the norms.

The Institute has adequate number of full-time, well qualified, competent, and experienced faculty members. More than half the Faculty are Ph.D. holders. The Institute focuses on professional development of teachers through Faculty Development Programs.

The program outcomes and course outcomes are clearly defined in the MMS, PGDM and PGDM-Marketing curriculum. The course outcomes and programme outcomes are assessed through a well-designed and regulated system. The examinations are conducted as per UOM and AICTE guidelines and timely declaration of results is ensured after conduct of post- assessment activities like moderation and revaluation to avoid all possible errors. The Institute obtains feedback from students about teaching and uses it for quality improvement.

Research, Innovations and Extension

The Institute believes in knowledge creation through research in addition to knowledge dissemination. An ecosystem for innovation and transfer of knowledge is created through the activities of Research and Development Cell, Entrepreneurship Cell, and CSR Committee of the Institute. The Research Policy of the Institute encourages active research involvement of Faculty and students, while recognizing any achievements of faculty through research. The Institute encourages faculty members to present/publish research papers in reputed national and international conferences/journals. More than half of the faculty members are Ph.D. holders, and few are approved research guides.

The Institute organizes an International Research Conference every year wherein research papers are invited from Faculty, Research Scholars, Industry Research and Students from across the country as well as abroad based on a specific industry-oriented theme. The Institute partners with Industry Associations, Business organisations and Government organisations for planning and execution of the Research Conference. The Institute collaborates with other Institutions as knowledge partners.

With the aim of providing social sensitivity amongst students, the CSR Committee believes in giving back to the society through various activities and acts as a catalyst to enable the deprived and under privileged children to lead a better life. The committee organizes various activities in collaboration with NGOs for senior citizens in the local community. The Institute is an active member of several Industry associations, and Memorandum of Understanding (MOU) with many organizations which facilitate internships and live projects for students.

Infrastructure and Learning Resources

The Institute is situated at a prime location in Mumbai with easy access to Railway station, National highway, and Link road. The Institute has adequate facilities for curricular, co- curricular, extra-curricular and extension activities. The Institute has a nine storied Wi-Fi campus spanning to a 1,20,000 sq. ft. area which includes a

12,000 sq. ft convention centre, 2,000 sq. ft seminar hall, 2,000 sq. ft. airy atrium for informal activities, 8 amphitheatre style classrooms with LCD projection. The Institute also has an Auditorium with 500+ capacity, a cafeteria with seating Capacity of 300+, IT Labs equipped with Latest Technology, Language Labs and special boardrooms for conducting group discussions, meetings and interviews. The Institute has a network of 364 computers and laptops with internet facility. There is 100 Mbps leased line internet connectivity. The Institute has ramps, elevators, and other facilities for differently abled students.

The Institute uses TCS iON ERP for effective academic planning and execution. The Institute has established policies and procedures to ensure proper housekeeping and maintenance of various physical, academic and support facilities. Professional agencies have been appointed for housekeeping, Security, and maintenance of various equipment.

The library is furnished with centrally air-conditioned and wi-fi- facility. The library has a collection of 12000 books including E-Books, CD-ROMs and DVDs. It subscribes to online databases like 'EBSCO' for full text articles of national and international journals, "CMIE" & "TickerPlant" company database for financial data and Industry reports. The Institute has the membership of National Digital Library (NDL).

Student Support and Progression

The Institute strives hard to develop the personality of students in a holistic manner. Students play a key role in initiating, planning, and executing various co-curricular and extracurricular activities. This enhances their employability and entrepreneurial abilities. The Institute provides many capability enhancement and development schemes like soft skill development, yoga, ICT skills, health and hygiene orientation, language lab, career counselling, workshops, seminars and conferences. The Institute has a vibrant 'Student Council' and representation of students on various academic committees and student driven clubs.

The efforts of Placement Cell are reflected in good placement record of the Institute. Many top-notch business organizations are prestigious recruiters of our students. The Institute provides 100% placement assistance for Executive and Summer Placement to students. The Placement Cell comprises of both Faculty and student members who take steps to invite companies for On-Campus and Off-Campus recruitment.

The students at the Institute from reserved categories and economically backward class get benefit in terms of scholarship provided by the government. The Institute provides free ship based on fee policy as set by the Institute.

The Alumni Cell represents a talented and highly successful network of Alumni. The alumni act as mentors and guide the students in planning their career more effectively. Alumni are selected in various committees such as

IQAC and Placement to contribute with their experience and corporate exposure. The Institute has an interactive Alumni Portal for Alumni interaction. The Institute has a monthly Newsletter which is shared with Alumni registered on the portal.

Governance, Leadership and Management

The Institute has well defined organisation structure for effective functioning and decision making. Through this structure the institute encourages participative management. The Centralized decisions are taken by top management at the Trust level which is informed and implemented in the institution by the director. The Governing Body and IQAC acts as consultants to Director. The Perspective Plan is prepared and approved by IQAC to guide the functioning of the Institution. The Institute has an Internal Control System to ensure that effective monitoring takes place for optimal financial management and resource mobilization.

The Institute has a decentralized system of governance. The institute has adopted Enterprise Resource Planning (ERP) system TCS iON, which digitizes the processes through student lifecycle including admissions, academic calendar, Time table, attendance, library management, result publishing, HR management and payroll for smooth conduct of all academic and administrative activities.

IQAC has been set up in the Institute to review its teaching learning process, structures and methodologies of operations and learning outcomes at periodic intervals.

The institute has well-defined recruitment and career advancement policy as per the guidelines of AICTE/University of Mumbai and welfare schemes for teaching and non-teaching staff. The performance and contribution is assessed through performance appraisal system. Regular student feedback is taken and Faculty are provided the feedback for enhancing quality of teaching-learning process.

The Institute is accredited by ISO 9001:2015 by TUV Rheinland (India) Pvt. Ltd. The Institute implements and reviews all processes through ISO set up, so that there can be standardization of processes.

Institutional Values and Best Practices

The Institute believes in developing an inclusive mind-set towards society; hence, it lays emphasis on development of a wholesome, inclusive attitude. Women's empowerment is an integral element; the Women's Development Cell 'Manasvini' organizes events and activities to promote gender-equity.

Institute has a clean, eco-friendly campus and pursues green practices by way of trees and plants around the campus, restriction in entry of automobiles inside the campus, pedestrian- friendly pathways, restriction in use of plastic and separation of dry and wet waste as per Government of Maharashtra rules. The institute has also signed an MOU with an Environment Consultant to suitably manage all forms of waste, including e-waste.

The Institute also has commensurate infrastructure for the differently abled (Divyangjan) students. Situated in the heart of an important suburb of Mumbai, the institute, through its Social-Sensitization Club 'ARANYAK', undertakes several activities for the holistic, socially responsible development of students, is driven by a set of values which are displayed all through the campus and follows a strict code of ethical conduct for all its stakeholders.

With a view to promote universal values among students and invoke in them duties and responsibilities as a citizen, the institute celebrates national and international days of significance, viz. Teachers' Day, International Women's Day, International Yoga Day, Constitution Day and periodically organizes talks by public service professionals such as the Armed Forces and the Mumbai Police.

Alongside its first-class campus infrastructure, the institute focuses on providing a wholesome experience towards 360-degree development of students and to-be business professionals.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ADITYA INSTITUTE OF MANAGEMENT STUDIES AND RESEARCH
Address	Aditya Institute of Management Studies and Research R M Bhattad Road, Ram Nagar, Near Saibaba Nagar, Borivali West Mumbai
City	Mumbai
State	Maharashtra
Pin	400092
Website	www.aimsr.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	Sunita Srivastava	022-61106117	9833006284	022-61106114	director@aimsr.edu.in
IQAC / CIQA coordinator	Manoj Kumar Bhatia	022-61106118	9833043282	022-61106129	manoj.b@aimsr.edu.in

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority institution	Yes Minority certificate.PDF
If Yes, Specify minority status	
Religious	
Linguistic	Hindi
Any Other	

Establishment Details				
Date of establishment of the college	25-07-2011			
University to which the college is affiliated/ or which governs the college (if it is a constituent college)				
State	University name	Document		
Maharashtra	University of Mumbai	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC				
12B of UGC				
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	25-04-2019	12	

Details of autonomy	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Aditya Institute of Management Studies and Research R M Bhattad Road, Ram Nagar, Near Saibaba Nagar, Borivali West Mumbai	Urban	0.89	9822

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
PG	MMS, Management	24	Graduation	English	120	115
PG Diploma recognised by statutory authority including university	PGDM, Management	24	Graduation	English	60	60
PG Diploma recognised by statutory authority including university	PGDM, Management	24	Graduation	English	60	60

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	2				6				16			
Recruited	1	1	0	2	0	1	0	1	8	8	0	16
Yet to Recruit	0				5				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				19
Recruited	9	10	0	19
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				2
Recruited	2	0	0	2
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				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.	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	1	0	0	1	0	1	2	0	6
M.Phil.	0	0	0	0	0	0	0	2	0	2
PG	0	0	0	0	0	0	7	4	0	11

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
PG	Male	46	15	0	0	61
	Female	48	6	0	0	54
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	72	3	0	0	75
	Female	44	1	0	0	45
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years						
Programme		Year 1	Year 2	Year 3	Year 4	
SC	Male	6	0	1	5	
	Female	1	1	1	1	
	Others	0	0	0	0	
ST	Male	0	0	0	1	
	Female	0	0	0	0	
	Others	0	0	0	0	
OBC	Male	2	2	0	1	
	Female	0	1	1	2	
	Others	0	0	0	0	
General	Male	218	200	224	212	
	Female	160	131	146	158	
	Others	0	0	0	0	
Others	Male	0	0	0	0	
	Female	0	0	0	0	
	Others	0	0	0	0	
Total		387	335	373	380	

Extended Profile

1 Program

1.1

Number of courses offered by the Institution across all programs during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
133	135	183	265	214
File Description		Document		
Institutional data prescribed format		View Document		

1.2

Number of programs offered year-wise for last five years

2019-20	2018-19	2017-18	2016-17	2015-16
3	3	3	3	3

2 Students

2.1

Number of students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
386	336	371	383	323
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
61	61	61	61	61

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2019-20	2018-19	2017-18	2016-17	2015-16
150	172	183	188	130

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
24	24	32	32	32

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
24	24	32	32	32

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 13

4.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
88	60	101	72	69

4.3

Number of Computers

Response: 364

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The Institution ensures effective curriculum delivery through a well planned and documented process

Response:

1. The Institute conducts a **Two-year Full-time Master of Management Studies (MMS) Program affiliated to the University of Mumbai and approved by the All India Council of Technical Education (AICTE), New Delhi. The Institute conducts a Two-year Full-time Post Graduate Diploma in Management (PGDM) Program and Post Graduate Diploma in Management – Marketing, both approved by AICTE, New Delhi & Directorate of Technical Education (DTE), Maharashtra State.** The curriculum for MMS is designed and developed by the University of Mumbai and the same for PGDM as per the AICTE guidelines which specifies the Program Outcomes, Course Outcome & Program Specific Outcomes.
2. Academic calendar is prepared at the beginning of the academic year considering tentative dates for co-curricular and extra-curricular events and the academic calendar of the University of Mumbai and AICTE.
3. Courses are allocated to Faculty depending on their area of specialization, compatibility, level of comfort and expertise.
4. Semester-wise session plan is prepared for all courses by respective Faculty members, and the same is further scrutinized and approved by Program Head and Director.
5. Subject-wise Timetable for the Program is displayed on the notice-board outside and inside the classroom as well as in the Faculty room. Soft copy of the same is created in the Institute's ERP system, TCSiON for Faculty and Students.
6. Faculty-wise Session Plans are maintained by Program Heads; each session plan includes following details: topic covered, date on which the session is conducted, & number of sessions conducted for each topic.
7. **Program Heads are allocated for MMS & PGDM/PGDM-Marketing programs. They ensure that all sessions are conducted as per timetable & session plan.**
8. To keep students abreast with latest trends and practices in the industry, Institute invites eminent Industry experts as Guest Speakers.
9. Faculty members adopt innovative teaching pedagogy & classroom sessions are supplemented by case studies, relevant assignments, presentations, group discussions, psychometric tools, management exercises, quizzes, role plays, etc. During Covid-19 Pandemic, the teaching style underwent a major change – transition to online teaching using the Microsoft Office Teams platform for conduct of lectures.
10. **For MMS, PGDM & PGDM- Marketing, Summer Internship projects after the Second Semester, and Final Project after the Third Semester, are undertaken by students as stated in the curriculum. This enhance practical exposure of students and, on the other, fulfil the norms of the University in terms of undertaking an industry project.**
11. Every semester, on each course, feedback is collected from students. The institute also collects feedback from faculty members, alumni and employers on the curriculum.
12. Faculty members are encouraged to attend & participate in seminars, research conferences, FDPs &

workshops to update their knowledge.

For the PGDM program & PGDM- Marketing program, continuous assessment with 50-50% internal–external evaluation is carried-out as stated in the Session Plan, prepared and approved by the respective Program Heads & Director. For the MMS program, continuous assessment with 40-60% internal-external evaluation along with end-semester University examination is carried-out as per the University norms.

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

1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

Response:

1. The institute has an Academic Plan defined in the beginning of the academic year in the Annual Academic Calendar for various activities to be conducted in the institute.
2. Academic Calendar is prepared by Program Heads for the period July to April after considering tentative dates for co-curricular, extra-curricular events and examination schedule for both first-year and second-year students. It is approved by the Institute Director in consultation with Program Head.
3. Academic Calendar comprises schedule of commencement of lectures for the semester, course delivery period, examination dates, other academic activities and dates of major events and activities.
4. A detailed semester schedule for Faculty and Students, taking into account exam dates, is prepared on TCS iON, the Institute's ERP system.
5. A sheet of KRAs (Key Responsibility Areas) mentioning names of faculty members allotted work as per committees/cells formed based on university requirement, is prepared & checked by Program Head and approved by Director.
6. These committees are responsible for executing the planned activities under their work area as per the approved academic calendar; in case of any deviation, for the planned date or plan, approval from the Director needs to be taken through issuance of Office Order.
7. Faculty members adhere to the academic calendar for planning events or completion of course as mentioned by them in their respective session plans - prepared and maintained based upon the Academic Calendar dates.
8. Program Heads for MMS & PGDM/PGDM-Marketing ensure that sessions are conducted and regularly check & approve the session plan dates for lectures conducted as per the timetable and syllabus completion. A check on internal evaluation to be carried-out by the respective faculty is also done by the Program Heads as per stated timelines.
9. To keep students abreast with latest trends and practices in the industry, Institute organizes Conclaves involving eminent Industry Experts as Guest Speakers as mentioned in the Academic Calendar. The institute ensures that the theme covers topics related to their respective syllabus or as per latest trends in the industry.

10. Summer Internship projects for MMS, PGDM & PGDM -Marketing after the Second Semester, and Final Project – covering Functional Specialization, CSR and General Management – after the Third Semester are undertaken by students as stated in the curriculum. These provide holistic exposure to each student, which includes sensitization to both hard-core business aspects as well as societal issues. Continuous evaluation by the faculty mentor assigned to each student is carried out. Students are sent a detailed timeline for submission of projects for evaluation.
11. The institute organizes co-curricular activities, like Youth Got Talent-Cultural, Youth Got Talent-Sports and Borivali Design Fair apart from various other events and celebration of special days in the campus.

In terms of continuous assessment and end-semester examination, for MMS the same are carried-out as per University norms and for PGDM& PGDM - Marketing, they are carried-out as per the Academic Calendar prepared before the commencement of the new session, on the recommendations of respective Program Heads.

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

1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years

1. Academic council/BoS of Affiliating university
2. Setting of question papers for UG/PG programs
3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses
4. Assessment /evaluation process of the affiliating University

Response: C. Any 2 of the above

File Description	Document
Institutional data in prescribed format	View Document
Details of participation of teachers in various bodies/activities provided as a response to the metric	View Document

1.2 Academic Flexibility

1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

Response: 100

1.2.1.1 Number of Programmes in which CBCS / Elective course system implemented.

Response: 3

File Description	Document
Minutes of relevant Academic Council/ BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.2.2 Number of Add on /Certificate programs offered during the last five years

Response: 12

1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.

2019-20	2018-19	2017-18	2016-17	2015-16
1	3	3	3	2

File Description	Document
List of Add on /Certificate programs	View Document
Brochure or any other document relating to Add on /Certificate programs	View Document
Any additional information	View Document

1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years

Response: 86.24

1.2.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
120	166	207	217	102

File Description	Document
Details of the students enrolled in Subjects related to certificate/Add-on programs	View Document
Any additional information	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:

Three of AIMSRS's six basic principles are INTEGRITY, TRUST & MUTUAL RESPECT – values that the institution believes should be inculcated in students. To enrich the curriculum with cross-cutting issues, the Institute has included subjects and topics that include cross-cutting issues.

Cross Cutting Issues relevant to Gender

The Program includes aspects in the curriculum aimed at gender issues, practices and equality.

- **Perspective Management** covers a topic on the importance of collective human values and critical thinking for diversity issues.
- **Organizational Behavior** not only highlights importance of individual behavior but also covers a module on defense mechanism at one's workplace.
- **Human Resources Management (HRM)** and **Competency-based HRM** highlight issues of gender equality while working with a diverse workforce.
- **Human Resource Planning (HRP)** and **Organization Structure, Theory & Design (OSTD)** discuss dimensions of workforce-diversity and gender-equality to be built for maintaining inter-organizational relationships.
- **Entrepreneurship Management** covers topics like social entrepreneurship, Entrepreneurship by Dalits, Gender-bias and Women Entrepreneurs.

Besides dissemination of these values through in-class teaching, the Institute has set-up a Women's Development Cell 'Manasvini' to offer a safe, dignified and congenial working environment for women faculty, students and support staff. "Manasvini" also celebrates International Women's Day every year, where several successful women from different backgrounds are invited to inspire all women.

Cross Cutting Issues relevant to Environment & Sustainability

AIMSR believes in sensitizing students to become responsible professionals who care for the ecology as

well as give back to society through various activities and act as a catalyst to make lives better for the deprived.

- **Cost & Management Accounting** covers environmental costing and sustainability reporting
- **Operations Management & International Finance** acquaints students with green bonds, carbon credit and importance of environment & sustainability accreditation.

Besides these, AIMSRS promotes initiatives that encourage and foster a respectable and safe campus environment.

Cross Cutting Issues relevant to Human Values

- **Organizational Behavior, Perspective Management, HRM & HRP** include importance of personality and human behavior for understanding group dynamics and organization culture. These courses also help a student realize the importance of inter-personal skills - treating people with dignity, respect and courtesy irrespective of gender, caste, creed, religion, socio-economic status, etc.
- **Rural Marketing and Sales Management** highlight etiquette required while dealing with different human personalities in the market and conflict management.

Besides these, AIMSRS has set-up a Social Sensitization Cell “ARANYAk”, whose primary goal is to instill among students a sense of responsibility towards society. The Cell regularly organizes several social-sensitization activities to build fundamental human values among students. Further, the Anti-Ragging Committee ensures maintenance of a congenial working environment among all stakeholders of the Institute.

Cross Cutting Issues relevant to Professional Ethics

- **Indian Ethos & Business Ethics** cover topics on ethical issues in personal, professional, and business life. These courses inculcate an in-depth knowledge of morals, values, ideology, and ethics in personal and professional environment.
- **Financial Regulations** discusses expected ethical behavior and adherence to regulations laid down by Financial regulators.

AIMSRS also conducts mentoring sessions regularly to imbibe professional ethical values in students.

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

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 9.21

1.3.2.1 Number of courses that include experiential learning through project work/field work/internship year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
20	20	15	10	09

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Any additional information	View Document

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

Response: 55.96

1.3.3.1 Number of students undertaking project work/field work / internships

Response: 216

File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	View Document
Any additional information	View Document

1.4 Feedback System

1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2) Teachers 3) Employers 4) Alumni

Response: C. Any 2 of the above

File Description	Document
Any additional information (Upload)	View Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback process of the Institution may be classified as follows: Options:

1. Feedback collected, analysed and action taken and feedback available on website
2. Feedback collected, analysed and action has been taken
3. Feedback collected and analysed
4. Feedback collected
5. Feedback not collected

Response: C. Feedback collected and analysed

File Description	Document
Upload any additional information	View Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 79.92

2.1.1.1 Number of students admitted year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
235	160	184	194	194

2.1.1.2 Number of sanctioned seats year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
242	242	242	242	242

File Description	Document
Institutional data in prescribed format	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 (exclusive of supernumerary seats)

Response: 7.87

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

2019-20	2018-19	2017-18	2016-17	2015-16
08	03	02	06	05

File Description	Document
Average percentage of seats filled against seats reserved	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:

AIMSR grooms' students and evaluates them using different internal assessment tools. Each subject faculty understands different skills of a student while evaluating them through classroom activities and participation during events.

Each subject involves teaching-learning evaluation through different tools, which serves the purpose of identifying advanced and slow learners.

- During admission process, each student's past record (Graduation marks, qualifying entrance-exam marks, additional courses/certificates undertaken, etc.), is collected. This enables an understanding of every student's academic orientation.
- Based upon each student's aptitude, Faculty In-charge of different committees/cells invite active student involvement in activities.
- The institute organizes Aptitude Tests, GDs, and Mock PIs to evaluate students' level of corporate readiness.
- Subject faculty assesses ability of students w.r.t. that subject during initial lectures – which enables adoption of a suitable methodology.
- Students learn concepts through active involvement in experiential learning activities and events (conclaves, conferences, seminars, cultural, sports, other co-curricular and extra-curricular activities). Management of these events is done by way of formation of different departments, for which students are chosen basis ability and aptitude.
- Learning levels of students are assessed and understood through their performance across courses in the first-semester examination.
- Students imbibe managerial skills and attain personal development through participation in live projects/internships, thereby making them corporate ready.
- Institute involves students in management of inter-collegiate annual events, Youth Got Talent and Borivali Design Fair. Besides usual management learning, students also learn from observing other college students.

AIMSR further supports student development by organizing special programs for slow learners. There is a conscious attempt not to make slow learners explicitly feel so, lest they may feel discouraged. At the same time, systems are put into practice to ensure that fundamentals significant to business management are not over-looked. Consequently, support for slow learners is provided through different activities:

- Tutorial classes are conducted in certain courses

- Course notes/handouts or extra assignments are provided to handhold them. There are attempts made to help build their confidence.
- Re-Tests are conducted post tutorials.
- Activities like outbound training program, presentation sessions, assignments, projects and mentorship enable them to remain motivated and inspired.

Institute is also conscious of taking fast learners on an onward developmental path by way of:

- Anchoring corporate guest sessions/conclaves and handle events on their own with faculty guidance.
- Nominating them to represent AIMSIR in programs / conferences / seminars, where they learn from eminent industry speakers.
- Participation in research conferences and presenting research papers under their Faculty Mentor's guidance.
- Choosing them as Leaders of a Club / Committee, thereby enabling them to enhance team handling and leadership skills further.

AIMSIR encourages slow- as well as advanced- learners to participate in various activities to empower them. Students are also encouraged to form groups comprising both advanced and slow learners to ensure peer-level resolution of doubts and clarifications related to any subject or concept.

File Description	Document
Upload any additional information	View Document
Past link for additional Information	View Document

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

Response: 10:1

File Description	Document
Any additional information	View Document

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:**

AIMSR practices student-centric methods which not only facilitate enhanced learning process but also ensures active role by students in learning process. Apart from conventional methodologies, a few learning styles are in use to broaden the scope of education imparted to the students. Few of these methods are mentioned below:

Learning Methods	Title of the Activity	Objective	Methodology	
Experiential Learning	Field Visits	To provide exposure to on-ground working realities	Assignments and information organisations/market visits	Project visits
	Simulation Training	To teach basics of trading on BSE NEAT platform	Simulation training for trading	Vashi
	Study Tours	To sensitize them to the actual working of organizations & different cultures	Study tours to different cultural spots across internationally for greater	
	Summer Project	To provide hands-on and on-ground exposure to organizations in domains of interest	For 6-8 weeks during summer works full-time with an organization assignment/s given by the	
	Live Projects	To provide hands-on exposure to a live company problem		
	Analysis of Financial Statements	To develop an analytical mindset and diagnose a company's financial health	Analysing annual reports using software (CMIE, TiE)	
	Speeches, Compering Events	To enable development of students' overall thinking and communications ability	Each student asked to give speeches on topics of their	
Participative Learning	Corporate Readiness program	To upgrade students' managerial skills	Students participate in various activities from news analysis to industry	
	Youth Got Talent	To learn on-ground management through management of events and to enable self-assessment by way of observing students at other colleges	Students organise inter-college events over two days, which include sports activities	
	YUMAYA Lit Fest	To learn a wide range of different aspects of business management by doing and observing	Students both create and observe a wide range of different activities	
	Finance, Marketing, HR Conclave	To enable learning of different concepts related to their specialization	Professionals from various fields as speakers to provide insights	students manage these events
	GDs and Mock PIs	To improve students' ability to express their opinion coherently within a group and individually	GD: Deliberation on a topic within a time frame and expressing opinion Mock PI: Faculty Mentors conduct them	

Problem-solving Methodologies	Case Study Analysis	To enhance analytical ability	Case analysis of real situations: pre-read and a / discuss the same in class
	Crossword	To teach management concepts	Asked to solve a cro comprising management c
	Mind Mapping	To enable understanding of root-causes & improve their visual thinking for problem solving	Students divided into tea given a starting point and the problem thou representation
	Design Thinking	To understand the process of arriving at an optimal solution	Students deliberate on h the most optimal solution using the IDEO methodol

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

2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

Response:

AIMSR has strong internet and communication tools to support, enhance, and optimize communication with students, support functions for effective teaching-learning and admission-placement functions. The institute has a fully functional, well-equipped infrastructure for students – which comprises 9-storied Wi-Fi campus spread over 1,20,000 sq. ft. that can be used by stakeholders of the institute, to ensure 100% connectivity for use of ICT tools.

Each student who is admitted to the program is allocated a Microsoft Outlook e-mail id. which is used by the institute for communication. The same email id is used by the students to login for Microsoft Teams meetings, Online lectures, Webinars or Guest sessions organized by the institute virtually during the Covid-19 pandemic. Besides these, faculty members also use several other Microsoft tools for effective teaching learning, such as vivas, mentoring, or conduct of guest lecture/ interaction with corporates. The assessment of teaching-learning process is also done by faculty members using TCS LX and MeriTrac for scheduling and conduct of tests and semester-end exams with evaluation using online portals.

AIMSR has also adopted an ERP tool, TCSion for online attendance marking, tracking of lectures and preparation of student result. A student can also check his or her individual course attendance across a semester or in a month or week once they login on the TCS ERP platform, linked to their Microsoft Outlook email id.

Faculty members also use:

1. Videos, Audios and Microsoft Office tools for teaching, to make the teaching-learning process more interesting and effective.
2. EBSCO HOST, leading provider of research databases, e-journals, magazine subscriptions, eBooks, and discovery service for academic and research purposes and for supporting authentic information for literature review.
3. J-GATE & J-GATEPLUS, electronic gateway to global e-journal literature for academic and research purposes and for supporting authentic information for literature review.
4. Digital Library Resources, National Digital Library (NDL) and E-books from Pearson
5. CMIE – Industry Outlook, industry outlook platform for use during project preparation. Every student receives training for the same and a CMIE User id is created for them to save their search and dashboard to track and research a particular industry.
6. CMIE – Prowess IQ, comprising financial information of both public and private companies.
7. Ticker Plant Market Mvt, the financial software cum database gives each student a platform to make his own portfolio online and track different products of capital markets.
8. Ticker Market App, to check news market movement daily, for discussion in class regarding market movement and reasons behind the same.
9. Urkund Plagiarism Software for plagiarism check.
10. Microsoft Teams, the Video Conferencing platform for conduct of national and international webinars, guest sessions, conduct of lectures and conduct of meetings.
11. Microsoft Forms are used for student feedback on lectures, guest sessions, conclave, or webinars.
12. The institute also collects feedback and complaints about different support functions like canteen, washroom cleanliness, elevators, etc.
13. Information dissemination and updation is done using social media platforms.

File Description	Document
Upload any additional information	View Document
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	View Document

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

Response: 11:1

2.3.3.1 Number of mentors

Response: 21

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	View Document
mentor/mentee ratio	View Document
Circulars pertaining to assigning mentors to mentees	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: 100

File Description	Document
Year wise full time teachers and sanctioned posts for 5years(Data Template)	View Document
List of the faculty members authenticated by the Head of HEI	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.Litt. during the last five years (consider only highest degree for count)

Response: 17.08

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

2019-20	2018-19	2017-18	2016-17	2015-16
6	7	3	4	3

File Description	Document
List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template)	View Document
Any additional information	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: 1.63

2.4.3.1 Total experience of full-time teachers

Response: 39

File Description	Document
List of Teachers including their PAN, designation, dept and experience details(Data Template)	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

Response:

The mechanism of internal assessment at the Institute is transparent in terms of frequency and variety. In this regard, the Institute follows the guidelines prescribed by the University of Mumbai (UOM) and All India Council for Technical Education (AICTE) for the respective programs run by the Institute.

1) Mechanism for Internal Assessment: The Master of Management Studies (MMS) Program is affiliated to the University of Mumbai and hence all norms at University level are followed as applicable. The Post Graduate Diploma in Management (PGDM) Program follows the norms of AICTE for Internal Evaluation, in consultation with the Director and as approved by the Governing Council. For MMS, the University has prescribed a 60:40 (Marks) Evaluation pattern for External and Internal Assessment. PGDM follows a 50:50 (Marks) Evaluation pattern for Assessment.

2) Transparency in Internal Assessment: The internal assessment system is explained to the students during the Induction / Orientation of students at the beginning of the academic session. Thereafter, the schedule and deadlines for various submissions are notified to the students in advance. Assessment results are displayed, and queries, concerns are addressed immediately. If the student is desirous of rechecking his/her duly assessed answer sheet, he/ she is permitted to apply for revaluation with the Examination Department.

3) Robustness in Internal Assessment: Robustness in IA process is followed by way of several crucial steps:

- A continuous assessment system is followed by each faculty. Details of the continuous internal

evaluation plan are checked by the HOD of each domain specialization.

- Orienting students about Examination process and evaluation system during the induction.
- Formation of Exam Committee for smooth conduct of exams and declaration of results
- Regular ISO Audit of the Examination Department
- The Examination Department calls for two set of question papers and follows a proper procedure of fair conduct of exams as defined by the University of Mumbai and AICTE.
- Introduction of Plagiarism software (URKUND) for checking of Summer Internship Projects and Term-end Projects.
- CCTV Cameras are installed inside and outside the Examination Cell, in Classrooms and across the campus to keep a strict check on unfair practices, if any
- In the event of an unfair means by any student/s, the same is immediately reported to the Examination Department, which takes immediate suitable action. The matter is also brought in front of the Unfair Means Inquiry Committee for a fair treatment and resolution of the problem.

4) Frequency of Internal Assessment: Internal evaluation for each subject is conducted on a continuous basis throughout the semester by way of different modes as defined in the session plan.

5) Variety in Internal Assessment:

Within the comprehensive framework of guidelines provided by the University of Mumbai, there is flexibility for every faculty to select evaluation components appropriate for their course – Assignments, Class Tests, Presentations, Projects, MCQ's, Field Visit, Case Study, Quiz, etc. The Summer Internship Project and the Final Project are evaluated by the Institute through assessment of the report as well as individual viva-voce.

File Description	Document
Any additional information	View Document

2.5.2 Mechanism to deal with internal/external examination related grievances is transparent, time-bound and efficient

Response:

For resolution of the internal and external examination related grievances in a fair, transparent and

time bound manner, AIMSIR has devised a mechanism based upon the norms prescribed by the

University of Mumbai and AICTE. These are described below.

External Examinations:

Following actions are taken in case of examination related grievances:

1) Before Examination: Standard grievances of students prior to actual conduct of the

examination are related to non-receipt of hall tickets or some printing mistake (name, subject, etc.)

on hall tickets. In such cases, grievances are communicated to the examination department by the

students and the same is resolved. For examinations conducted by the University, the

queries/grievances are addressed to Examination Section of University of Mumbai, with the support

of the institute that the concerned student belongs to. University norms and set procedure to deal

with such issues as per their rules and regulations, are communicated to students during orientation

and prior to exams.

2) During Examination: During the examination, if a student is caught using unfair means, the

Junior Supervisor informs the senior supervisor/exam committee and the student and supervisor

submit the unfair practice report to the examination department on the same day. The institute has

an Unfair Means Inquiry Committee comprising senior teaching staff members who check and

verifies the case, and the committee may call for a meeting with the student/faculty to investigate

the matter. The Unfair Means Inquiry Committee submits a report post review of each case and

suggest action as per prescribed norms.

In case the student complaint pertains to theft of his/her belongings during examination, the matter

is treated with utmost promptness. The Examination Committee checks the CCTV cameras located

inside the examination halls, with support of the IT head, and the footage of the area where students'

bags are kept, is checked to detect any misdeeds.

3) After Results: Assessment results are displayed on the notice board and related queries

raised by students are resolved immediately. They can meet the concerned faculty to clarify their

performance related queries in case of any doubts regarding internal evaluation results.

Post declaration of the results, if the student is not satisfied with marks obtained, he/she can apply

for rechecking of his assessed answer sheet, through application for revaluation in Examination

Department and the Exam department follows a fair and transparent system for the same.

The system of external moderation by a faculty not belonging to AIMSIR and re-evaluation of assessed answer books by faculty other than the one who has assessed the answer book, ensures fairness and transparency. Internal Examinations: Students' Internal marks are displayed on the notice board. If the students have any grievances, they can meet and discuss with respective faculty members. The faculty members resolve their raised grievances. In case the student is still left dissatisfied, he/she is free to approach the Examination Department, who in turn, will take up the matter with the concerned faculty and the Director to understand the rationale for the given assessment.

File Description	Document
Any additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Response:

The Institute follows the defined program outcomes based on the Vision, Mission and Values after referring to University of Mumbai syllabus for MMS and Model Curriculum of AICTE for Post Graduate Diploma in Management.

Programme Outcomes are circulated is done through the following ways:

- POs for MMS and PGDM program are displayed on Institute's website
- Students are made aware of program outcomes during induction
- POs are displayed on Notice boards
- Faculty prepares semester plans and accordingly map CO-PO of their respective courses.

Course Outcomes (COs) describe what students are expected to know and will be able to learn and demonstrate at the completion of each course..

PGDM curriculum is developed based on the Model Curriculum given by AICTE.

COs are designed for each course after taking inputs from Industry Experts who are members of Academic Advisory Committee (AAC) at the beginning of the Academic Year. MMS curriculum is designed by University of Mumbai and COs are designed on basis of learning outcomes given against each unit in the syllabus for each course of the programme.

Students are communicated of Course Outcomes through the following ways:

- COs for all the courses are given in syllabus which is available in library
- Course faculty creates awareness on respective COs and POs with students in the first lecture.

File Description	Document
Upload COs for all Programmes (exemplars from Glossary)	View Document
Upload any additional information	View Document
Past link for Additional information	View Document

2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

Response:

Institution follows the defined program outcomes based on its Vision, Mission and values and referring to University of Mumbai syllabus copy for MMS and Model Curriculum of AICTE for Post Graduate Diploma in Management.

The course outcomes are made on the recommendations of Academic Advisory Committee and approved by Academic Council of the Institution. The Outcome Based Education is based on the learning and

application learnt by the student after the completion of the course and program. Hence for MMS and PGDM program, each course is assessed on course outcomes and program outcomes attainment level.

Attainment of Course Outcomes:

- Mapping of Course outcome and Student evaluation is done on scale of 1 to 3 (3 - Strong, 2-Medium, 1-Weak) and average for each CO is then calculated.
- For each course, an average attainment value is found out as the average for all CO's.
- Students coming under weak attainment level are identified and supported through tutorial sessions.

Attainment Level 1: students getting less than 50% marks

Attainment Level 2: students getting between 50% to 65 % marks

Attainment Level 3: students getting 65% and above marks.

Attainment of Programme Outcomes

Correlation between CO's and PO's on a scale of 1 to 3 is established, (3 - Strong, 2-Medium, 1-Weak). A mapping matrix is prepared in this regard for every course in the program.

Every semester end, a meeting is conducted where all the attainment levels are discussed and reviewed by HOD's, course coordinators and Director to identify the areas to develop, thus ensuring robust teaching and learning.

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

2.6.3 Average pass percentage of Students during last five years

Response: 91.44

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

2019-20	2018-19	2017-18	2016-17	2015-16
132	172	183	188	102

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

2019-20	2018-19	2017-18	2016-17	2015-16
150	179	188	192	131

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.84

File Description	Document
Upload database of all currently enrolled students (Data Template)	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description

Document

List of endowments / projects with details of grants

[View Document](#)

Any additional information

[View Document](#)

3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)

Response: 0

3.1.2.1 Number of teachers recognized as research guides

Response: 00

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 0

3.1.3.1 Number of departments having Research projects funded by government and non-government agencies during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

3.1.3.2 Number of departments offering academic programmes

2019-20	2018-19	2017-18	2016-17	2015-16
2	2	2	2	2

File Description	Document
List of research projects and funding details	View Document
Any additional information	View Document

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

Response:

With one of its six Institutional values being 'Innovation', the institute has set in motion a well-organized ecosystem for innovation and transfer of knowledge. The institute has set-up systems through which students can get entrepreneurial exposure and acquire suitable knowhow for this to take place seamlessly. This ecosystem enables Faculty to develop themselves and nurture an environment of research-oriented teaching and learning among students. To meet the institutional goals, initiatives have been instituted to drive creativity and innovation to ensure students have a platform to showcase ideas before implementation.

These initiatives have been described below:

Ecosystem for Innovation

1. Innovation Summits have been held every year since the inception of the institution, during which both eminent as well as upcoming and budding entrepreneurs have shared their experiences and thoughts with respect to their entrepreneurial journey.
2. Formation of the Entrepreneurship Cell in 2015. Few activities such as 'Entrepreneurship Awareness Drive', '4th Innovation Summit', 'Global Entrepreneurship Hangout' & 'Retail

Carnival' were organized within the next 2 years.

3. The institution signed a premium partnership agreement with Wadhvani Foundation (National Entrepreneurship Network). As part of this agreement, NEN conducted a 9-day entrepreneurial course for two faculty nominated by the institute as well as a 2-day e- leadership workshop in Pune for three students nominated by the institute. Later, 61 students also did a complete 40-hour course on entrepreneurship.
4. AIMSIR formed an Institute Innovation Council (IIC) as part of an initiative by the Ministry of Human Resource Development, Government of India. A full-fledged IIC Committee -specialized departments was formed. Start-up Funding were conducted which led to mentoring provided to 14 start-ups by students – as part of which they presented their Business Ideas in an event “Eureka 2020”. Several AIMSIR students have participated in Smart India Hackathon, a Government of India initiative.
5. During the lockdown, AIMSIR students and faculty have attended Leadership Talk Series Webinars.
6. Faculty uses innovative pedagogy such as group discussions, role play, management movie analysis, case studies, crosswords and extempore presentation techniques, etc. and live projects.

Initiatives for Creation & Transfer of Knowledge

1. AIMSIR has a well-furnished library with a collection of over 12000 books including e- Books. AIMSIR also has membership of National Digital Library (NDL). The Institute has also subscribed to online research and industry information databases such as:
 - J-Gate
 - EBSCO-HOST
 - Centre for Monitoring Indian Economy (CMIE) – Industry Outlook for Sector-wise analyses
 - Centre for Monitoring Indian Economy (CMIE) – Prowess for detailed Company analyses
 - TickerPlant for financial data and industry reports
2. To ensure originality of information creation, the Institute has subscription to an anti- plagiarism software “Urkund”.
3. Students have carried-out research, often in active collaboration with faculty, on a range of topics and papers authored by students have also been published in Journals (including UGC Journals).

To promote rigour in research work as well as a strong orientation among students and faculty, detailed dedicated workshop-style sessions on the CMIE & TickerPlant databases have been conducted. The academic curriculum too includes subjects such as Statistics, Operations Research, Business Research Methodology, Business Analytics.

File Description	Document
Upload any additional information	View Document

3.2.2 Number of workshops/seminars conducted on Research Methodology, Intellectual Property

Rights (IPR) and entrepreneurship during the last five years**Response:** 14**3.2.2.1 Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
5	2	1	4	2

File Description	Document
Report of the event	View Document
List of workshops/seminars during last 5 years	View Document

3.3 Research Publications and Awards**3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years****Response:** 1.5**3.3.1.1 How many Ph.Ds registered per eligible teacher within last five years**

Response: 9

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

Response: 6

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
Any additional information	View Document

3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years**Response:** 0.1**3.3.2.1 Number of research papers in the Journals notified on UGC website during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
0	01	01	01	0

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document
Any additional information	View Document

3.3.3 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: 0.24

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	02	01	02	02

File Description	Document
List books and chapters edited volumes/ books published	View Document
Any additional information	View Document

3.4 Extension Activities

3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

Response:

With several professional and progressive organizations increasingly focusing on the triple bottom-line accounting framework or the three Ps as they are referred to (people-planet-profit or the social and ecological besides financial goals), there is emphasis on management education to strongly integrate the societal dimension of business with a view to preparing young business professionals to become socially and environmentally responsible as well.

Given this backdrop, AIMSRS have recognized the critical need to sensitize students and build a solid foundation within them based on the ethical and universal values of peace, freedom, social progress, equal rights and human dignity, and have consequently, over the course of the past five years, run a varied set of on-ground activities. To give this philosophy an organized shape, a Social Responsibility Cell, "ARANYAK" comprising both faculty and student representatives has been set up.

To reinforce AIMSRS's belief, two senior staff of AIMSRS were also nominated to attend a two-day CSR Summit (attended by 1200 from across India) held in New Delhi on the 23rd & 24th of September 2019. The conference, which showcased several CSR initiatives by different organizations, enabled for AIMSRS an understanding of what the institute could get involved-in in the future.

Amidst the practical environment filled with a hard daily grind that the youth live in, it is uncommon to see acts of kindness and humility, the willingness to help and make someone else's day memorable and the urge to make a difference. Such experiences have opened their eyes to these other truths of life and besides making them feel thankful about what they have (as opposed to what they don't), they have also evoked a sense of humanity and invoked in them gestures of kindness.

2019-20

- **"Ashaditya 2020": Virtual Talent Fest during the Pandemic**
- **Talent Show for the NGOs**
- **Talent Show for Communities**
- **Blood Donation Drive**

Day's Celebration

- **Celebration of National Youth Day on the Birth Anniversary of Swami Vivekanand**
- **Celebration of Indian Constitution Day**
- **Celebration of the National Unity Day (Rashtriya Ekta Diwas) on the occasion of the Birth Anniversary of the Iron Man of India, Sardar Vallabhbhai Patel**
- **Remembering our great martyrs & their contribution towards the nation on the occasion of the Birth Anniversary of Shaheed Bhagat Singh**

In terms of impact, the above activities have served the twin purposes of bringing about a difference in society as well as in the psyche of students in terms of the following:

- Students sensitized to the hard realities of life as well as different cultures and opening the eyes of the youth and making them alive to the significance of causes beyond those of their selves, thereby, in turn, causing them to not only positively change their own minds, but also, make them spokespersons on some aspects.
- Boosting the morale of the less fortunate by way of warmth and making a difference
- Students developing the feeling of having made a difference in the life of someone who is less fortunate
- Appreciation for one's environment and inculcating good, responsible habits

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

3.4.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Number of awards for extension activities in last 5 year	View Document

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., during the last five years (including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)

Response: 22

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

2019-20	2018-19	2017-18	2016-17	2015-16
05	08	01	2	06

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	View Document
Any additional information	View Document

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years

Response: 28.71

3.4.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
149	129	161	40	41

File Description	Document
Report of the event	View Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document
Any additional information	View Document

3.5 Collaboration

3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

Response: 401

3.5.1.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
68	73	95	96	69

File Description	Document
e-copies of related Document	View Document
Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship	View Document

3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years

Response: 2

3.5.2.1 Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
00	01	0	1	0

File Description	Document
e-Copies of the MoUs with institution/ industry/corporate houses	View Document
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Response:

The institution firmly believes that good teaching-learning process requires ideal environment and support facilities. The institute provides necessary infrastructure and support facilities to make teaching and learning effective. The Institution focuses on:

- Providing quality education to students with all necessary facilities,
- Providing teaching-learning aids for faculty to deliver best quality education,
- Imparting education with latest technology and infrastructure in the field of management,
- Providing appropriate environment for research, development, and consultancy services to faculty & students

Learning Spaces: The institute has well equipped library and reading room with a collection of more than eleven thousand books and bound periodicals.

ICT enabled Classrooms (total of 12) of different capacities meet requirements of MMS and PGDM students. Large classrooms are available for 60-70 students. For elective courses, a classroom size that sits 30 students is made available. Each classroom is air conditioned and equipped with appropriate, comfortable furniture, good ventilation, and adequate light.

- The institute has well equipped infrastructure for students comprising 9-storied Wi-Fi campus spread across 1,20,000 sq. ft. area.
- Our eco-friendly campus optimally utilizes natural light to reduce energy consumption.
- AIMSIR also has a 12,000 sq. ft. Convention Centre to conduct large events.
- The Institute also has an Auditorium with 500+ capacity for organizing curricular or extra-curricular activities
- The institute also have a 150-seater 2,000 sq. ft Seminar Hall to conduct Guest sessions.
- A 2,000 sq. ft. airy atrium with inspirational quotes is well utilized to conduct informal learning activities.
- Institute has 2 IT Labs equipped with latest technology desktop computers and internet.
- Institute also has an English Language Laboratory to enhance students' Language skills.
- Institute also has a special boardroom for conducting group discussions, meetings, interviews.

Following is the list of ICT-enabled facilities supporting effective teaching learning -

Sr. No.	Room No.	Room Type	Carpet Area (in m2)
1	003'	Multipurpose Hall	500
2	004'	Boys Common Room	150
3	1.3	Board Room	30
4	1.3A	Faculty Room	150
5	1.4	Library and Reading Room	407
6	2.3	Classroom	99
7	2.4	Language Lab	47.04
8	2.5	Computer Center	217
9	2.6	Seminar Room	190.39
10	3.1	Placement Cell	75
11	3.3	Exam Room	75.7
12	3.5	Classroom	99
13	3.6	Tutorial Room	47.04
14	4.1	Classroom	66
15	4.2	Classroom	66
16	4.3	Classroom	66
17	4.4	Classroom	99
18	4.5	Classroom	60
19	4.6	Classroom	60
20	4.7	Classroom	60
21	4.8	Classroom	60
22	4.9	Classroom	60
23	4.10'	Classroom	99
24	5.6	Girls Common Room	160

Teaching Facilities and Tools

Sr. No.	Particulars	Quantity
1	Desktop Computers	301
2	Server	1
3	Printers	25

4	Firewall	1
5	Laptops	20
6	Projectors	22
7	Projector Accessories (VGA Wire, HDMI Wire, Face plate VGA & HDMI and Projector Screen)	65
8	CCTV Camera (Security Camera)	129
9	Microphones	10
10	Speakers	16
11	White Boards	40
12	Barcode Scanner in Library	2

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

Response:

AIMSR encourages wholistic development of students, and thus encourages participation of students in extra-curricular activities like cultural and sports activities.

For organizing the Cultural Activities in the institute, AIMSR uses the following facilities -

- A 12000 sq ft convention center is used for organizing several cultural activities for inter and intra college competitions and events, like Youth Got Talent - Dancing, Singing, Drama competition, Alumni Meet, Navratri Garba Night, etc.
- The Ground Floor Area opposite the Multipurpose Hall is also used for Organising
- Seminar Hall is used for organizing events like Hindi Divas, Matrubhasha Divas, etc.
- Ground Floor Lobby Area near Reception is used for organizing Vasant Panchami (Sarasvati Pooja) every year.
- The Exhibition cum Convention Hall is used for organizing Freshers Party, Farewell Party, etc.

For organizing the sports activities AIMSR has the following facilities –

- The institute has a Playground for organizing Outdoor Games like Cricket, Football, Tug of War, etc.
- Indoor sports competitions like Chess, Carrom, etc. are organized in the Boys and Girls Common Rooms.
- Yoga day is organized in Seminar Hall and Playground Area depending on the weather conditions.

Area Used for Cultural Activities	Floor of the Space	Total Area in m2
Art Court	First Floor	152.86
Seminar Hall	Second Floor	190.39
Multipurpose Hall	Ground Floor	500.00
Girls Common	Fifth Floor	160.00
Boys Common	Ground Floor	150.00
Playground	Ground opposite Multipurpose Hall	1613.90
Exhibition cum Convention Hall	Eight Floor	756.10

Although the Institute has adequate facilities for sports and cultural activities, it also additionally provides access to sports facilities at M/S Eskay Resorts, a massive 7.5 acres resort for using different outdoor/indoor sports facilities. The staff, students and faculty members have access and use the sports/recreational facilities of the Resort, free of cost. Following is the list of facilities provided and used

- a. The Racquet Court- Lawn Tennis – Students can practice and enjoy Lawn Tennis gaming sessions on well-maintained courts facilitated with flood lights.
- c. The Racquet Court- Badminton - An enclosed badminton court designed as per international standards is used for practicing and enjoying the sport.
- b. The Racquet Court- Squash -Internationally designed well equipped Squash court, is used to burn extra calories and for fitness of students and staff.
- d. Construction Lounge- The Gymnasium – This is a 10000 sq.ft Gym with well-equipped workout machines.
- e. Swimming pool - With a pool deck that spreads across 1.5 acres of land with 14 lakh liters of water; the pool has 2 sections of differing depth surrounded by comfortable hammocks. There is a separate adult pool for adults which where students can practice swimming or take a refreshing dip.

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

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

Response: 76.92

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 10

File Description	Document
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 7.95

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

2019-20	2018-19	2017-18	2016-17	2015-16
2.74	7.37	42.33	10.61	20

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	View Document
Upload audited utilization statements	View Document
Upload any additional information	View Document

4.2 Library as a Learning Resource

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

Response:

The Institute has an automated library using TCS Library module (under Digital Campus) on TCS iON, ERP system. TCS Library module is a user-friendly library package, which facilitates Management of Books, Acquisition, Serial Control and Automated Circulation (issue-return) of Books. AIMSIR Library has a collection of 12,733 Books (12,694 Printed ones and 39 e-books), 60 Publications, (49 Journals, 11 Magazines) and 72 Audio-Visual Material to its members. Library also has an air-conditioned Reading Room of 150 seating capacity with Wi-Fi facility and also has a separate Digital Learning space with 10 Desktops installed, for students to work on projects using Databases and e-resources. All the books in the library are bar coded to support automation.

Software is upgraded from time-to-time with the help of the regular Annual Maintenance Contract. One terminal is reserved for students to search information for availability and issue of Books. ERP system of the Library can provide complete information about book issuance with circulation status, fine status, contact details, reading & circulation history, etc., for all library users. Several types of reports can be generated using this ERP system by various committees and for inspections from time-to-time. Book database is created along with user's database. Issue return process is fully automated, and Student/Faculty I-card Barcode is used for circulation of books.

Following specific modules are used in the library:

1. **Cataloguing and Acquisition System:** TCS Library module is used to add catalogue entries, to browse by title, by author, by subject, by classification number, etc.
2. **Report Module:** Several reports related to cataloguing, namely catalogue details, holding details, stock verification details, subscription details and circulation can be generated using the platform of Reports Module part of ERP.
3. **Circulation System:** This circulation module is used for daily library transactions, namely book issuance, return and reserve options. The library uses a Barcode technology for issue/return. The module has provided a platform to set different rules for different category of users for circulation. AIMSIR Library also provides a Book Bank facility to the students. The policy for Book Bank facility is also maintained through the circulation module. The library does an annual stock verification for stock tracking. Barcode, spine labels are also generated through this module, thereby supporting smooth functioning of the library.
4. **Subscription (Serial Control system):** The Subscription module is used to maintain the record of print journals to trace subscribed issue in the library.
5. **Web OPAC:** AIMSIR provides an Online Public Access Catalogue facility to students and faculty, which helps them access the Library Catalogue on the Cloud

Average Number of Books added during last five years

Years	Last Accession No.	No. of Books Added		
2019-20	12694	1367		
2018-19	11327	1290		
2017-18	10037	1425		
2016-17	8612	1636		
2015-16	6976	1356		
Average	9929	1415		

- Name of ILMS Software: TCS iON ERP (TCS LX) which has a Library module
- Nature of Automation (Fully or Partially): Fully Automated
- Version: Cloud based service
- Year of Automation: 2012-2017 (E-Granthalay) & 2017- till date TCS LX

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

4.2.2 The institution has subscription for the following e-resources

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases
- 6.Remote access to e-resources

Response: A. Any 4 or more of the above

File Description	Document
Upload any additional information	View Document
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template)	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: 12.73

4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
12.78	24.92	9.12	6.52	10.31

File Description	Document
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the last five years (Data Template)	View Document
Audited statements of accounts	View Document
Any additional information	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 last completed academic year

Response: 46.59

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

Response: 191

File Description	Document
Details of library usage by teachers and students	View Document
Any additional information	View Document

4.3 IT Infrastructure**4.3.1 Institution frequently updates its IT facilities including Wi-Fi**

Response:

AIMSR has a robust IT facilities that are adequate and updated on regular basis on timely basis. Following are some of the IT facilities updates implemented in the recent past the institute –

- Ms Office 2019 was updated to MS Office 365 in the last few years to be upgraded to the latest office module available.
- AIMSR has connected students, staff and faculty members using Microsoft Teams which has enabled conduct of online classes, meetings, webinars, etc. The licence for Teams was upgraded to

A+ in July 2020.

- Institute has upgraded to 100 Mbps Primary Leased Line & 50 Mbps Backup Leased Line for internet connectivity and Wi-Fi facility
- Institute has deployed the TCS iON Enterprise Resource Planning (ERP) which is cloud-based tool for smooth functioning of academics and administration work from AY 2016-17, which is upgraded periodically.
- The Institute has upgraded to Digital Learning facility where users can access e-resources like EBSCO, J-Gate, and upgraded to industry database sources to CMIE and Ticker Plant, in addition to the same.
- To maintain social distancing and avoid touch, Biometric attendance system has been replaced with a Face Detection System in September 2020.
- Institute has a Seminar Hall well equipped with Cameras and a Strong ICT network which was upgraded with Broadcasting facility for Guest sessions Live on Facebook and YouTube at the same time.

Sr No	IT Facility	Updates Done	Date of Update
1.	Desktops	Upgraded computers for faculty members to Lenovo V310z AIO, Core i3, 4 GB Ram, 500 GB HDD All In One desktop for Faculty	26/02/2018
2	Desktops	All in One desktop for Accounts & HR dept Lenovo V310z AIO, Core i3, 8 GB Ram, 500 GB HDD	05/11/2019
3	Desktops	Desktop for Library, Examination, Placement Admission departments. Intel Core™ i3-4130 CPU @ 3.40 GHz, 4 GB Ram	23/07/2015
4	Laptop	Upgraded pool laptop for lectures from Asus (1 GB RAM, 13.5 Size, dual core Processor) to Lenovo Intel Core™ i3-4130 CPU @ 3.40 GHz, 4 GB Ram	22/09/2018
5	ERP	TCS-iON ERP implemented to improve processes and productivity in Nov-2016	01/11/2016
6	CRM	NoPaperForms CRM solution implemented to streamline and improve admission process	01/04/2018
7	CCTV	CCTV cameras upgraded from old 1 mega pixel to HD 2 mega pixel for better monitoring	12/02/2020
8	Printer	Upgraded Canon ir 2318 to Canon ir 2004 N Copier	26/07/2018
9	Audio Systems in Classrooms	Installed Audio Systems in classrooms 4.1 and 4.2	20/09/2019
10	Internet Bandwidth	Upgraded Internet Bandwidth from 6 mbps to 15 mbps	30/03/2016
11	Internet Bandwidth	Upgraded Internet Bandwidth from 15 mbps to 100 mbps	04/01/2019
12	Server	New Lenovo server Intel Xeon Bronze Processor, 16 GB RAM, Raid 2 TB,	01/02/2020
13	Backup Solution	WD NAS Storage 6TB	01/02/2020
14	Microsoft Campus Agreement	Campus agreement with Microsoft for Windows and Office 365 renewed every year to get latest versions	01/02/2020
15	Broadcasting Solution	Broadcasting equipment for live broadcasting of seminars and other events on social media (Youtube & Facebook)	04/02/2019

16	VLAN (Network Revamp)	VLAN	14/01/2019
File Description		Document	
Upload any additional information		View Document	
Paste link for additional information		View Document	

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

Response: 1:1

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

4.3.3 Bandwidth of internet connection in the Institution

Response: A. 750 MBPS

File Description		Document	
Upload any additional Information		View Document	
Details of available bandwidth of internet connection in the Institution		View Document	

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)

Response: 25.08

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)

2019-20	2018-19	2017-18	2016-17	2015-16
77.87	29.09	48.00	36.25	39.96

File Description	Document
Upload any additional information	View Document
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	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 institute has defined procedures and systems for utilization and regular maintenance of its academic and support facilities. This is accomplished via different committees: Housekeeping and Maintenance Committee, Library Committee and IT Committee. There is a standard procedure for utilization and maintenance of these facilities, and which are being planned systematically and approved by the respective authorities. Annual-Maintenance-Contracts to vendors are given for equipment such as Air Conditioners, Aqua-guards, Fire Extinguishers and Housekeeping.

I. Housekeeping & Maintenance: Housekeeping & Maintenance Committee is responsible for providing a hygienic and clean environment in the campus through supervision of maintenance services by the Facilities Management Staff. The Committee aims at supervising and providing a platform for grievance redressal w.r.t. cleaning, maintenance, repair, and operation of facilities and utilities at AIMSAR.

Following items are covered under the scope of this Committee:

- Administration of Outsourced Contracts (Pest Control, Elevator Inspections, Asset Inspections, Fire Suppression System, etc.)
- Assistance with Asset Management
- Building Services, Watering plants
- Safety Coordination, First Aid
- Heating, Ventilation, and Air Conditioning Work
- Housing/Housekeeping facilities services
- Painting
- Plumbing
- Preventative Maintenance
- Recycling
- Repair, Maintenance, and Operation of Campus Building
- Trash Removal

All Complaints are responded to by the Housekeeping-team. Complaints are registered, and the action taken is recorded. Daily scrutiny of work is done by Housekeeping department. A QR Code is pasted on each and every floor and students/staff can record their complaint using their mobile phone, the same is

recorded in an excel sheet on MS Forms and the complaint sent via SMS to the concerned department, basis which appropriate action is taken.

II. Library Maintenance: Institute has a Library Policy to facilitate provision of Hard/Soft copy of academic and other reference materials to users to enhance their knowledge. Books, Journals & Magazines, Research Reports, Project Reports, CD-ROMS, Newspapers, Other Informative Documents (E-resources) are covered under the scope of this committee.

Purchase Procedure

The purchase procedure for Library, as per AICTE guidelines, can be understood as under :

Material request received through Requisition: Requisitions are initiated by faculty and staff members using Requisition Form. Once the Director approves the Purchase Order, the Librarian places an order with the vendor via an email.

- 1. Material request received through Approval:** Several vendors and publishers send books with approval memo. Librarian & Assistant Librarian verify the books as per approval memo and segregate them as per subject for faculty approval. After segregating the books by subject, the Librarian/Asst. Librarian inform respective faculty for selection or review or rejection of books.
- 2. Classification and Accession of Books:** After receiving the invoice, stamping, labeling and pasting of book-pocket is done by the Library staff. Classification of purchased books is done according to Dewey Decimal Classification (DDC) and the Library staff makes the entry in the Accession Register, where every book is assigned a unique bar code number.
- 3. Shelving of Books:** Arrangement of books is done subject-wise. Arrangement of Journals and Magazines is done on the display rack.

Issue, Collection and Preservation of Books: Students are allowed only two books for 7 days and a maximum of 5 books for each semester (4 months). Staff members (clerk and above) are allowed 2 books for 15 days. Faculty are allowed 22 books for a semester. Reference books, Question Papers, Newspapers and CD's are issued to students on their College ID Card for use in the Library only. Issue and return are done on TCS iON ERP platform.

Weeding Out: If more than 5% pages of books are spoiled or are missing or books become obsolete, then the books are weeded out. Weeding out is done as and when required as per change in the situation or as per the need of the hour and entry regarding the same is made in the Weeding Out Register.

Digital Library: Question Papers are scanned at the end of each semester after receipt from the Examination Department. A Soft copy of the Final Project reports submitted by students is made available via Digital Library after receipt from the Course Coordinator.

Monitoring and Control: Stock verification is done once in a year. Newspapers, Periodicals, Journals, etc. are disposed after retention period. Users are required to sign in the Visitors Register while entering the reading space maintained at the reading room entrance.

III. Academic

The institution has an ERP system (TCS iON) to for systematic maintenance and streamlining of the academic process, including tracking progress of the students.

IV. Sports Facilities

The playground and gardens are maintained by the Gardeners and Housekeeping Staff of the campus.

V. Classroom

Classroom, Corridor, Extra Rooms, etc cleaned daily.

VI. Other Facilities

Institute has an Annual Maintenance Contract (AMC) for Air Conditioner, Lifts, Pest Control, Water Purifiers, UPS, Transformers, EPBAX and Tally Software.

Details of the AMC for each vendor is as under:

Details of Annual Maintenance Contract (AMC)		
Service	Vendor	
Lifts	LIFTS (Southside) - OTIS	
Air Conditioner (AC)	LG Electronics	
Pest Control	Pest Control - PCI	
	Termiseal Service - 5 years	
	Pest Seal Services - Annually	
	Pest Seal Services - Rat	
	Pest Control Canteen	
	PEPCOP Pest control RAT	
Water Purifiers	Water Filter - Alfa	
UPS	UPS - Mahavir Sys Power	
EPBAX	EPBAX - PHOENIX TELECOM	
Accounting	Tally Software	

VII. Electrical Fitting

In case any equipment needs calibration or repairs, service providers are consulted to set it right. Institute has contract staff who look after the maintenance of electrical fittings and UPS in the building. Supply is maintained through electricity board or generators.

VIII. Fire Safety Equipment

The whole building is protected with fire safety devices as per the requirement of the Fire Department and same is supervised by Security Supervisor. Annual Maintenance of upkeeping of Fire fighting equipment is outsourced.

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

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 Government during last five years

Response: 2.84

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
21	9	7	9	6

File Description

Document

upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)

[View Document](#)

5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response: 1.07

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution / non- government agencies year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
05	3	6	6	0

File Description

Document

Upload any additional information

[View Document](#)

Number of students benefited by scholarships and freeships institution / non- government agencies in last 5 years (Date Template)

[View Document](#)

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

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

Response: D. 1 of the above

File Description	Document
Details of capability building and skills enhancement initiatives (Data Template)	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

Response: 2.31

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

2019-20	2018-19	2017-18	2016-17	2015-16
5	5	5	3	4

File Description	Document
Number of students benefitted by guidance for competitive examinations and career counselling during the last five years	View Document
Any additional information	View Document

5.1.5 The Institution has a transparent mechanism for timely 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

5.2 Student Progression

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

Response: 70.22

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

2019-20	2018-19	2017-18	2016-17	2015-16
87	129	121	144	98

File Description	Document
Upload any additional information	View Document
Self attested list of students placed	View Document
Details of student placement during the last five years (Data Template)	View Document

5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 1.33

5.2.2.1 Number of outgoing student progression to higher education during last five years

Response: 2

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education (Data Template)	View Document

5.2.3 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: 41.43

5.2.3.1 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

2019-20	2018-19	2017-18	2016-17	2015-16
4	1	0	0	1

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

2019-20	2018-19	2017-18	2016-17	2015-16
7	2	0	0	1

File Description	Document
Upload supporting data for the same	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template)	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 level (award for a team event should be counted as one) during the last five years.

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year	View Document

5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities following duly established processes and norms (student council, students representation on various bodies)

Response:

To ensure effective grooming and development of leadership and effective managerial abilities in bright students, Institute has constituted different Student Councils representing each class to cater to important activities and initiatives of the institution. Class Representatives and Members of various Student Committees are elected/selected by students, Program Heads, Director and Administrative Officer a month or two after the resumption of academic sessions basis nominations - determined on several criteria - involvement during induction and other sessions, coordinating ability and orientation on part of the student, past record and involvement in co-curricular and other Institution activities.

Besides coordinating academic activities and initiatives. these students are handed the responsibility of initiating and executing various co-curricular, extra-curricular and other activities in the Institute under the guidance of the faculty-in-charge of the respective events / individual committees. There is regular interaction amongst Trustee, Director, Faculty members and Members of the Student Councils towards proper planning and execution of the student-driven activities planned in the academic calendar, which not only develop the overall personality of students, but also ensure seamless conduct of activities.

Details of Student Councils and representation of students across various committees:

- 1. Class Representatives (CRs):** Two CRs (girl-boy student combination) are elected by students for every class division/section. CRs play a vital part in coordinating day-to-day academic-related activities and play the mediating role between faculty and students.
- 2. Several Committees representing Specialist Activities, Events:** AIMSAR has instituted a number of different committees representing specialist activities and events:

As per Domain Specialization

1. "HUMANAGERS", the HR Club
2. "WEALTH MULTIPLIERS", the Finance Club
3. "ESDM168". The Marketing Club
4. "TECHNOVATOR", the IT Club

As per Specialist Activities

1. "ARANYAK", the CSR Club (Social Sensitization Club)
2. "ZEST", Passion Club
3. "ANKUR", e-Cell
4. ALUMNI CONNECT Cell
5. PLACEMENT Committee

Comprising respective faculty-in-charge's, student representatives and CRs, these committees take leadership in executing activities such as college events, guest sessions, conferences, training, conclaves, industrial visits and study tours (including international study tours).

Participation in these activities help in strengthening leadership and managerial skills. Long-term interest of students and Institute's Image are at the core in organization of these activities and events.

Given its significance, Placement Committee focuses on liaising and building a strong network with industry and Alumni and exploring suitable placement and summer internship positions.

Participation of Students in Co-curricular Activities: Student council members are actively involved in organizing co-curricular activities like expert sessions, workshops, seminars, conferences, Industrial Visits, Entrepreneurship Development programs, etc.

Participation of Students in Social Sensitization & Extension Activities: Student Council members are actively involved in organizing various extension activities such as blood donation camps, NGO outreach programs as well as other initiatives for the betterment of the local community and the environment.

Participation of Students in Statutory Committees: The Institute has also formed following Statutory Committees comprising student as well as faculty representatives:

- Discipline Committee
- Women Grievance Committee

- Reservation Grievance Committee
- Anti-Ragging Committee
- Grievance Redressal Committee
- Canteen Committee

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

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

Response: 2

5.3.3.1 Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
02	02	02	02	02

File Description	Document
Upload any additional information	View Document
Report of the event	View Document
Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template)	View Document

5.4 Alumni Engagement

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

Response:

AIMSR have set up an Alumni Cell Committee whose objective is to develop and strengthen connect between AIMSR and its Alumni. Since the passing out of its first batch passed out in 2013, the institute has built an alumni base of 923 and today, AIMSR Alumni are working across a wide range of sectors such as FMCG, Retail, Marketing Services, Financial Services, Entertainment & Media, Real Estate, Telecom,

Textile & Apparel, Pharmaceuticals, etc. AIMSRS alumni have worked with reputed organizations such as Pepsico, ITC, HUL, Morgan Stanley, Nomura International, PNB Paribas, SS & C, Globe, Clever Tap, Vodafone ETC

Institute has a dedicated 'AIMSR Alumni portal: www.alumni.aimsr.edu.in that serves as a platform for updating alumni data for networking and promoting interaction between faculty, alumni & current students. Alumni Cell dedicates time towards alumni involvement in varied forms, viz. inviting them for conclaves and events, as guest speakers and as panelists in panel discussions and in coffee meets, conducting pre-placement training programs, providing placement support in direct or indirect form, enabling industry connect, supporting in generation of sponsorship for annual events and assistance in building AIMSRS network in the corporate world as well as contributing in the development of the curriculum.

Participation of alumni in Co-curricular and Extra-curricular activities of the Institute: Alumni are often invited for "Coffee Meets" to share their professional experiences. Such meets are held twice or thrice a year. AIMSRS Alumni support the institute in areas such as: Experience sharing in Induction & Orientation Programs, conducting professional sessions, organizing workshops, helping in organizing Industrial Visits, Entrepreneurship Development, judging various cultural & sports activities and supporting extension activities. All the afore-mentioned initiatives strengthen development of overall personality, enhancing employability and entrepreneurial abilities of students.

Annual Alumni Meet: The Institute, supported by Alumni, organizes an 'Alumni Meet' every year. Organized as a networking plus sharing plus fun reunion event, the meet enables the alumni to go down memory lane, get nostalgic about the time they spent in the institute, meet and interact with each other and get back links with their old colleagues and others and also share their own corporate experiences with current students, besides having a lot of fun by way of informal talks, activities, games and cultural showcases.

Alumni representation on Internal Quality Assurance Cell (IQAC):

The IQAC Cell has three AIMSRS Alumni as members, where they play a prominent role and contribute towards improving the quality of education at AIMSRS.

Support in Placement Activities: Even though many of AIMSRS Alumni have yet to reach senior positions (given the institute's young status), a few of them have nevertheless contributed significantly in supporting placement activities by either directly or indirectly (through their network) enabling placement as well as summer placement of students of subsequent batch of students in companies such as VIVO, Seeba Industries

Feedback from Alumni: The Institute has a system of capturing feedback from alumni. This feedback is utilized towards bringing improvements in the quality of education and overall personality development of the students.

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

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

Response: E. <1 Lakhs

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of and in tune with the vision and mission of the institution

Response:

Vision: To be globally recognized as an epitome of learning and innovation, imparting multifaceted management education driven by social sensitivity and supported by the state-of-the-art infrastructure

Mission

- To Impart quality education that encourages students to be competent enough for best-fit-job roles.
- To provide faculty members with facilities to research, experiment and implement contemporary learning tools.

AIMSR believes in growth of individuals and community with reason and passion. The Institute believes in imparting management education for holistic development. AIMSR stands as a pillar of quality education and research. The incredible infrastructure, a focused faculty group with curious student fraternity make AIMSR a force to reckon with. AIMSR's foundation pillars, in tune with the Vision and Mission, are:

AGILITY: Willingness to respond to, listen to and act through the dynamic approaches.

INNOVATION: Idea is an asset, we believe. Institute nurtures this idea and takes it to a newer level each time.

INTEGRITY: An experience of wholeness built through academic freedom, ethical behavior and shared governance.

TRUST: Every initiative and effort that institute undertakes, creates lasting progress in the student's lives.

EXCELLENCE: Eminence in teaching and research leads to a path towards excellence.

MUTUAL RESPECT: An establishment driven by free exchange of ideas, diversity and harmony with a feeling of gratitude.

Reflection of the Mission and Vision in leadership and governance of the institute is evident through the following steps undertaken by the institute:

1. Statutory and non-statutory bodies and committees are contributing hugely in attainment of Vision and Mission.
2. Emphasis of the IQAC is in teaching-learning with focus on innovation and learning on jobs for the future. The initiatives are providing students opportunities to learn in ever emerging and multi-faceted areas of management such as Business Analytics, Organization Behaviour, Economics and Strategic Management.
3. With a view to providing excellent infrastructure as stated in the Mission, AIMSIR has set-up a Centre for Excellence like E-cell, Language Labs, and GD rooms.
4. Yet another area in the Mission attainment is job-specific skilling of students. Institute has organized Communications Skills, Career Insights sessions in different domains, Resume Writing and Career Counseling.
5. The Research initiative at the Institute is focused on faculty writing some of the finest quality of research papers in peer-reviewed journals having high impact factor, the institute has accordingly made enabling databases available to the faculty and students like EBSCO-Host, J-Gate. FDPs and Seminars are conducted
6. Pursuance of transparent and ethical practices is key to effective financial and academic governance. Institute's Governing Council plays an active role in the management of the Institute.
7. To be known and recognized globally, AIMSIR has developed a niche competence in the area of grooming students through experiential learning, which would further help the institute to attract MDP and Consultancy Projects from Industry.
8. The institute has adopted Enterprise Resource Planning (ERP) system, TCS ION for smooth conduct of all academic and administrative activities. The end-to-end processes of the institute are enabled by ERP.

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

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

Response:

The leadership of the Institute believes in participative management and strives to bring in excellence by structured organizational system with the involvement of all the stakeholders. Various stakeholders of the institute are the members of the statutory bodies and their meetings are conducted regularly.

The Institute collects feedback from all the students on teaching, curriculum and support services. The feedback from employers and alumni are used to improve the overall performance of the institute. The Director who works closely with administrative team comprising faculty, co-ordinator and senior faculty, offers effective leadership by setting values and participative decision-making process, coordinating the academic and administrative aspects.

The Institute promotes culture of participative management at various levels. The Institute involves its stakeholders in important decision making and management process.

The Governing Council, the highest policy making body delegates all authority of implementation to the Director.

Employers can participate by offering their expertise for Institute management.

The Institute ensures participative management through number of strategies:

Strategic/ perspective plan for the activities of an academic year is formed out by the Director in consultation with the various committees.

Consultations are sought from the faculty in making decisions related to curriculum, teaching learning and assessment processes.

The non-teaching staff take care of the smooth running of the administrative system in collaboration with the teaching staff.

Teaching and non-teaching members are included in different committees like Anti-ragging, Grievance

Redressal, Website & ERP, Accreditation and Examination Committee.

Feedback from alumni is collected for the improvement of the services provided.

Decentralized structure of the administrative system of the Institute in planning and implementation of all activities has developed an atmosphere of cooperation, sharing of knowledge, innovations and empowerment of the staff.

Empowerment of the faculty members and staff is ensured as they are included in various committees. Thus, they can play active role in policy making and its implementation.

The Institute encourages the participation of students, faculty and staff in all curricular, co-curricular & institutional outreach activities.

The institute follows committee system for implementation in case of any event organised, curricular, co-curricular, etc like Finance conclave, HR conclave, marketing conclave, international conference, Guest lectures, Prabandhan, etc. For each event temporary committees are formed where faculty, students and non-teaching staff as per the requirement are involved e.g. Core committee, Banners and promotional material committee, Ushers' committee, Hospitality committee, Back-stage committee, Anchor's committee, IT committee, Registration committee (if required), Discipline committee, etc. These committees are responsible for organisation and implementation and the success of the event.

IQAC is functional and it functions to improve academics and management practices. Hence at all levels there is participative management.

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

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

The basic inputs to the perspective plan of the institution are drawn from the environment comprising various stakeholders, such as students, parents, faculty, recruiters, affiliating university, corporates, government and society at large. The feedback of parents and the students indicating their preference for different courses becomes the basis for identifying the new areas of academic endeavor to be undertaken by the Institute in due course of time.

The Transformational Plan is based on achieving excellence in the following areas:

- Placement
- Intellectual Capital
- Admissions
- Industry Interface
- Infrastructure

The execution and implementation of the same is based on the following phases:

Phase 1 (2019-2020): Building on Strengths

This phase focuses on utilizing Institute's infrastructure facilities to develop an environment conducive to industry and academic interactions.

Phase 2 (2020-2022): Developing Intellectual Capital and Industry Interface

This phase will focus on building corporate connect in diverse sectors and expanding the Institute's presence in academic and industry fora.

Phase 3 (2022-2024): Going Global

This phase will position the Institute on the international platform through exposure to Faculty and Students and foreign-based Alumni and Corporates.

One example of successful initiative undertaken w.r.t the perspective plan is the focus on the infusion and continuous progression of technology within the Institute.

AIMSR has implemented TCS iON, an ERP system, for managing operations of the Institute. This is

hosted by TCS on their Cloud Platform. AIMSIR has signed an Annual Support Contract with TCS and has an internal team to provide basic support.

TCS iON is being used to efficiently manage the following processes:

- **Student Lifecycle**

- **Student Admission, Fee Management, Student Enrollment to Courses, Student Attendance Management of Academics:** Timetable creation and maintenance, Examination Result processing and Grade Card generation

- **Library Management:** Management of Catalogue, Library Members, Book Circulation, Stock

- **Employee Lifecycle (HRMS):** Recruitment, Employee Management, Leave and Attendance Management, Employee Movement, Payroll Processing

TCS Digital Learning Module

- Being used for conducting internal examination / mid-term tests

Microsoft Office 365

- Used for Collaboration and Communication

- Microsoft Outlook :· Used for all official communication among students and teaching & non-teaching staff of the institution

- Microsoft OneDrive: Used for sharing course content with the students

- Microsoft Teams: used for Collaboration and online meeting among staff members, Conducting Online Lectures for students, Online guest sessions and Webinars, Virtual Talent Fest, Poster Making Competition on Independence Day, HR Conclave.

Other aspects where the infrastructure is being effectively deployed are:

- **QR Code system:** for registering complaints

- **Zeta Cafeteria App:** for placing orders in the cafeteria and paying for them

- **Face Recognition Device (Covid-19):** for Employee Identification and Attendance, Recording of Temperature and reminder for wearing of Mask.

Well documented records are maintained for each activity. All the concerned persons give their hundred percent to implement the perspective plan of the Institute and thereby be in sync with the mission and vision of the institute.

File Description	Document
strategic Plan and deployment documents on the website	View Document
Paste 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 and service rules, procedures, etc.

Response:

The Institute has a well-defined organization structure for effective functioning and decision making. Through this structure, the institute encourages participative management. Centralized decisions are taken by the Top Management at the Trust level, which are informed to the Director and implemented by him/her. The Governing Council and Internal Quality Assurance Committee (IQAC) act as consultants to the Director. The Governing Council essentially brings in a macro perspective for the long-term sustenance of the Institute. The IQAC supports the Governing Council by focusing their attention to the quality-related aspects. The Academic Advisory Committee for each specialization domain act as a consultant to the Director in terms of bringing-in an industry perspective to the academic framework.

The Governing Council comprises Trustees, Director, Members from the Industry, Educationists and Faculty members. The IQAC comprises members such as Trustee, Directors, Faculty members, Program Heads, Recruiters, Parents and Alumni. Academic Advisory Committee comprises members from the Industry, Director and Faculty members. The Director is akin to the Chief Executive Officer and the Spokesperson for the Institute, who is ultimately responsible for effective governance of the Institution.

The next level is the Deputy Directory, Registrar, Controller of Examination, Marketing / Branding Head and Consultants / Free-lancers that may be hired on a Project-to-Project basis. The Deputy Director acts a link between the Director and Faculty members and ensures effective execution of decisions taken by the Governing Council and the IQAC. The Registrar is responsible for efficient and effective administrative functioning of the Institution in consultation with the Trustees and the Director. The Registrar has the Administrative Officer supporting the function and ensures smooth functioning of the Administrative Tasks. The Controller of Examinations has the responsibility of ensuring efficient conduct of all examinations.

Academic Programs, MMS and PGDM, have the same academic structure. Within the Program, the next level in the hierarchy is the Program Head. Administration, Accounts, HR, IT, Library and Placement Departments are headed by the Administrative Officer who comes under purview of Registrar. The Program Head has the responsibility of smooth execution of the Program. The Program is also supported by the Program Coordinator in terms of ensuring smooth conduct of lectures and adequate documentation.

The Marketing Executives, Counselors, and Advisors support the Marketing and Branding Head.

Various service rules such as various leave benefits available to teaching and non-teaching, working time, etc. followed by the Institute is as per the statutes and norms of Mumbai University, AICTE and Government of Maharashtra.

Recruitment and promotional policy of the Institute are in line with the norms and statutes of Mumbai University, AICTE and Government of Maharashtra. Recruitment of teaching and non-teaching staff. Besides these, the Institute also has a Grievance Redressal Mechanism for students as well as staff members. The Institute has displayed a QR Code in almost all prominent places to lodge complaints digitally. It is a practice to resolve the grievance within 48 hours and the same is communicated to the complainant.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document
Link to Organogram of the Institution webpage	View Document

6.2.3 Implementation of e-governance in areas of operation

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

Response: B. 3 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	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

Response:

The institute strongly believes in providing a psychologically and physically healthy and positive conducive environment and has taken-up several employee welfare initiatives towards that end. These include the following:

Working Conditions

- Fully Air-conditioned, Extremely Clean and Hygienic environment
- Clean, Hygienic, Well-sanitized Washrooms with drying facility in some, shoe polishing facilities for men and Sanitary pad disposal machine for women
- Provision of a separate cubicle to each faculty
- Provision of intercom telephone on each employee's table or in close proximity of him/her
- Fully equipped PCs with Wi-fi and software aids (TCSion, Microsoft Teams) provided to each Faculty
- A clean, spacious and well-maintained canteen and cafeteria
- Clean drinking water
- Safe working environment with CCTV facilities

Compensation

- The institute has, since last year, migrated to 7th Pay Commission
- A Zeta Food Coupon Card in which an amount is transferred every month for staff to spend on food and beverages at the canteen
- Institute contributes to Provident Fund for teaching and non-teaching staff members
- Banking facilities: Salary account with a Bank; Salaries are deposited directly in the Bank every month
- Opportunity provided to staff to provide vendor services, thereby providing them with the opportunity to increase their income

Health & Wellness

- Medclaim Insurance Policy (Health Insurance) to every staff member every year
- All staff members covered under Nagriksuraksha Individual Accident policy
- Annual free medical check-ups are conducted for all the staff members every year
- The Institute has a separate First Aid & Sick Room
- Institute organizes Mind Relaxation programs such Art of Living, Yoga, etc. every year

Leave Policy

- Various leave available to teaching and non-teaching staff are Casual Leave, Earned Leave, Sick Leave, Maternity Leave, Paternity Leave, Compensatory Leave, Study leave
- Special Leave is also provided for attending conferences, seminars, workshops, etc.

Recognitions & Awards

- Institute hands out two Best Faculty Awards every year

Recreation

- Employees are given Membership to Eskay Resorts Club (located in close proximity to the institute), which comprises various recreation facilities such as
 - Swimming
 - Gymnasium
 - Access to Indoor Sporting facilities such as Lawn Tennis, Badminton, Table Tennis, Billiards, Snooker, Pool, Squash, Carrom, etc.
 - Discount on Boarding & Lodging
- Institute organizes outdoor, overnight picnics

Festival Celebrations

- Festival of Holi celebrated with full fervor on the terrace – with colour, snacks & games

Other Facilities

- Flexibility in in- and out- time provided to employee on a case-by-case basis
- Provision of uniforms to Class IV staff
- Research support provided to teaching staff who have the inclination to excel in the area. In order to

encourage academic staff to take up research tasks, paper publications as well as conference participation fees are reimbursed to the faculty. In addition to Internal FDPs, faculty are referred to participate in External FDP

- Participation in all the decision-making processes is one of the major attractions in the Institute.

File Description	Document
Upload any additional information	View Document
Paste link for 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: 11.88

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

2019-20	2018-19	2017-18	2016-17	2015-16
4	5	1	2	4

File Description	Document
Upload any additional information	View Document
Details of teachers provided with financial support to attend conference, workshops etc during the last five years	View Document

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

Response: 6.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
5	5	4	9	8

File Description	Document
Upload any additional information	View Document
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff	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: 6.67

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

2019-20	2018-19	2017-18	2016-17	2015-16
5	3	0	0	0

File Description	Document
Upload any additional information	View Document
IQAC report summary	View Document
Details of teachers attending professional development programmes during the last five years	View Document

6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff

Response:

AIMSR follows a well-designed Performance Appraisal system for teaching as well as non-teaching staff. It is implemented with the help of Faculty Self-appraisal form which evaluates overall performance.

The flow followed is as under:

- A Self-Appraisal form is circulated to all Teaching and Non-teaching Staff at the end of the Academic Year and all Staff are given a few days to fill them out
- Both Teaching and Non-teaching staff fill-out the detailed Self-appraisal form comprising several key criteria with qualitative details
- Submissions of these forms are done to the respective Reporting Managers as defined under ISO

- The Reporting Managers make their assessment of the respective employees on various laid-down metrics along with qualitative observations.
 - In case of Teaching staff, the reporting authority reviews and provides his/her remarks. After verification by the reporting authority, the final reviewing is done by the Director.
 - In case of Non-teaching staff, the details given in the self-assessment form by the concerned person is reviewed and verified by reporting authorities.
 - Rating is done across parameters on a 4-point scale (Poor, Average, Good and Excellent). Accordingly, calculation is done for each parameter.
- Each Assessed Self-Appraisal form is then submitted to the HR Department. HR Department prepares a final Assessment sheet basis an analysis of laid-down metrics
- Review on Remuneration is then done basis a 4-point scale (Excellent-Good-Average-Poor) by the Director/Deputy Director in consultation with the Board of Trustees.
- The same is communicated to the concerned person and accordingly the salary is revised along with a performance appraisal letter.

Criteria for Annual Performance Appraisal :

Teaching Staff

- Student Feedback taken at different time-points (Quarterly)
- Use of Innovative Teaching Pedagogy
- Performance on their designated KRAs including Institution-building activities
- Publication and Course-work Development
- MDP/FDP and Training Programs conducted
- Training Programs, Workshops attended, New Skills acquired
- Student Development Activity (SIP, Capstone, Mentoring, etc.)
- Honors, Awards and Accolades gained
- Memos received

Non-teaching Staff

- Overall Performance on Job Description
- Quantity of Output
- Quality of Output
- Job Knowledge & Skills required for Effective Job Delivery
- Attitude towards Learning new things and Career progression
- Cost Conscious
- Overall Potential for Efficient & Effective Completion of Work
- Communication ability (Verbal & Non-Verbal)
- Initiative & Drive
- Commitment / Sense of Responsibility
- Planning & Organizing ability

- Relationship-building and Teamwork (Inter & Intrapersonal)
- Attendance and Regularity
- Memos received
- Other Special Factors (Related to the Job) and Overall Remarks

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

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The Management at AIMSAR assumes the task of preparing financial statements in accordance with generally accepted Indian accounting principles and accounting standards. AIMSAR conducts regular audits to keep its records up to date, for quality assurance as well as for compliance. The auditor evaluates the financial statements for their adequacy in disclosing significant accounting policies and for a true and fair representation of the financial affairs of the Institute. These Audits are well-planned and well-executed. Qualified External Auditors, members of the ICAI, are appointed to carry out a true and fair audit of the financial affairs of the Institution. The Institute has a well-designed internal and external financial control system.

Below is a description of these Internal and External control measures:

Internal Audit

Institute has its own mechanism of internal check so as to ensure operating efficiency of risk management, governance, control environment, operational effectiveness and internal control processes. An internal check mechanism is in place where major expenditures and payments are approved by the CFO (Chief Financial Officer) and then sanctioned by the Trustee. The Institute prepares an annual budget taking into account detailed proposed expenditure for each and every activity from each head or activity/event in-charge. It is compiled by the Director and approved by the CFO and Trustee. It is then approved by the Governing Council. All expenditures are verified with the approved budget for each said activity. Major purchases are made from approved vendors. In certain cases where there are no approved vendors, quotations are invited, and orders placed after vendor comparison and analysis. An approval note or expenditure form is required to be verified alongside the budget by the purchase officer and is to be

approved by the Director and the Trustee. Payments are made only after approval from the CFO and Trustee. Any deviation from the budget is communicated to management immediately.

External Audit

The Accounts department in consultation with management, prepares the financial statements by the end of June every year. The Trust appoints an external auditor, while ensuring that he/she is a member of ICAI. External Audit is conducted during the months of July to September. The audited financial statements are submitted to Charity Commissioner, Income Tax and Fee Regulating Authority.

The objectives of the audit are to determine a true and fair view of the financial affairs of the Institution as well as compliance to laws and to verify the following:

- ability to ensure applicable statutory, regulatory and contractual requirements
- evaluation of the appropriateness of accounting policies used and reasonableness of the accounting estimates made by the management as well as evaluation of the overall presentation of the financial statements

For the audit to be completed in time, the audit observations and recommendations during the audit must be closed. Over the years, there have been no major objections in the external audit report of the Institute.

Institute also prepares various returns for Profession Tax, Provident Fund, TDS, GST to be filed with respective Government departments.

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

6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years	View Document

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

Response:

In order to achieve the goals and objectives of the Institution, it is necessary to avail and then make effective and efficient use of funds. Shree Ameya Public Charitable Trust is the apex body that takes the final decision on matters related to funds that are essential for the growth of the Institution. Key financial management issue is the mobilization of financial resources to take all-round progressive efforts for the young Institution, as it looks to chart a path for itself that is commensurate with the demands of business.

The institute is self-financed and follows fund mobilization strategies and optimal utilization of resources as directed by regulating authorities. The annual audited balance sheet is submitted to FRA on a yearly basis. The process followed is described below:

The accounts department prepares an annual budget estimate in consultation with the Director, which is then presented to the Governing Council for approval.

After approval by the Governing Council, the Director is authorized to do fund allocation. Basis this, all financial utilization of funds takes place.

For major expenses, approval from the Trustee is taken after recommendation by the purchase officer.

- The Institute is affiliated to the University of Mumbai and approved by All India Council for Technical Education (AICTE), New Delhi and Directorate of Technical Education (DTE) Maharashtra State. The Institute offers post graduate MMS Program and PGDM Program. The fees for the MMS Program is decided by Fees Regulating Authority (FRA) set up by the Government of Maharashtra. Fees for PGDM programs are decided by the Management in consultation with the Governing Council.
- Optimal utilization of resources is ensured through allocation of adequate funds for teaching – learning process, student development programs, workshops, seminars, etc.as per the budgeted expenditures.
- The accounts department is in-charge of maintaining the annual financial budget. Proposed income and expenditure budget is prepared before the commencement of the Academic session. Modified proposed summary budget is then presented to the Trustee for approval. A final proposed budget covering all income and expenditure are presented to the Governing Council for approval. Any

objections by the members during the meeting are recorded and corrections are then made in the final budget with approval from the Governing Body.

- The Institute is accredited by ISO 9001:2015 by TUV Rheinland (India) Pvt. Ltd. Funds are disbursed according to the purchase process defined in ISO. Accordingly, requisitions are raised with an approval note or expenditure form by the person requiring the funds, which is then verified by the Purchase Officer as per the budget, approved by the Director, authorized by the Trustee and finally funds disbursed by the accounts department. This ensures optimal utilization of resources.

File Description	Document
Upload any additional information	View Document
Paste 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

Response:

The Institute's Internal Quality Assurance Cell (IQAC) is an administrative body responsible for all quality matters requisite to improving the functioning of the institution and in turn, the quality of education imparted by it. It determines and promotes quality-related activities and issues through formulation of or improvement in systems as well as programs and activities such as conclaves, summits, conferences, strengthening the library, improvement in student support systems, panel discussions, role playing exercises, case studies, and other academic actions for all stakeholders of the Institute. The IQAC is involved in bringing quality initiatives in all aspects of the academic and administrative process and strives continuously towards bringing out the best out of the teaching and learning mechanism.. Two best practices where the IQAC for played a prominent role in institutionalizing quality assurance strategies and processes are:

1. **Alumni Portal:** It would be fair to say that an educational institution is known not only by its alumni but also by how it manages to leverage this significant human capital towards the building of the institution. AIMSRS is a young institution, but several of its alumni are already spread across various sectors and domains and have established themselves today. It was vital that a robust system was institutionalized to establish a regular connect with them. AIMSRS's Alumni Portal is a step in that direction. The Portal has several short- as well as long- term benefits for all stakeholders – hosting memories of time spent by the alumni in the institute, ensuring regular updates in movements, both horizontal and vertical (including contributions made and accolades earned), among the Alumni as well as within the Institution, posting of professional opportunities by and for the alumni, encouraging interface and networking between current students and alumni (as mentors or in the form of guest sessions) and indeed between alumni as well. This way, both current students and the alumni gain, which makes for a robust institution, which, in the immediate as well as over time, benefits all stakeholders. Keeping this in

mind and in accordance with the IQAC's recommendations, AIMSRL launched its Alumni portal on the 10th of December 2019.

2. Online feedback on facilities: To ensure both relevance and adequate upkeep of the services and facilities provided by the Institute (such as library and canteen) to students, faculty and administrative staff towards building a great learning environment, the IQAC felt that it was important to obtain feedback on them. Such feedback helps the Institute in periodic assessment of the operations as well as staff and hence the input from all stakeholders is valued. Specifically, the canteen committee collects feedback from students, faculty and non-teaching staff on food presentation, food variety, taste, quantity, cleanliness, overall quality of food services, staff courtesy and prices. Library committee collects feedback from students, faculty and non-teaching staff. on library services such as utilization of library resources and satisfaction with them.

Thus, the IQAC continuously strives towards institutionalizing quality assurance strategies and processes.

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

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

One of the crucial aims of setting-up of the IQAC was to drive quality in the teaching-learning deliverable. Accordingly, modifications have been introduced to both institute as well as monitor the teaching-learning process since the IQAC was set up in the Institute on the 15th of June 2019. The direction provided by the Governing Council has provided a framework as well as perspective for the Institute to review its teaching-learning process, structures & methodologies of operation and learning outcomes at periodic intervals.

Two best practices of IQAC's role in the review of teaching-learning process and learning outcomes are:

1. Improvement in course allocation process: Process of subject allocation was thoroughly reviewed by the IQAC to ensure improvement in the teaching-learning process. As per the recommendations, the following process has been set. 1: A common course list for the first- and second- semesters and a specialization-wise course list for the third- and fourth- semesters is prepared by the respective Program Heads of MMS and PGDM. 2: The Program Heads distribute the course list sheet to the respective HODs of each specialization. 3: The HODs circulate the course list along with a preference sheet to the faculty in the respective departments. 4: Individual faculty provides his/her preference for the courses as per their comfort, experience and expertise. 5: Post verification, HODs submit the preference sheet to the MMS and PGDM Program Heads with their signature. 6: Program Heads review the preference sheet submitted by HODs and make final list from their end on the basis of the preference by individual faculty. 7: After taking into account his/her past student feedback, course allocation to faculty is done. 8: Director then calls a meeting with Program Heads for the final review and the final course allocation list is sent to Board of Trustees for final approval.

2. Mid-term Feedback (for improvement): Faculty play the most significant role in the transference of knowledge and skills to students. To ensure quality deliverable, as per the usual practice, student feedback used to be taken at the end of the semester. As per IQAC's recommendation, feedback is now taken twice during the semester - once in the middle and then at the end of the semester. Further, the criteria used for the assessment in the middle is the same as those used at the end of the term. Student feedback is taken after completion of 3-4 sessions and the same is analyzed and communicated to the concerned faculty with the objective of enabling him/her to improve on aspects with low scores. This enables course correction, which was previously taking place only after the completion of the course. Besides facilitating and enabling evolution in teaching practice and outcome, mid-term feedback also sends across a message of academic seriousness and rigour to the students. The end-semester feedback is compared with mid-term feedback to enable faculty to observe areas of change – both positive and negative. This practice helps the Institute to strengthen its teaching-learning process.

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

6.5.3 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements
2. Collaborative quality initiatives with other institution(s)
3. Participation in NIRF
4. any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

Response: D. 1 of the above

File Description	Document
Upload details of Quality assurance initiatives of the institution	View Document
Upload any additional information	View Document
Paste web link of Annual reports of Institution	View Document

NVAAC

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:

AIMSR, in its eight-year existence, has recognized importance of gender equity and significance of women as a key resource in institutional-development. 50% of staff (teaching and non-teaching) are women. To carry-forward this philosophy, several gender equity initiatives have been initiated:

Women's Empowerment Events

1. Set-up **Women's Cell 'Manasvini'** four years ago to address women-related issues.
2. Celebrating **International Women's Day** every year since 2016, providing staff with the opportunity to **listen to women achievers. Women achievers from across the wide spectrum have highlighted key issues facing women and motivated women audience by highlighting the progress women have made.**
3. **Dance act by students in a shopping mall** to generate awareness about **'saving-the-girl-child'**.

Women playing a Leading role in Institution's functioning

- **Women** have occupied **leading positions** – Director, Program Head, HOD of Functional specializations, Heads of several Committees as per KRAs defined.
- **AIMSR girl students play a crucial role in conducting academic activities and shouldering administrative responsibilities.** For every section, two CRs are appointed, one being a girl.
- **AIMSR's girl students play a lead role during conduct of institute events – planning, executing, compeering and liaising with guest-speakers.**
- **Salaries and emoluments are determined basis grade – employees within a certain grade are remunerated the same way without any gender bias.**

Following specific facilities are provided to women:

Safety and Security

- Security guards are available on the campus 24x7. A professional security agency is deployed for security check. Students, Faculty and Staff are required to wear ID cards at all times.
- CCTV Cameras are installed throughout the campus.

- Management has constituted committees to empower and safeguard rights of women in the Institution: Disciplinary Committee, Anti-Ragging Committee, Women-Development Cell, Grievance-Redressal Committee, Unfair-Means-Inquiry Committee.
- No sexual harassment complaint has ever been recorded.
- Floor layouts are constructed to monitor passage, corridors, classrooms, library and computer laboratories easily and are supported with sufficient lighting.
- Electric Sanitary-Pad-Disposal Machines are installed in girls' washrooms to maintain hygiene.
- Adequate Fire Safety steps have been taken and requisite equipment installed on all floors.
- The Institute has a special Sick Room to attend to exigent matters. First-Aid Kits are available in the campus in case of minor injuries to students, faculty and staff.

Mentoring

The concept of mentoring is in practice where each faculty dedicatedly mentors 9-10 students. During their first year, a common process of mentoring students without any gender bias is followed, and in the second year, it is basis specialization chosen by them. Students can approach the mentor on their own and are at liberty to discuss personal problems and in special cases of personal nature, a male faculty mentor redirects his girl mentee to a lady mentor.

Common Room

- Institution has a separate room with facilities for practice and preparation during events.
- Institute has a separate Girls Common Room - for practice while conducting events.
- There is also a special changing room for Girls.
- There are separate washrooms for Boys and Girls.

Female administration and teaching staff visit the common room and inspect areas where urgent attention is required.

File Description	Document
Link for 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
Link for annual gender sensitization action plan	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:

As a young and progressive institution conscious about providing a clean and hygienic environment to all stakeholders and contributing to the ecology in general, AIMSRS practices responsible waste management practices. The institution has taken the requisite steps towards the same. The entire process is described below:

Solid Waste Management: The Institute has taken steps to ensure that solid waste such as wastepaper, plastic, glass, wood, tetra-packs, etc. is collected and disposed-off in a responsible manner. An external House-keeping Agency, responsible for all Waste Collection and Disposal of Solid Waste, has been appointed. Waste is collected in dustbins placed at all spots where it is likely to get created. In most rooms, at-least one dustbin, and in some, a number of dustbins, have been kept. Housekeeping Staff collect all solid waste from each dustbin in garbage-collection trolleys and pack it into garbage-disposal bags every day. Since consuming food is only permitted in the Canteen, most solid waste for segregation into DRY and WET waste, is generated there. Consequently, separate Dry & Wet Waste bins have been placed in the canteen to ensure segregation and everyone follows the practice of depositing specific waste into these bins. For disposal of Dry Waste generated elsewhere, a dustbin has been placed with every staff member (teaching and non-teaching). After waste is collected from each bin and packed in garbage-disposal bags, BMC collects waste in the municipal garbage truck in accordance with laid-down guidelines. Proper instructions and guidelines have been provided to Housekeeping Staff handling waste disposal. To tackle soiled napkin-disposal issues, the institute has installed a Sanitary Napkin Incinerator machine in the girls' washroom and proper guidelines have been issued and training provided with-respect-to its use.

Further, recognizing the importance of proper Wet Waste management, the Institute has signed an MOU with an Environment Consultant for regular composting of WET-Waste.

Liquid Wastewater Management: Liquid wastewater is properly monitored and restricted through proper controlling system. Proper drainage system is arranged on all floors within the campus. The drainage system is a conventional 2-Pipe system with separate pipes for soil and wastewater, which are discharged through the underground sewage system.

Biomedical Waste: Such type of waste is not generated in the Institute.

E-waste Management: As the institute has just started its journey, much of e-waste has not been generated yet. In most cases, wear and tear of all electronic devices is done by IT department. In the event of an electronic device becoming non-functional, replacement through buy-back exchange is done with vendors. There is also an E-Waste Policy in place (attached).

Waste Recycling system: Waste Recycling system is presently not required because the Institution does not generate sufficient wet waste as specified by the BMC.

Hazardous Chemicals and Radioactive Waste management: Such type of waste is not generated in the campus.

Any other relevant information

Being a business management institution, the institute does not carry-out any scientific laboratory work and hence does not generate either biomedical waste or hazardous chemicals and radioactive waste.

File Description	Document
Any other relevant information	View Document
Link for Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Link for 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: E. None of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	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: B. 3 of the above

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

7.1.6 Quality audits on environment and energy 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: B. 3 of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	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. Disabled-friendly washrooms
3. Signage including tactile path, lights, display boards and signposts
4. Assistive technology and facilities for persons with disabilities (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: B. 3 of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	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:

AIMSR's stated vision is to impart multifaceted education driven by social sensitivity and inclusiveness. Aim is to build and promulgate an environment that fosters tolerance and harmony towards all diverse sections of the society – regional, linguistic, communal socio-economic or cultural. Further, Mumbai is a cultural melting pot, thereby setting the right environment that enables proliferation of such a philosophy and the Institute focusses on inculcating it among students and aims to produce professionals who think of everyone around them and deliver quality to all sections of the society with compassion.

With 28 states, 8 Union Territories, 22 major languages and 1600+ dialects to go along with a number of different religions, ethnic groups and close to 30 different festivals, India is regarded as among the most diverse nations in the world. A country so culturally diverse can remain as one only when everyone is accepting of the diversity in the other.

The following initiatives demonstrate the Institute's commitment to the cause of ensuring an inclusive environment for students, faculty and other staff:

- The Institute has a multicultural, multilingual student and faculty base hailing from different parts of the country and from different socioeconomic backgrounds.
- Institute conducts annual student fests and gatherings such as Freshers' Party, Farewell Party, and other such student activities where students mingle around with one another naturally.
- Institute celebrates cultural (most are regional) and religious festivals such as Garba, Dandiya, Dahi Handi, Holi, Diwali, and Christmas.
- Institute celebrates Matru Bhasha Diwas where we encourage students to celebrate mother tongues and local languages.
- Institute actively takes part in the celebration of the International Yoga Day on the 21st of June every year.
- Institute religiously celebrates the International Women's Day (which falls on the 8th of March) every year, by way of celebrating women achievements from different walks of life and professions.
- Institute conducts English language (as the common business language) classes for all PGDM students. Further, during the Business and Managerial Communication course taught in the very first semester itself, students are encouraged to communicate in English, while developing their linguistic abilities in the other common language Hindi.
- Institute celebrates the group's flagship festival, Borivali Design Fest every year in December. The mega event, which is spread across three days, comprises a number of different cultural and sports activities for students across colleges as well as for the nearby community.
- The Institute actively promotes conduct of and participation in social sensitization programs by students. These programs emphasize on interaction and engagement with the less-privileged sections of the society such as special children, the elderly living in old age homes, those living in slums and streets, etc.

Such a wide assortment of initiatives helps build a holistic and all-round perspective among the students. Besides expanding their horizons and developing a sense of larger purpose among them, such initiatives and programs also help keep the students' feet on the ground, which also ensures that they develop an long-term appreciation for those from a different cultural background than theirs.

File Description	Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document
Link for any other relevant information	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:

As a progressive institution, AIMSIR recognizes that it must transcend its philosophy of providing good education to include being responsible citizens as well, comprising an understanding of and appreciation for remaining true to the national constitution and all values, rights, duties and responsibilities. Further, this philosophy must be felt by all within the institution. To disseminate this philosophy, AIMSIR has conducted the following programs:

- **Celebration of Vigilance Awareness Week on “Preventive Vigilance as a tool for Good Governance”:** AIMSIR students participated in Elocution and Debate competitions. Students expressed views on aspects of concern that citizens need to be vigilant about. ACP Dr. Sudhakar Pujari was the event Chief Guest.
- **Management Lessons from the Armed Forces:** Senior Armed Forces Officials imparted learning’s on planning strategic moves and on-ground disaster and crisis management.
- **Citizen Awareness Program by the Mumbai Police:** Spreading awareness of safety and security issues in Mumbai. Aim was to alert citizens about their roles and responsibilities, given the increasing incidence of crimes of different nature (extremist activities, cybercrimes and common crimes). Police Officials discussed safety measures related to children, women and elderly and enumerated do’s and don’ts that every citizen must follow towards ensuring safety and security of every individual and described actions to be taken during rumours, bomb blasts, terrorist attacks, etc.
- A flash mob by AIMSIR students at a popular Mall in front of a crowd of over 500 people **supporting the causes of “Saving the Girl Child”** (given the incidence of male chauvinism and discriminatory, often dastardly acts against women) & **“Role played by Indian Army”**, to the cause of protecting the nation.
- Faced by articles on road hazards almost daily, AIMSIR students **promoted the importance of road safety by way of carrying placards and urging two-wheeler riders to wear helmets.**
- **Celebration of Indian Constitution Day:** Besides listening to a screening by AICTE, different faculty also spoke about different aspects of the Indian Constitution with the aim of emphasizing to students the significance of it. As an act of symbolism, faculty and students also recited the Indian Constitution Preamble.
- **Celebration of National Unity Day (Rashtriya Ekta Diwas) on the Birth Anniversary of the Iron Man of India, Sardar Vallabhbhai Patel:** Speakers highlighted the contribution of and sacrifices made by Sardar Vallabhbhai Patel and the significance of celebrating his birth anniversary as the unity day.
- **Celebrating International Women’s Day every year for the last 5 years:** these have put into sharp focus, empowerment of women and the all-encompassing significant role played by them in society. During each such event, women achievers from different walks of life have addressed and inspired others in the institute. All these women achievers from across the wide spectrum of the professional world highlighted key issues facing women and motivated the women audience by speaking of the progress women had made & continued to make.

These activities are conducted with the aim of inculcating strong values and a sense of responsibility towards fellow citizens.

File Description	Document
Link for details of activities that inculcate values necessary to render students in to responsible citizens	View Document
Link for any other relevant information	View Document

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: C. 2 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
Code of ethics policy document	View Document

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

Response:

A young institution, AIMSAR has got into the routine of celebrating certain significant days to signify both an expansive as-well-as immersive philosophy, which goes beyond the specifics of business, societal and ecological issues. Though the institution was celebrating Teachers' Day and International Women's Day regularly, it has now recognized a few other days as significant to the holistic development of students.

- **International Women's Day, 8th March** is being celebrated every year since 2016 to signify women's empowerment. The institute celebrates women achievers by inviting them and have them share inspiring stories and thoughts with staff and students.
- On the eve of **Holi**, all AIMSAR staff gather on the institute terrace and celebrate with enthusiasm

with colour and snacks.

- To promote health and hygiene, **International Yoga Day (21st June)** is celebrated with full vigour by students, faculty and staff by performing yoga.
- **Teachers' Day** is celebrated every year on the **5th of September** to honour the teachers for their contribution to students' lives. The day is marked by eminent personalities sharing inspiring thoughts with the institution's staff and students and recognition of two best teachers of the institution.
- **Birth Anniversary of Shaheed Bhagat Singh, 28th September** is celebrated to honour his significant role in India's freedom movement. A seminar emphasizing his conviction and determination towards the fight for the nation's freedom.
- The **birth anniversary of the Iron Man of India, Sardar Vallabhbhai Patel, 31st October**, is celebrated as the **National Unity Day or Rashtriya Ekta Diwas** for the immense contribution made by him in uniting India from the 550 princely states at the time of its independence. Speakers highlight the contribution and sacrifices made by Sardar Vallabhbhai Patel.
- To commemorate adoption of the Indian Constitution as a significant step forward in India being declared a republic and truly independent, the institution has started the practice of celebrating **Indian Constitution Day (Samvidhan Divas) on the 26th of November**. Different aspects of the Indian Constitution are touched upon with the aim of emphasizing its significance to the students. Faculty and students also recite the Indian Constitution Preamble.
- **Christmas, 25th December** is celebrated with much fervour. On the 24th of December, all staff gather and play 'Secret Santa' and give gifts to each other.
- Since India is, demographically, a young nation, the Institution believes that **YuvaDiwas (National Youth Day), 12th January** be celebrated for what youthful energy contributes to the nation. The day marks the birth anniversary of Swami Vivekanand, who epitomized the restless quest for truth. Students share Swami Vivekanand's contribution with their fellow students.
- Recently, the Institution has started the practice of celebrating the **National Innovation Day**, which falls on the **15th of October, Dr. APJ Abdul Kalam's Birth Anniverssary**.

Besides these programs, in case of the death of great personalities, the institute conducts condolence meetings and remember their contribution to society and the Nation. We take all the necessary steps to develop national consciousness, communal harmony and social solidarity.

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

Title of the Practice: Experiential Development

Objectives

1. To provide exposure beyond the classroom and enable practical learning to students.
2. To enable leveraging & enhancement of in-born skills of students, thereby polishing them further.
3. To ensure a platform to students for interface with corporate professionals thereby widening their horizons.
4. To provide hands-on, practical exposure in managerial planning, organizing, financing, team building & group dynamics to students, thereby leading to their all-round grooming & development.
5. To enhance critical thinking & problem-solving skills, thereby developing leadership quality in students.
6. To promote self-learning & to create an atmosphere of learning by listening, observing & doing.

The Context

The fast-changing business environment is placing demands on students to acquire traits and competencies such-as high levels of energy, poise, confidence, process-orientation, entrepreneurial-zeal and a sense of purpose that has a greater impact on society. Among the crucial hard and soft skills sought by employers of management professionals today are domain knowledge, experience and exposure to industry, observation skills, understanding of financial statements, budgeting, coordinating, negotiating with others, emotional intelligence, time management, ability to think on one's feet and critical thinking skills. From students' point-of-view, this is creating a different dynamic with new career options opening-up and several sunrise sectors increasingly coming to the fore.

Regular class-room sessions can enable only some of these, and that too partly. It is therefore vital that a simulated cross-functional environment is created to develop these facets in students sufficiently.

The Practice

AIMSR works on the philosophy of creating employable professionals and so we lay emphasis on the conduct of events and activities that enable acquisition of above traits and competencies and leads to holistic development of students. Sensitization to the corporate world is provided to students through various events and activities conducted both within and outside the campus.

Employers seek candidates who are equipped with knowledge and expertise in their field, think out-of-the-box, can multi-task, are enterprising and take initiative, and possess the essential know-how to effectively communicate with different stakeholders.

At AIMSIR apart from imparting classroom learning, emphasis is also laid on applied learning in the form of events and activities that are an integral part of the academic calendar and that are planned right at the beginning of the academic season. In the last academic year, AIMSIR was able to conduct over 30 events across different genres.

The nature of events and activities conducted at AIMSIR span a wide spectrum: commencing with an intensive orientation program to conclaves on specialist areas, to special guest lectures sessions by leading industry professionals on current topics, to an innovation summit and international research conference, to student-driven cultural, literary and sports events, to several different club activities addressing a wide assortment of desired traits such as passion, social sensitization and entrepreneurial fervor. Intense student involvement – as listeners, observers and, most crucially, doers across different stages – is integral to these. The Institute believes that certain events & activities are an essential part of students' academic journey as it gives a platform to the young brains to showcase their innovative ideas and compete with their peers. Such interactions not only enhance interpersonal and communication skills of students but also prepare them to deal with a wide assortment of people across cultural backgrounds.

Besides being active listeners to the intellectual deliberations, students also play a crucial role in planning, organizing and execution of events. By becoming active conduits in the process of dissemination, deliberation and learning acquisition of topical issues, students get a completely hands-on exposure to real-world matters. Effective dissemination and learning involve getting appropriate speakers and getting students to appreciate and internalize the entire process in totality. The uniqueness of such well-rounded practice is manifest in the students becoming well-prepared, independent thinking, confident, focused and disciplined individuals.

Evidence of Success

We at AIMSIR measure the relevance and impact of such events and activities in two ways:

1. Mapping the involvement of students against the learning outcomes earmarked for the entire PGDM and MMS programs – Social Responsibility and Ethical Orientation, Creativity and Decision-making, Ability to Manage Change with a Global Perspective, Functional Knowledge, Communication and Inter-personal skills, Collaboration and Team-work, Business Research skills, Entrepreneurial skills and Project Management skills. Events and activities along with student involvement in them are so designed that, across all of them, each of these learning outcomes are adequately met.
2. We take student feedback after each event – covering various aspects of the event deliverable. This feedback serves the purpose of not only assessing the delivery of the event, but also enabling course correction for all future events.

Eventually, the visible impact of these activities is evident in the students being well-equipped with practical understanding of situations, technical know-how as well as social skills, which comes to the fore, crucially during the placement process and their career thereafter.

Problems encountered and Resources Required

Resources required for the effective conduct of events and activities are:

- Internal intellectual capital for theme finalization
- The right infrastructure and ambience that enables and facilitates all-round learning and development.
- Intellectual resources commensurate with topical areas

Few issues faced during the conduct of such a wide assortment of events and activities are as follows:

1. Getting the right speakers to come and partake in the knowledge dissemination and learning acquisition at the opportune time is often difficult.
2. Generating sponsorship from industry with a view to fund certain events that demand a certain deliverable quality is often a tough task.
3. Collaborations with relevant industry associations such as BMA and CII

Best Practice II

Title of the Practice: Mentoring System

Objectives

1. To help the student identify a career path through a program designed to link students with an expert from the similar profession, who will provide honest insights as students explore & evaluate their potential, educational & career options.
2. To improve problem-solving, communication, leadership, research & entrepreneurship skills of a mentee.

The Context

The Mentee -Mentor concept has prevailed in the organization since its inception. Thereafter, the mentoring system became one of the important and strong pillars. The most important part of this practice is that mentoring connections are a commitment to a student's preparedness for the future.

The Practice

Mentoring forms an indispensable & significant aspect of a student's life. At AIMSAR, each student is nurtured holistically by faculty. It becomes the students' endeavor to leverage grooming platforms provided by PIM through the mentoring system and a robust Buddy System. That leads to understanding of the intricacies of the life both professionally and personally, thereby leading to their overall development of professional competencies, human values, work ethics and spiritual values. Mentoring also promotes knowledge-sharing and experiential learning between the experienced faculty, which further enhances the value derived from it.

Mentoring session is scheduled in every week, during which students are encouraged to open-up and share their experiences, triggers, concerns and perspectives about life and also, in the process, gain insights on different aspects of life. An environment of trust is established between the mentor and the mentee through various activities. Mentors act as active listeners and assess the strengths and weakness of each mentee. Their inhibitions are then addressed keeping in view the sensitivity of each student.

The mentees, in turn, develop a lasting bond with their mentors as role models, and philosophers which are maintained throughout their professional pursuits.

A few of specific aspects that the mentoring program aims to achieve are:

- 1.Helps in better understanding of self
- 2.Provides an insight into the work environment in which they would work
- 3.Provides relevance to their program of studies
- 4.Assist students to be better equipped to have control over their futures
- 5.Promote amongst students a better evaluation of relevant careers and subjects pursued
- 6.Greater understanding about the field or industry of their interest
- 7.Enhancement of skills
- 8.Greater confidence and self-esteem
- 9.Learn about potential career options from someone who has been in their shoes
- 10.Obtain practical advice from a different perspective
- 11.Learn about the operations of a specific company and industry

Evidence of Success

The mentoring program has enabled opening-up of the minds of students, most of whom have stepped into a professional program straight out of college, and hence are relatively clued-in to what the world of business entails. The personal hand-holding relaxes them and provides them specific insights on the steps they should take as well as how they should navigate through the world of business. This brings about a positive change in students and enhances their perspective. Students have been able to perform better in academics as well as in job interviews. Moreover, since the long-term worth of an institution is directly linked with the professional progress of its alumni, the bond between the mentor and the mentee aids in the continuous development of the student.

Problems encountered and Resources Required

In the initial stage of the Mentoring process, students take their time to open-up in front of their faculty and establishing a bond takes a bit of time. A relaxed, informal non-classroom environment, therefore, is ideal for the program to flourish.

File Description	Document
Link for 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:

In keeping with our stated vision of imparting multifaceted education driven by social sensitivity, AIMSIR has regularly taken-up a number of social sensitization programs as part of its CSR Club 'ARANYAK' to ensure that our students remain grounded and socially responsible and develop values that lead to inclusive growth. These programs have subsumed sensitizing students towards:

1. the less privileged sections of the society,
2. fundamental responsibilities as citizens, and
3. actions beyond the immediate call of duty (as a sign of true leadership)

These programs, described below, have ranged from involving students in active on-ground activities to interactions with public service professionals.

SENSITIZATION TOWARDS THE LESS PRIVILEGED

Interaction with the Elderly in an Old Age Home: Students visited an old age home during Diwali. Aim was to bring a moment of happiness among the elderly, disowned by their families. Students spent precious moments with them, listening to their life experiences, playing board games and getting them to sing wholeheartedly. They also distributed snacks and had a cake-cutting ceremony for an elderly lady.

Interaction with Special Children & Selling Products made by them: Students interacted with and managed special kids of a charitable trust during their visit to a Museum and helped generate revenue through sale of products (dijas, hand-paintings, decorative items, etc.) made by these special children at one of the exhibitions. They also helped create awareness of hand hygiene among these special kids.

Donation of Clothes & Utilities to the Needy: Students of AIMSIR conducted a donation drive in the form of donation of old clothes and other utilities to the people in need.

Inviting Kids from Robin Hood NGO to Watch a Movie

Helping Roadside sellers sell their products: Roadside sellers, often, beg for purchase of their products

in the garb of selling, AIMSRS students gave them ideas on how to sell better, thereby equipping them & making a long-term contribution in their lives.

Joy of Giving: Female Clothing collected and donated to Rescue Foundation (rescue, rehabilitation, reintegration and repatriation of under-privileged girls and children); Male Clothing and Medicines donated to Shanti Daan (home for terminally ill, sick, dying destitute and elderly left alone by their children); Stationery bought and donated to Desire Society (NGO for health development and well-being of orphan children affected by HIV).

SENSITIZATION TOWARDS RESPONSIBILITIES AS CITIZENS

Learning's from Armed Forces: Armed Forces Officials (rank of Brigadier and Lieutenant Colonel) imparted management learning's on how they strategically plan their move and infuse theoretical lessons of management practically on the ground from disaster and crisis management to planning for the future.

Citizen Awareness Program by the Mumbai Police: Awareness about safety and security issues by Mumbai Police Officials to alert citizens about their roles and responsibilities, given the increasing incidence of extremist activities, cybercrimes and common crimes. Safety measures related to children, women and the elderly were discussed and do's and don'ts that every citizen must follow towards ensuring safety and security of every individual and the society at-large, were enumerated and actions to be taken at the time of rumours, bomb blasts, terrorist attacks, etc. described.

A Session on Disaster Management by Chief Officer, Disaster Management Unit, MCGM

Save Water campaign during Holi: AIMSRS students visited various public places to emphasize significance of water conservation at a time when a lot of water gets used.

Pond Cleaning after Ganpati Visarjan: Cleanliness drive initiated under Swasth Bharat Abhiyaan program during Ganpati Visarjan festival. A pond near Vajira, (Borivali, Mumbai) was cleaned post Ganpati Visarjan.

Vigilance Awareness Week on "Preventive vigilance as a tool of good governance": Involved participation of 30 students in Elocution and Debate competitions on this theme.

Celebration of Indian Constitution Day: Faculty spoke about different aspects of the Indian Constitution emphasizing the importance of it to the students. Faculty and students also recited the Indian Constitution Preamble.

Celebration of National Unity Day (Rashtriya Ekta Diwas)

Student Speakers highlighted the contribution of and sacrifices made by Sardar Vallabhbhai Patel and the significance of celebrating his birth anniversary as Unity Day.

SENSITIZATION TO ACTIONS BEYOND THE CALL OF DUTY (As LEADERS)

Awareness about Thalassemia & Blood Donation: Two activities conducted: a) doctors addressed students on blood disorders, especially causes, symptoms and cure for Thalassemia & how students can help Thalassemia patients, b) Blood Donation by 78 students.

'Nayaab': Promoting Social causes: A 'flash mob' by AIMSRS students at a shopping mall in front of a 1000+ crowd – meant towards supporting social causes of 'Saving Girl Child' and 'Tribute to the Indian Army'.

Promoting Road Safety: Given daily articles on road hazards, AIMSRS students promoted, the importance of road safety by way of urging two-wheeler riders to wear helmets.

Sensitization towards Organ Donation: Students of AIMSRS invited a speaker to spread awareness about organ donation and the myths and general perceptions associated with it.

Talent Show for the NGOs and Communities: Special programs organized for senior citizens of old age homes and children from orphanage homes. These sr. citizens and children actively participated and showcased their artistic talent, ranging from drawing, rangoli-making, mehndi, fancy dress, salad-making, etc.

Winners were awarded and felicitated.

Rural Immersion at Gorai Village to appreciate culture & lifestyle of rural community: Students interacted with villagers and understood social issues such as alcoholism, education of the youth and shift in occupation from farming and fishery to more sustained income-generating ones.

Awareness Drive for Leptospirosis & Malaria: Posters prepared by Students & Awareness created in the Slums of Mumbai.

Spiritual Exploration through Talks by Spiritual Gurus & Yoga: Such a wide assortment of programs helps build a holistic and all-round perspective (beyond needs of their own selves) among the students. Besides developing a sense of larger purpose among them, such programs also help keep the students' feet on the ground as well as cope with the stress they themselves go through in life.

These programs have been aimed at opening their eyes to the harsh truths of life and evoke a sense of humanity and gestures of kindness.

File Description	Document
Link for appropriate web in the Institutional website	View Document
Link for any other relevant information	View Document

5. CONCLUSION

Additional Information :

The Institute responds to the challenges faced by the Industry by incorporating changes in the teaching-learning pedagogy. Students are exposed to skills such as presentation, problem solving, analytical, teamwork, critical thinking, emotional intelligence and human values to improve their employability quotient.

In recent times, recognising the need for depth and hence readiness in niche area, the Institute has incorporated virtual internships, live projects to offer real time solutions for the Industry problems. The projects particularly, provided by start-ups enable students to look at an end- to-end solution supported with records and analysis. The projects include digital marketing, business analysis, use of technology like AI, robotics, etc.

Further, to accelerate the preparation of the students to the changing scenario, AIMSIR remains active with various clubs. These clubs organise industry-academia interface through various Conclaves and Summits. The specialities of the Institute lies in inviting Industry speakers in all fields of specialisation who orient students about actual corporate realities. AIMSIR keeps Faculty and students updated with emerging trends in respective areas.

Concluding Remarks :

AIMSR is a nine-year old Institute offering two year management education at the PG level with three programs, MMS, PGDM, PGDM – Marketing. The Institute follows the syllabi prescribed by the University of Mumbai for the MMS program and its own syllabi for the PGDM programs. The Institute has introduced several initiatives such as Management simulation games, corporate group discussions, role plays and many more, in the delivery of the curriculum.

AIMSR is forging ahead with exposure to be offered through international collaborations in the form of Faculty and Student exchange programs. These programs centre around learning models which feature interviews with business leaders and executives from around the world. Students get the opportunity to step into the shoes of key decision-makers. Such programs offer the advantage of sessions by world-class professors, global peer collaboration and networking with real-world, case-based learning.

AIMSR is committed to the holistic development of students through research publication, extension activities, linkages with organisations and Institutes of eminence. AIMSIR focuses on six pillars of values, namely, Agility, Innovation, Integrity, Trust, Excellence, Mutual respect to enhance entrepreneurial skills in addition to other skills, values and attitude required by students to succeed in the corporate and personal life

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.3	<p>Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years</p> <ol style="list-style-type: none"> 1. Academic council/BoS of Affiliating university 2. Setting of question papers for UG/PG programs 3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses 4. Assessment /evaluation process of the affiliating University <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: C. Any 2 of the above</p>																				
1.3.2	<p>Average percentage of courses that include experiential learning through project work/field work/internship during last five years</p> <p>1.3.2.1. Number of courses that include experiential learning through project work/field work/internship year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>20</td> <td>28</td> <td>15</td> <td>10</td> <td>9</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>20</td> <td>20</td> <td>15</td> <td>10</td> <td>09</td> </tr> </tbody> </table> <p>Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in clarification. The HEI has not provided any additional courses in AY 2018-19 that include experiential learning through project work/field work/ internship.</p>	2019-20	2018-19	2017-18	2016-17	2015-16	20	28	15	10	9	2019-20	2018-19	2017-18	2016-17	2015-16	20	20	15	10	09
2019-20	2018-19	2017-18	2016-17	2015-16																	
20	28	15	10	9																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
20	20	15	10	09																	
1.3.3	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year</p> <p>1.3.3.1. Number of students undertaking project work/field work / internships</p> <p>Answer before DVV Verification : 235 Answer after DVV Verification: 216</p>																				
1.4.1	<p><i>Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders</i></p> <p><i>1) Students</i></p> <p><i>2)Teachers</i></p>																				

3)Employers**4)Alumni**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. Any 2 of the above

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in clarification.

1.4.2 Feedback process of the Institution may be classified as follows:**Options:**

1. **Feedback collected, analysed and action taken and feedback available on website**
2. **Feedback collected, analysed and action has been taken**
3. **Feedback collected and analysed**
4. **Feedback collected**
5. **Feedback not collected**

Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website

Answer After DVV Verification: C. Feedback collected and analysed

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in clarification.

2.1.1 Average Enrolment percentage (Average of last five years)**2.1.1.1. Number of students admitted year-wise during last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
235	160	184	194	194

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
235	160	184	194	194

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
240	240	240	240	240

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
242	242	242	242	242

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in clarification.

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
6	7	3	4	3

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
6	7	3	4	3

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)

2.4.3.1. Total experience of full-time teachers

Answer before DVV Verification : 51.13

Answer after DVV Verification: 39

2.6.3 Average pass percentage of Students during last five years

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
88	118	110	117	102

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
132	172	183	188	102

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
88	118	110	117	102

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
150	179	188	192	131

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in clarification.

3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)

3.1.2.1. Number of teachers recognized as research guides

Answer before DVV Verification : 6

Answer after DVV Verification: 00

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
7	2	1	4	2

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
5	2	1	4	2

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years

3.3.1.1. How many Ph.Ds registered per eligible teacher within last five years

Answer before DVV Verification : 9

Answer after DVV Verification: 9

3.3.1.2. Number of teachers recognized as guides during the last five years

Answer before DVV Verification : 6

Answer after DVV Verification: 6

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
4	8	3	2	1

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	01	01	01	0

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in clarification. Only Researchgate and Springer considered.

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

3.3.3.1. 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:

2019-20	2018-19	2017-18	2016-17	2015-16
1	3	2	6	9

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	02	01	02	02

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in clarification.

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., during the last five years (including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
13	15	4	2	8

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
05	08	01	2	06

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last

five years

3.4.4.1. Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
964	609	161	40	410

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
149	129	161	40	41

3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years

3.5.2.1. Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
10	3	1	3	1

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
00	01	0	1	0

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

4.1.3.1. Number of classrooms and seminar halls with ICT facilities

Answer before DVV Verification : 13

Answer after DVV Verification: 10

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

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

Answer before DVV Verification : 222

Answer after DVV Verification: 191

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

5.1.1.1. Number of students benefited by scholarships and freeships provided by the Government year-wise during last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
21	9	7	10	6

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
21	9	7	9	6

5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years**5.1.2.1. Total number of students benefited by scholarships, freeships, etc provided by the institution / non- government agencies year-wise during last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
6	3	6	6	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
05	3	6	6	0

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in clarification.

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: D. 1 of the above

5.2.1 Average percentage of placement of outgoing students during the last five years**5.2.1.1. Number of outgoing students placed year - wise during the last five years.**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
110	140	121	144	98

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
87	129	121	144	98

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in clarification. Opted out is not placement.

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

5.3.3.1. Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
35	31	9	6	4

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
02	02	02	02	02

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

Answer before DVV Verification : D. 1 Lakhs - 3 Lakhs

Answer After DVV Verification: E. <1 Lakhs

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in clarification.

6.2.3 Implementation of e-governance in areas of operation

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in clarification.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
6	6	1	2	5

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
4	5	1	2	4

- 6.5.3 **Quality assurance initiatives of the institution include:**
1. **Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
 2. **Collaborative quality initiatives with other institution(s)**
 3. **Participation in NIRF**
 4. **any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

Answer before DVV Verification : C. 2 of the above

Answer After DVV Verification: D. 1 of the above

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**

Answer before DVV Verification : C. 2 of the above

Answer After DVV Verification: C. 2 of the above

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**

Answer before DVV Verification : B. 3 of the above

Answer After DVV Verification: E. None of the above

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**

Answer before DVV Verification : Any 4 or All of the above

Answer After DVV Verification: B. 3 of the above

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of courses offered by the Institution across all programs during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>143</td> <td>143</td> <td>191</td> <td>272</td> <td>221</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>133</td> <td>135</td> <td>183</td> <td>265</td> <td>214</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	143	143	191	272	221	2019-20	2018-19	2017-18	2016-17	2015-16	133	135	183	265	214
2019-20	2018-19	2017-18	2016-17	2015-16																	
143	143	191	272	221																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
133	135	183	265	214																	
2.1	<p>Number of students year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>235</td> <td>159</td> <td>186</td> <td>194</td> <td>194</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>386</td> <td>336</td> <td>371</td> <td>383</td> <td>323</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	235	159	186	194	194	2019-20	2018-19	2017-18	2016-17	2015-16	386	336	371	383	323
2019-20	2018-19	2017-18	2016-17	2015-16																	
235	159	186	194	194																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
386	336	371	383	323																	
2.2	<p>Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>08</td> <td>03</td> <td>02</td> <td>06</td> <td>05</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>61</td> <td>61</td> <td>61</td> <td>61</td> <td>61</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	08	03	02	06	05	2019-20	2018-19	2017-18	2016-17	2015-16	61	61	61	61	61
2019-20	2018-19	2017-18	2016-17	2015-16																	
08	03	02	06	05																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
61	61	61	61	61																	
3.2	<p>Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)</p>																				

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
158	160	234	221	190

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
88	60	101	72	69

NAAC