



# **SELF STUDY REPORT**

**FOR**

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

**MUMBAI INSTITUTE OF MANAGEMENT & RESEARCH**

J.K.KNOWLEDGE CENTRE, NEAR MBPT COLONY, NADKARNI PARK,  
WADALA EAST

400037

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Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**December 2018**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

The Mumbai Institute of Management & Research was established in the year 2004, by “Bhartiya Gramin Punarrachana Sanstha (BGPS), Aurangabad. The Institute imparts professional education in the field of Business Management. It is approved by AICTE, New Delhi and affiliated to University of Mumbai. MIMR offers Full-time Master of Management Studies (MMS) program specializations in Marketing Management, Human Resources Management, Finance Management, Operation Management and Information Technology.

This report has been prepared for the purpose of seeking NAAC Accreditation. The Institute has commitment to its trust vision for development of higher & value based education for economically weaker and marginalized section of the Society. The institute ensures to all stakeholders that it is working hard to ensure its program and services which meets the quality standards. The trust has planned resources allocation in budget to achieve its objectives imparting quality education with high level of commitment and integrity.

It aims to transform students into business leaders who will use ethical and sound management principles in business. The institute creates an opportunity for the students to get practical exposure by giving emphasis for industry institute interaction, it is our aspiration to build the institution by setting benchmark in the educational sector for working towards accreditation. Continued attention to curriculum enrichment, promoting student success, research and entrepreneurship abilities, ensuring institutional capacity and effectiveness in Higher education, is among our Institute's top priorities. Participating in this please find attached, the detailed document containing information of our Institute in order to facilitate the Accreditation Review Process. We take this opportunity to explain our internal quality and assessment processes.

### **Vision**

*“Professionalism in education, disseminating knowledge, and providing students a unique learning experience, that will best serve the world and betterment of mankind.”*

### **Mission**

*“To impart quality management education based on values in global perspective.”*

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

### **Institutional Strength**

#### **INSTITUTIONAL STRENGTH**

MIMR is guided by its strength to impart value-based education that will transform students into global business leaders who would lead the business by through innovation, an entrepreneurial spirit and a humanitarian attitude. The Mission statement is also aligned to provide quality education, Advance methods of

training and with value based research, The institute focuses on professional approach to promote higher education in the field of management.. Mumbai Institute of Management and Research have unique mission and character, with its ranching goal by applying teaching and research for creating an opportunities for students to engage in services by giving practical inputs along with theoretical concepts to build their leadership qualities

The Institute has developed its Strategic Plan which is approved by the Governing body of the trust. The Institute's strategic directions outline explains and how it will achieve its Mission. Some of the broad strategic directions that form the basis for MIMR's priorities and actions are summarized below:-

- To create a dynamic and safe learning environment committed to excellence in value-based management education;
- Ensure that policies are in place to provide fairness and transparency of process;
- Offer programs that meet the emerging needs of industry and provide employment opportunities for a broad range of students;
- Recruit and retain faculty who have a passion for and commitment to teaching and learning;
- Incorporate international learning experiences in the curriculum, to foster an understanding of diversity and global workplaces;
- Encourage creative application through Research and Entrepreneurship Development.
- Capacity-building to achieve its Mission, by engaging students, employees, alumni, community members and organizations in the governance and growth of the Institute;
- Ensure that technology and information systems are adequate to support its Mission; and
- Act responsibly by committing to environmental integrity and sustainable development.

### **Institutional Weakness**

### **Institutional Weakness**

- Limited scope for alteration in university syllabus & curriculum
- Consultancy and patents.
- Foreign university tie-ups problems

### **Institutional Opportunity**

### **Institutional opportunities**

- Up-liftmen of research activities by encouraging faculty and students
- Conducting CSR programs jointly with industry
- Community services in neighborhood
- Centrally located well connected to central and western line.
- Institutional challenges
- Upcoming private universities and Institutions
- Making the students employable
- Attracting students globally and other cities including rural areas
- Students intake from various socio economic and academic background
- To enhance the communication skills of the students .

## **Institutional Challenge**

### **INSTITUTIONAL CHALLENGES**

Competitive forces will continue to challenge our Institute in future, including the increasing number of MMS programmes available in Mumbai and worldwide.

A particular challenge is that significantly increased resources must be invested to enroll and develop a pool of more diverse students. Moreover, greater attention would have to be focused on support for efficient mechanisms for admission, enrolment process, demand prediction, cultural fit and oral and written comprehension of English for students in need of such assistance.

In the event that the Institute could garner sufficient financial resources to expand to other locations, it would need to ensure that quality of facilities and available services in all locations are comparable and provide the same high quality experience for both students and faculty as it does at its current campus in Mumbai.

Since the Institute has a small number of full-time faculty, coverage ratios would have to be proactively managed during faculty leave, vacant positions and other contingencies. Maintaining teaching coverage with appropriate number of faculty by qualification status across multiple programmes, resource allocation and consistency with MIMR's overall mission and goals will have to be reviewed at each stage of any new proposal development.

If the Institute targets to increase enrolments, it will intensify a need for more teaching space as well as inquiry into teaching technologies that require less space.

While considering modern teaching models, the Institute's management has the challenge of ensuring that its faculty and staff do not lose sight of the teaching/learning partnership in management education, the value of the small classroom environment and maintaining quality and service standards.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

The Institute aims to impart knowledge that enables the all-round development of the students for enhancing their careers and encourages them to contribute as responsible citizens in a rapidly changing and diverse global community. Moreover the Institute aims at enhancing the employability of the students by offering the best Faculty members, infrastructure and self-development activities.

To supplement the University's Curriculum, various initiatives are taken by the Institute which is as follows:

Transformational activities are conducted. These include inviting guest speakers in the specialization areas of Marketing, H.R., Finance, Systems and Operations, guest lectures, on regular intervals along with their lectures. The faculty conducts various value added programmes such as debates, group discussions, books reviews, presentations, business plan, role plays etc. Such activities enhance employability of the students by improving

their confidence and soft skills;

Additional classes in business communication, general awareness, aptitude training, etiquette classes and various employability enhancement training sessions are organized to supplement the university curriculum. Basic and Advanced Excel training and personality grooming sessions are also carried out;

Student's Progress is also monitored by Mentoring Faculty Members, from the first to the final semester;

Students are motivated by the Faculty members to write articles on general topics, research articles, academic articles, etc.

Industrial visits are arranged by the Institute every year for MMS students;

Efforts are made to bring awareness among students regarding issues such as Gender, Climate Change, Environmental Education, Human Rights, Heritage and cultural Consciousness, etc.

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

Admission process of MIMR is transparent and well-administered. It complies with all the norms of concerned regulatory authorities, such as, All India Council for Technical Education (AICTE), Directorate Technical Education (DTE) and Mumbai University.

The institute has competent teaching faculty and designing learning environment in tune with stakeholders expectation. The comprehensive model of teaching and learning is blend of both conventional and modern teaching methodology.

Institute adopts different pedagogies to make learner-centric. Teaching staff provides a variety of learning experiences by using innovative methods of teaching.

Institute uses student centric method which is based on experiential learning, participative learning and problem solving method. This gives the students appropriate Academic – Industry interface, so that the students meet the exact requirements of the organization. Institute also takes interest in research and development, so that the students can develop their creative skills regarding the business environment.

Institute takes various initiatives to build up employability skills of the students..

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

Institute has established research centre for the benefit of students and faculty.

Institute has practice of deputing faculty members to various national and international locations under faculty exchange programs. Institute has various MOUs with industry to facilitate students for field visit, survey internship and industry expert talks. Institute arranges various collaborative, extension and outreach programs for the social cause.

Many papers are published by the faculty members in various international, national conferences and reputed

journals.

### **Infrastructure and Learning Resources**

MIMR's strategic location in Mumbai, the country's financial and business hub, coupled with the vast area of its campus, is clearly an asset in terms of networking opportunities and students placements with established business houses. The Institute has ample space to expand within its current physical boundaries. Any expansion plan is approached with a commitment to long-term planning to provide a sustainable community, well-coordinated campus community-industry partnerships, and a physical environment that supports the academic mission, while ensuring the right ecosystem for students to learn and flourish.

The Institute has a state-of-the-art learning environment, auditoria, computer labs, excellent library facilities, and cafeteria, fitness and recreation halls. The requirements for educational technology have been met through continuous upgradation to the Information Technology infrastructure, provision of Wi-Fi internet for students and faculty throughout the campus, facilitating course content and research material through distribution of written, audio, video materials, use of online teaching aids by faculty. There is a well-designed network of Integrated Computing Laboratories. The Institute protects the security, confidentiality and integrity of its students' records and maintains special security measures to protect and back up data.

### **Student Support and Progression**

MIMR is constantly flourishing in the development of an ecosystem and embedding approaches within institute. The institute gets crunch of students from different cultural and geographical background across India for MMS courses. In order to cater to the curricular and co-curricular needs of students, the institute has introduced a Mentor-Mentee program to deal with academics and non-academic issues. The office staff provides timely and necessary support and information regarding various scholarship schemes to the students and help them to avail the facilities. Coaching for slow learners is provided through remedial classes. The Training & Placements (T&P) cell of the institute provides career guidance and organizes campus recruitment drives, employability enhancement sessions including soft skill development and aptitude training for the students. Summer internships, live projects are the part of the university curriculum. The institute has set up transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases for smooth conduction of the institute administration.

### **Governance, Leadership and Management**

The mission and vision of the institute are designed in harmony with higher education policies of India. The institute has the governing body works under BGPS, which is lead by the academician. Faculty members the management committee is actively involved in the decision making process at all levels. Periodical interactions are made with all the stakeholders for strategic planning and monitoring of policies. The institute organizes workshop, seminars and conferences for the overall development of the students and to inculcate leadership qualities. Regular professional development / administrative training programs are organized by the institution for teaching and non teaching staff. Faculty members are allowed to attend various professional development programs, viz., Orientation Program, Refresher Course, Short Term Courses, Faculty Development Programs and financial support is provided for the same. Quality initiatives are taken by IQAC for promoting quality culture.

The institute has adequate budgetary provision for the academic activities and its mobilization is monitored by the institute to ensure optimum utilization. Regular internal audit is carried out. The institute is autonomous in implementation of decisions, planning for strategic development and deployment for perspective plan document. The institute has well defined policies for faculty recruitment and promotion. Institute has its quality assurance system. It aims at continuous improvement of quality and achieving academic excellence. Participatory approach is adopted by the institute where suggestions made are incorporated to set the process for the development of the institute.

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

The institute is committed to adopt environment-friendly policies towards environmental consciousness and sustainability. With regards to its various initiatives are taken by the institute such as tree plantation, gardening, waste management and disposal of e-waste. Institute has started many innovative programs such as gender equity & sensitivity promotion, which have helped to create positive impact and improvement in academic culture.

Various initiatives are taken to engage local neighborhood community and simultaneously locational advantages and disadvantages are addressed. Handbook for code of conduct is available to maintain human values and professional ethics. Institute organizes activities to increase consciousness about national identities and symbols. Institute emphasizes on creating awareness amongst students regarding the fundamental duties and rights of Indian citizens and other constitutional obligations. Institutional functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities.

Institutes emphasizes on the best practices through various aspects, value addition programs such as SDP, mentor mentee program, entrepreneurship development, research, etc. The formation of student development program (SDP) based on Industry expectations has added impact on employability skills and holistic development of the students. The mentor mentee program has significantly improved the student-faculty interaction frequency and standard.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	MUMBAI INSTITUTE OF MANAGEMENT & RESEARCH
Address	J.K.KNOWLEDGE CENTRE, NEAR MBPT COLONY, NADKARNI PARK, WADALA EAST
City	Mumbai
State	Maharashtra
Pin	400037
Website	<a href="http://mimr.bgps.co.in">mimr.bgps.co.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	SATYANAR AYANA CHADARA M	022-24143009	9819892563	022-2410097 1	miomr@yahoo.com
IQAC / CIQA coordinator	Rashmi Padaya	022-24110879	9167825609	-	rashmipadaya05@gmail.com

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No



**Establishment Details**

Date of establishment of the college	11-05-2004
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**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	<a href="#">View Document</a>

**Details of UGC recognition**

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

**Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)**

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	<a href="#">View Document</a>	10-04-2018	12	OK

**Details of autonomy**

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

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	J.K.KNOWLEDGE CENTRE, NEAR MBPT COLONY, NADKARNI PARK, WADALA EAST	Urban	2.11	5460

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
PG	MMS,Mms	24	Graduate	English	120	62

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

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	2				1				9			
Recruited	2	0	0	2	1	0	0	1	5	4	0	9
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				14
Recruited	5	9	0	14
Yet to Recruit				0

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

### Qualification Details of the Teaching Staff

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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.	2	0	0	1	0	0	0	1	0	4
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	5	3	0	8

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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

<b>Details of Visting/Guest Faculties</b>				
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
		5	0	0

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

<b>Programme</b>		<b>From the State Where College is Located</b>	<b>From Other States of India</b>	<b>NRI Students</b>	<b>Foreign Students</b>	<b>Total</b>
PG	Male	43	0	0	0	43
	Female	19	0	0	0	19
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>						
<b>Programme</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	
SC	Male	9	10	9	14	
	Female	7	9	2	9	
	Others	0	0	0	0	
ST	Male	5	1	0	1	
	Female	0	1	0	0	
	Others	0	0	0	0	
OBC	Male	7	1	0	0	
	Female	0	1	4	1	
	Others	0	0	0	2	
General	Male	8	4	12	31	
	Female	13	9	5	13	
	Others	0	0	0	0	
Others	Male	1	1	8	0	
	Female	0	0	1	0	
	Others	0	0	0	0	
<b>Total</b>		<b>50</b>	<b>37</b>	<b>41</b>	<b>71</b>	

### 3. Extended Profile

#### 3.1 Program

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

Response: 210

File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

Number of programs offered year-wise for last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	1	1	1

#### 3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
129	112	78	87	79

File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

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

2017-18	2016-17	2015-16	2014-15	2013-14
60	60	120	120	120

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

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

2017-18	2016-17	2015-16	2014-15	2013-14
45	37	49	62	58

File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

### 3.3 Teachers

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

2017-18	2016-17	2015-16	2014-15	2013-14
12	12	29	29	29

  

File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

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

2017-18	2016-17	2015-16	2014-15	2013-14
12	15	29	29	29

  

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

### 3.4 Institution

#### Total number of classrooms and seminar halls

**Response: 7**

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

2017-18	2016-17	2015-16	2014-15	2013-14
120	132	233.55	245.64	208.82

#### Number of computers

**Response: 60**

## 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:

The institute is affiliated with University of Mumbai and syllabus designed by the University for the MMS program is adopted by the institute. We provide quality education based on our institutional vision and mission.

The institution has developed a structured and effective implementation of the curriculum through a well-planned and documented process.

##### 1. Planning Phase

1. Director, IQAC and faculty members discuss and prepare the academic schedule based on the inputs received from student feedback and also with the suggestions of industry experts. Classroom delivery is assured by academic coordinator.

2. Guidelines are provided by the University regarding the dates of –

- Commencement of the semester
- End of the semester
- Oral, Practical Examinations
- List of holidays
- External examinations

1. At the beginning of each semester, subject choices are taken from faculties. Allocation of subject, lecture schedule and evaluation parameters are finalized after discussion with faculty members. The entire planning and organizing of session / seminars schedule is done through proper system and also is displayed on notice boards and websites.

2. Academic infrastructure support such as classrooms, seminar hall, other facilities, Computer labs are configured and made ready to use before commencement of each academic semester.

3. Faculty prepares the course file of each allotted subject as per the instructions given by IQAC which consist of:

- Individual time table
- Course Outcomes

##### Teaching Plan

- Evaluation parameters – 60 marks are allocated for external end semester examination and 40



marks for internal evaluation which consist of attendance, projects, assignments and group presentations. The teaching methodology is based on Mumbai University curriculum, which follows the semester pattern. The faculties provides students;

- Updated Lecture Notes
- List of assignments
- Question Bank
- Lecture PPT's
- Multiple Choice Questions

1. Institute follows university time table which specifies Core/Elective subjects The students are allowed to take specialization as per their choice. Accordingly faculties will be allotted the subjects of specialization to the students in each semester.
2. The institute plans various activities for enhancing holistic & personality development of the newly admitted students through Induction program. The students will be briefed about institute academic culture, curriculum norms, examination pattern and code of conduct, Hands on Training, Team Building, Internship, Assignment(for writing skills), and Industrial visits / Group Activities (to bridge the gap between theoretical knowledge and real life scenario) are the regular activities conducted in the institute.

### 1. Implementation Phase

1. Institute motivates faculty to adopt innovative teaching practices
2. Faculty focuses on active participation of students in the curricular and extracurricular activities.
3. Evaluation parameters are set for continuous assessment to assess the skills acquired by students.
4. Monitoring is done by academic coordinator with respect to delivery of sessions & internal evaluation.
5. Academic audit is done to ensure identification of gaps, if any, and necessary correctives actions are taken for filling the gap.
6. The effective implementation of curriculum is ensured by supplementing classroom teaching with sessions conducted by eminent personalities from other Institutes / universities and Industries. This provides real life exposure to students.

File Description	Document
Any additional information	<a href="#">View Document</a>

### 1.1.2 Number of certificate/diploma program introduced during the last five years

**Response:** 0

#### 1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

File Description	Document
Minutes of relevant Academic Council/BOS meetings	<a href="#">View Document</a>
Details of the certificate/Diploma programs	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

**Response: 0**

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

File Description	Document
Details of participation of teachers in various bodies	<a href="#">View Document</a>

## 1.2 Academic Flexibility

### 1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years

**Response: 0**

1.2.1.1 How many new courses are introduced within the last five years

File Description	Document
Minutes of relevant Academic Council/BOS meetings.	<a href="#">View Document</a>
Details of the new courses introduced	<a href="#">View Document</a>

### 1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

**Response: 100**

1.2.2.1 Number of programmes in which CBCS/ Elective course system implemented.

Response: 1

File Description	Document
Name of the programs in which CBCS is implemented	<a href="#">View Document</a>
Minutes of relevant Academic Council/BOS meetings.	<a href="#">View Document</a>

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

File Description	Document
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	<a href="#">View Document</a>

## 1.3 Curriculum Enrichment

### 1.3.1 Institution integrates cross- cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum

Response:

Apart from Mumbai University curriculum the institute offers various value added sessions which are mentioned below :

- Human Right-I & II: Conceptual perspectives play a significant role for the promotion and realization of human rights. It promotes dignity, tolerance, peace, defend and advocate for their rights.
- Cyber Law & Information Security : Students understood the legal provisions of Information Technology Act, Case Law and practical ramifications of the Act through presentations:
- Personality Development Lab : Students developed an orientation towards business etiquettes for meeting, entertaining, telephone and Internet business as well as it has minimized their nervousness while in social situations.

- Leadership Lab : Students got hand on experience in empowering, motivating and inspiring others through gaining insight into their patterns, beliefs and attitude.
- Public Relation & Corporate Communication : Students understood the importance of effective communication in HR & PR initiatives by the HR professional
- Emotional Intelligence and Managerial Effectiveness Lab : with the help of presentation & viva students understood the individual and group learning methods and participated in various activities and handle the situation with emotional competency.

#### **Gender related initiative :**

Institution organizes various awareness program such as street plays, poster competition, debates to address issues like gender inequality and sexual harassment. Institute follows co-education practices to provide equal opportunities to all in various activities such as coordinators / volunteers / participants.

Institute organizes events on women's grievances & empowerment. For the same, eminent personalities like, PSI, DSP and other professionals were called for addressing at various functions.

In the cultural events, girls encouraged to participate. Institute also arranges free health check up camp for girls on the occasion of International Women's Day and the special lectures are arranged for girls to make them aware about Health issues.

#### **Environment and sustainability related initiatives :**

Institute takes efforts for participation of students in the activities such as Save Tree, Save Electricity and Save Water to address issue like environment and sustainability. Students also participate in the tree plantation Activity which is conducted on several occasions. MIMR has a vision to develop a green campus and therefore following initiatives are taken such as Tree plantation, Solid and liquid waste handling. Swacha Bharat Abhiyan in collaboration with Mumbai Port Trust Hospital **and (NGO)**.

#### **Human Values and Professional Ethics related initiatives :**

Institute imparts human values and professional ethics through its curriculum MMS is Professional course which inculcates the value systems such as punctuality, discipline, professional ethics and human values. The institute culture helps in students to learn and adapt human values and professional ethics. In line with this, institution regularly conducts events on Swami Vivekananda Jayanti, Independence Day, Gandhi Jayanti, Yoga Day and Teachers Day. Students also participate in blood donation camp, traffic rule awareness program and cyber crime awareness program which improve their social awareness and responsibilities towards society.

File Description	Document
Any Additional Information	<a href="#">View Document</a>

#### **1.3.2 Number of value added courses imparting transferable and life skills offered during the last five years**

<b>Response: 10</b>	
1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years	
Response: 10	
<b>File Description</b>	<b>Document</b>
Details of the value-added courses imparting transferable and life skills	<a href="#">View Document</a>

<b>1.3.3 Percentage of students undertaking field projects / internships</b>	
<b>Response: 28.68</b>	
1.3.3.1 Number of students undertaking field projects or internships	
Response: 37	
<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>

## 1.4 Feedback System

<p><b>1.4.1 Structured feedback received from 1) Students, 2)Teachers, 3)Employers, 4)Alumni and 5)Parents for design and review of syllabus-Semester wise/ year-wise</b></p> <p><b>A.Any 4 of the above</b></p> <p><b>B.Any 3 of the above</b></p> <p><b>C. Any 2 of the above</b></p> <p><b>D. Any 1 of the above</b></p> <p><b>Response: C. Any 2 of the above</b></p>	
<b>File Description</b>	<b>Document</b>
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	<a href="#">View Document</a>
URL for stakeholder feedback report	<a href="#">View Document</a>

**1.4.2 Feedback processes of the institution may be classified as follows:**

**A. Feedback collected, analysed and action taken and feedback available on website**

**B. Feedback collected, analysed and action has been taken**

**C. Feedback collected and analysed**

**D. Feedback collected**

**Response:** A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
Any additional information	<a href="#">View Document</a>
URL for feedback report	<a href="#">View Document</a>



## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Average percentage of students from other States and Countries during the last five years

**Response:** 1.73

##### 2.1.1.1 Number of students from other states and countries year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
00	0	02	2	3

#### File Description

#### Document

List of students (other states and countries)

[View Document](#)

Institutional data in prescribed format

[View Document](#)

#### 2.1.2 Average Enrollment percentage (Average of last five years)

**Response:** 28

##### 2.1.2.1 Number of students admitted year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
46	37	41	71	58

##### 2.1.2.2 Number of sanctioned seats year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
120	120	240	240	240

#### File Description

#### Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

#### 2.1.3 Average percentage of seats filled against seats reserved for various categories as per

**applicable reservation policy during the last five years****Response:** 30.83

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

2017-18	2016-17	2015-16	2014-15	2013-14
29	24	24	27	28

**File Description****Document**

Institutional data in prescribed format

[View Document](#)**2.2 Catering to Student Diversity****2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners****Response:**

**For advanced learners :** Institutes provides opportunities for advanced learners to augment their talent and meet learning needs.

- Volunteer and organizing different activities
- To carry out research and publish their work
- Opportunities to participate in Conferences, seminars, paper presentation and competitions.
- To take-up online employability courses (Bloomberg and whee box)
- To participate in various Business fests/event
- To interact with industry experts and faculties from renowned institutes
- To participate in various entrepreneurship workshop
- Special attention from Placement point of view through STP
- To undergo Value Addition Programs
- Special attention is given by all the faculties for grooming the students during Academic sessions and activities
- To prepare and deliver presentations on recent Business developments
- Seminars – Institutes conduct various seminars and conferences wherein they are exposed to best in class industry and academic experts. Students are also encourages to participate in the seminars, symposium and conferences conducted by other institute to enhance their knowledge base.
- Guest Lectures – eminent speakers are invited from the corporate world to provide real time information and knowledge to the students.

**For “slow learners”:**

- Special attention is given by internal project guides during summer internship program for the



holistic development of slow learners and the enhancement of employability skills. The core objective behind this is to increase the chances of pre-placement opportunities.

- Opportunities are given to reappear for internal evaluation to improve in the skill set and marks.
- Special counseling of students is done during Mentor mentee meetings.
- Appropriate counseling is done and training is given to support such students to get placed in industry
- Subject wise counseling of students is done by respective teachers.

Slow learners are clubbed with the advance learners for all the activities taking place in and outside the institute to develop the participative approach and peer learning.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 2.2.2 Student - Full time teacher ratio

**Response:** 3.83

File Description	Document
Any additional information	<a href="#">View Document</a>

### 2.2.3 Percentage of differently abled students (Divyangjan) on rolls

**Response:** 0

#### 2.2.3.1 Number of differently abled students on rolls

File Description	Document
List of students(differently abled)	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

## 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:**

Institute offer Management Program which uses Student centric method which is based on experiential learning, participative learning and problem solving methodologies. This gives to the students appropriate Academic – Industry interface, so that the students meet the exact requirement of the organization. Institute

also takes interest in research and extension, so that the students can develop their views regarding the business environment.

### **Experiential Learning**

Institute makes students to be personally responsible participant, cognitively to processes knowledge, skill and attitudes in a learning situation characterized by a high level of active involvement. This is achieved through following activities.

- **Lab based Teaching** : The Institute has well equipped computer labs with internet facility. The students are taken to the lab by the faculty members to provide them real time information on subjects like Business Communication Lab (BCL), MS Excel,
- **SIP / Dissertation** : The students work in industry for 8 weeks hand on job as a part of summer internship program.
- **Project based Teaching** : Faculty members give minor projects to group of students. This enables the students to blend both the theory and practical. Mark are awarded to subject like industry analysis desk research (IADR) & Enterprise analysis and desk research (EADR).

### **Participative Learning :**

- **Activity based Learning** : Students are involved in various activities and management games related to the topics from the subject. It enhances ability of the students to apply academic knowledge into practical world.
- **Management fest** and various management competitions like logo making competition, business plan are conducted on regular basis to nurture critical thinking creativity .and scientific temper among the students.
- **Team Building** activities are regularly conducted like expedition. Treasure hunt and fun games.
- **Students Training Program (STP):** To groom and prepare the students for good placements a robust training program is designed which includes mock Interview, group discussion and aptitude test etc. Daily quiz is also conducted to update the current knowledge of the students.
- **CSR Activities** – Institute conducts various collaboration CSR activities in association with government and non government organizations NGO's

### **Problem Solving Methodologies**

- **Curiosity is generated** through faculty in the classroom, during co-curricular and extra-curricular interactions so that students ask questions. Faculty members serve as catalysts in the process of enabling them to develop their cognitive ability.
- **Case-Based Learning : Various Cases of different subjects are conducted by subject faculties for students.**

**Research** – The students are motivated and guided through the mentor to participate in National and International conferences / seminars. Institute organizes national conference, workshops regularly.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

**Response:** 100

#### 2.3.2.1 Number of teachers using ICT

Response: 12

File Description	Document
List of teachers (using ICT for teaching)	<a href="#">View Document</a>

### 2.3.3 Ratio of students to mentor for academic and stress related issues

**Response:** 10.75

#### 2.3.3.1 Number of mentors

Response: 12

File Description	Document
Any additional information	<a href="#">View Document</a>

### 2.3.4 Innovation and creativity in teaching-learning

**Response:**

Faculty members and students are encouraged to use ICT facilities for effective teaching-learning. Institute is enabled with sufficient internet bandwidth of 40 Mbps to cater the need of student learning. Sufficient members of computers are available in the institute.

The institute supports teachers to update their teaching and subject knowledge along with recent advancement in industry.

**Some of the efforts to encourage faculty to adopt new and innovative approaches are:**

- Organizing in-house workshops or FDPs by experts to expose faculty to variety of teaching training methods. They are also motivated for attending workshops, conferences and seminars.
- Teachers are encouraged to enrich and update their knowledge through refresher and orientation courses organized by academic and also in collaboration with other institutes.

- Motivating faculty members to integrate variety of approaches in their session plans, session activities and in formative evaluation.
- Faculty members regularly visit other colleges/organizations as guest lecture or on deputation within and outside the nation to get further academic exposure
- Teachers are advised to organize class workshops, seminars and paper presentations. Group discussions for participative learning.

Institute uses blended learning in addition to contemporary method of teaching, the faculty members are using case based teaching methodology. Subjects are taught with the IT enabled learning tools such as PPT, Video clippings, Audio system. Online resources, Google classroom and Decision making games to expose the students for advanced knowledge and practical learning.

#### Some innovative teaching approaches / methods adopted by the faculty are:

- **Group & Team based learning** : Management games, Project Based Learning, Group Discussion, Case based teaching methodologies, Presentations, Domain Seminars, Collage/Poster Making
- **Experiential teaching**: Entrepreneurship Development Cell (EDC) arranges talks of inspiring entrepreneurs to make the students understand the need of innovations and creativity in learning.
- **Individual based learning** : Book Review, Teachers conducted technical quizzes at the end of every Unit and students actively participates in the same, incorporating aspects of research in the pedagogy, role play and scrap book. Activity based assignments, Extempore speakers forum etc.
- **Other innovative teaching approaches** : Conducting select sessions in the Library, ICT enabled teaching – open source content, Innovative usage of business newspapers in the classroom through presentations & discussions, use of Email and Whatsapp Group for information sharing.

## 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 5 years	<a href="#">View Document</a>
List of the faculty members authenticated by the Head of HEI	<a href="#">View Document</a>

### 2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

**Response:** 5.4

#### 2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
01	1	1	1	1

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 2.4.3 Teaching experience per full time teacher in number of years

**Response:** 4.25

#### 2.4.3.1 Total experience of full-time teachers

Response: 51

File Description	Document
Any additional information	<a href="#">View Document</a>

### 2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

**Response:** 0

#### 2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-copies of award letters (scanned or soft copy)	<a href="#">View Document</a>

### 2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

**Response:** 5.76

## 2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	01	02	01	01

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

### 2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level

#### Response:

- An internal evaluation is an integral part of the teaching- learning process. This evaluation is done through tests, assignments, project reports and internal viva, attendance. This comprehensive internal evaluation is the total responsibility of teachers teaching MMS course in the institute.
- Institute has examination cell for smooth conduction of class test & internal examination. The results of exam are declared within a week of the conclusion of the test. The students can see their respective answer books and discuss their queries with concerned subject faculty member.
- The performance in evaluation of students is displayed on notice board.
- To promote discipline among students attendance, the institute has revised its internal marking scheme. In academic year 2018-19 onwards out of 40 internal marks, 15 marks are for assignments, 15 marks for presentations and 10 marks are for regular attendance. Regular attendance of the students is calculated by individual faculties and displayed on the notice board.
- Internal subjects and projects are evaluated using rules and regulations of university.
- For student evaluation, complete transparent system is set by the institute which is aligned with university norms. Evaluation criteria such as Assignments, Presentations/oral, Group Discussion, , Class test, MCQ, End term exam.

Internal Assessment Criteria	Weightage (Total 40 marks)
Attendance	10 marks
Class Participation/ Assignment	15 marks
Presentations	15 marks
End Term Examination	60 marks
<b>TOTAL</b>	<b>100 marks</b>

CCTV cameras are deployed in examination room and corridors to monitor the online examination.

We have continuous evaluation of student performance in the form of written test, paper presentation,

newspaper reading and class assessments, assignments, role plays, innovative case studies discussion and panel discussion

File Description	Document
Any additional information	<a href="#">View Document</a>

### 2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety

#### Response:

The institute follow all the norms of Mumbai University for conducting the CIE.

Internal Assessment is of 40 marks which is bifurcated as:

- Assignment 15 marks
- Presentation 15 marks
- Overall conduct including attendance of student, etc. 10 marks

The internal assessment process is based on a transparent system involving internal exam tests, assignments, attendance in theory and practical classes.

#### Mechanism of internal assessment:

- Faculty discuss the CIE schedule with students during first lecture.
- The final cumulative marks for all internal subject wise evaluation are displayed on the notice board with the students and Examination department.
- A detailed CIE schedule is prepared and displayed on the notice board for the students.
- Results of each evaluation are displayed to the students and areas of improvements are discussed accordingly
- Subject wise List of CIE is prepared as per the guidelines of university.
- End term examination : ETE is conducted at end of semester to help the students to gain confidence and to achieve good results in University Examination.

#### Transparency :

Following initiatives have led to enhanced transparency in internal assessment (Concurrent Internal Evaluation / Formative Evaluation):

- Concurrent Internal Evaluation pattern and schedules are shared with the students during the induction & initial sessions by individual course teachers. This helps the students, during the induction & initial sessions by individual course teachers. This helps the students understand the method in which their performance will be evaluated.
- Marks of the concurrent Internal Evaluation are displayed on notice board.

#### Robust:

Following initiatives have led to enhanced transparency in internal assessment (Concurrent Internal Evaluation / Formative Evaluation):

- Emphasizing on research – presentation as a key aspect of concurrent Internal Evaluation.
- Introduction to a variety of evaluation modes within each category of Concurrent Internal evaluation
- Introduction of project based evaluations in certain courses.
- Evaluation criteria are Subject specific and have variation in the weightages depending on the nature of subject and employability enhancement objectives
- Linkages of Concurrent Internal Evaluation are made amongst the nature of the subject, the perceived difficulty level of the learner and the intended predefined learning outcome from course.

#### Frequency

Assessment is embedded in daily classroom activities, in which teachers use various assessment tools ascertain that students are improving their skills and knowledge, mastering the curriculum and meeting industry standards.

- Frequency of CIE depends on the subject requirement.
- Assessment are conducted monthly
- Subject Specific assessments have additional evaluations, which are embedded with classroom sessions.
- Few outdoor activities are also planned which gives certain inputs on evaluation like, Management games, Lab performance etc.
- Institute ensures a continuous internal evaluation. Evaluation is conducted in stress free environment with practical approach.

#### Variety

- CIE is conducted through variety of evaluations to improve students learning. Assessment of the students is done on the various subject specific parameters. Evaluations are decided at start of semester to achieve the objectives of course outcomes.

Following are the few evaluations which are conducted throughout the semester

- Role Play / Story Telling
- Industry Analysis
- Subject Specific Quiz
- Industry Analysis
- Class Interactions
- Subjects Presentation
- MCQ / Quizzes
- Class test

File Description	Document
Any additional information	<a href="#">View Document</a>



### **2.5.3 Mechanism to deal with examination related grievances is transparent, time-bound and efficient**

#### **Response:**

Institute has two levels of grievance redressal mechanisms: one to address grievances in international examination and other one to deal with grievances.

Redressal of grievances at Institute Level :

- The Institute has grievance redressal cell. Committee analyses and offer solutions to the problems. The institute has separate International Examination Committee which takes care of invigilation, smooth conduct of examination, assessment and internal grievances. Internal examination related grievance are addressed to quality of papers, conduct of examination, evaluation of answer sheets etc.
- Internal examinations are scheduled as per the academic calendar. The time tables of internal examination and seating arrangements are displayed on notice board regularly. During internal examination every subject teacher remains present to address the grievance arising (if any) in the question paper. Internal squad is appointed for ensuring smooth conduct of internal examination.
- Subject faculty members evaluates the answer sheets of internal examinations within three to four days of conduction of examination. The evaluated answer sheets are shown to the students. The grievances (if any) reported by students after going through their answer sheets are addressed and changes in marks (if any) are incorporated in the database accordingly.
- A notice regarding submission of question papers is circulated to faculty members well before the commencement of examination. After receiving the question papers, a scrutiny committee consisting of 2-3 faculty members assesses the quality of question papers in terms of adherence to university making scheme & setting of appropriate difficulty level. Any shortcomings found in the scrutiny are conveyed to the concerned subject teacher & due care is taken to minimize grievances.

#### **Redressal of grievances at University level:**

- The institute facilitates the redressal of grievances related to University examinations through notices displayed on notice boards on regular basis and communication with university examination office as and when required.
- There is a system and procedure in place at university level which takes care of the students and institute grievances with reference to evaluation.

### **2.5.4 The institution adheres to the academic calendar for the conduct of CIE**

#### **Response:**

The institute prepares academic calendar in-line with Mumbai University academic calendar. It incorporates all curricular, co-curricular, extra-curricular activities in the calendar and separate CIE calendar. This calendar is displayed on notice board and institutional website at the beginning of semester and also circulated among all the faculty members as well as students on the first day of induction.

CIE pattern at MIMR includes various subject assignments, internal examination, project viva and presentations. This is incorporated in the academic calendar including their schedules. The CIE follows given below steps :

- Faculty members are allocated the subjects.
- The assigned subjects are communicated to respective faculty for their preparation of teaching plan.
- Faculty informs their respective CIE pattern adhering to University of Mumbai guidelines to the students in their first session.
- According to the academic calendar subject faculty prepares various assignments, test etc.
- Faculty members at MIMR are made well equipped with their teaching aids and schedules.
- The review of implementation of academic schedules carried out on regular basis by the Director.
- The attendance of students is monitored on regular basis.
- The course file includes implementation of delivery of lectures and which is monitored by Director on regular basis.
- The feedback of the course delivery and the quality of teaching methodology is sought at the end of every course from the students.

To ensure satisfactory performance of students in the evaluation process mentor mentee meetings helps to discuss the strength and weakness of students. This also gives feedback to incorporate any further improvements in the calendar.

File Description	Document
Any additional information	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

**2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students**

### Response:

MIMR is affiliated to University of Mumbai for MMS program. The program outcomes, program specific and course outcome of the institute are designed and deliberated in line with University of Mumbai guidelines.

The Program Outcome (PO), Program Specific Outcome (PSO) and Course Outcomes (CO) are linked with the basis objectives of MMS program which have been mentioned in the syllabus of University of Mumbai.

- Faculty members includes Cos of their respective course in the teaching plan.
- Pos and Cos are discussed with the students on first day of induction program.
- Faculty members discuss Cos of respective subjects with students during class room sessions.
- Faculty members adhere to POs & COs.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

#### Response:

Continuous evaluation during semester : As institute practices CIE rigorously where performance for each candidate is continuously assessed by the respective subject teacher during sessions. These outcomes are also evaluated through various activities and subjects specific evaluation conducted by the subject teacher. At the end of Course undertaken by students is evaluated through students performance during entire semester by subject teacher.

Evaluation at the end of semester : Students performance is evaluated at the end of every semester through analysis of university examination (theory, online and VIVA VOCE) results. It gives understanding of attainment of Cos of the course undertaken by the students during the academic year. It also helps in mapping attained COS with prescribed POs

### 2.6.3 Average pass percentage of Students

Response: 64.44

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

Response: 29

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 45

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

## 2.7 Student Satisfaction Survey

### 2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.58

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

**3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)**

**Response:** 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

#### File Description

List of project and grant details

#### Document

[View Document](#)

**3.1.2 Percentage of teachers recognised as research guides at present**

**Response:** 0

3.1.2.1 Number of teachers recognised as research guides

Response: 00

#### File Description

Any additional information

#### Document

[View Document](#)

**3.1.3 Number of research projects per teacher funded, by government and non-government agencies, during the last five year**

**Response:** 0

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

3.1.3.2 Number of full time teachers worked in the institution during the last 5 years

Response: 120

### 3.2 Innovation Ecosystem

### **3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge**

#### **Response:**

The institution has created an ecosystem for innovation including incubation centre and other initiatives for creation and transfer of knowledge. The faculty members are empowered to take up research activities utilizing the existing facilities. The college has a Research and Development Cell to monitor and address the issues of research by a senior professors.

#### **Functions of the Committee:**

- Motivating to undertake minor and major research projects from various funding agencies.
- Creating research culture among faculty members and students.
- Identification and assisting for finance from Management.
- Guidance for publication of papers/articles in reputed journals.
- Research cell provides infrastructural support for the research.

#### **Recommendations:**

- Recommend the employees to increase their number of research publications.
- Recommend to undertake minor and major research projects.
- Recommend funds for research from the management.
- Recommend to organize more number of seminars, conferences and workshops.

#### **Impact of Recommendations:**

- As a result of recommendations from R&D Cell and Management, the number of projects suited up.
- There is increase in the publication rate by the faculty members.
- Students came up with minor and major projects.
- Faculty members and students took initiation to enroll themselves in more number of projects.

#### **For MMS Students**

The institute tries to inculcate research attitude and culture among the students in various ways, such as:

- Institute has full course on Business Research Methods in the MMS curriculum.
- Several other courses such as Enterprise Analysis Desk (EADR), Industry Analysis Desk Research (IADR), Excel Lab, Contemporary Marketing Research, Summer Internship Project, Dissertation etc. also have elements of research aptitude and scientific temper.
- Students are encouraged to participate and present the papers in Conferences, Seminars organized by the institute.
- The institute organizes International and National Conferences / seminars and Workshops.

#### **Institute Publications**

**3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years****Response:** 1**3.2.2.1 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
01	0	00	00	00

File Description	Document
Report of the event	<a href="#">View Document</a>
List of workshops/seminars during the last 5 years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.3 Research Publications and Awards****3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research****Response:** No

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

**3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards****Response:** No**3.3.3 Number of Ph.D.s awarded per teacher during the last five years****Response:** 0**3.3.3.1 How many Ph.Ds awarded within last five years**

Response: 00

**3.3.3.2 Number of teachers recognized as guides during the last five years**

Response: 2

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	<a href="#">View Document</a>

### 3.3.4 Number of research papers per teacher in the Journals notified on UGC website during the last five years

**Response:** 1.58

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

2017-18	2016-17	2015-16	2014-15	2013-14
6	4	6	3	16

File Description	Document
List of research papers by title, author, department, name and year of publication	<a href="#">View Document</a>

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

**Response:** 0.54

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

2017-18	2016-17	2015-16	2014-15	2013-14
02	01	04	02	03

File Description	Document
List books and chapters in edited volumes / books published	<a href="#">View Document</a>

## 3.4 Extension Activities

**3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years**

**Response:**

1. **Swatch Bharat Abhiyan** - With the initiative of Government of India, MIMR conducts Swatch Bharat Abhiyan where students cleaned campus area and were brief a session on cleanliness.
2. **Blood Donation Camp** – In collaboration with L & T blood donation camp was organized, large number of students and faculty voluntarily donated blood.
3. **Tree Plantation** – Tree plantation is a regular activity in the activity in the campus on various occasions like Independence Day, Environmental Day, Foundation Day etc.
4. **Health & Hygiene** – Every year Guest session is conducted in the neighborhood with the help of Mumbai Port Trust Hospital & its professionals.
5. **Traffic Rules awareness program** - Institute has conducted “Traffic Rules Awareness Program” in collaboration with RTO and Wadala Police. Under this activity, students and staff members has made people aware about road safety and traffic regulations.
6. **Cyber Crime awareness program** - To generate the awareness regarding cyber crime in society, institute has conducted several programs on Cyber Security & Cyber Law.
7. **AIDS Awareness** - As responsible citizen of the country MIMR students and faculties engaged themselves in creating awareness about AIDS disease among the youth.

**No Tobacco, No Alcohol** - The students of MIMR inform the community about the ill effects caused by chewing tobacco& consuming alcohol.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 3.4.2 Number of awards and recognition received for extension activities from 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 /recognised bodies year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Number of awards for extension activities in last 5 years	<a href="#">View Document</a>



### 3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

**Response:** 3

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

2017-18	2016-17	2015-16	2014-15	2013-14
1	01	01	00	00

File Description	Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	<a href="#">View Document</a>

### 3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

**Response:** 24.17

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
40	36	45	00	00

File Description	Document
Report of the event	<a href="#">View Document</a>
Average percentage of students participating in extension activities with Govt or NGO etc	<a href="#">View Document</a>

## 3.5 Collaboration

### 3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job

**training, research, etc during the last five years****Response:** 7

3.5.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
4	0	2	1	0

**File Description****Document**

Number of Collaborative activities for research, faculty etc

[View Document](#)

**3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)**

**Response:** 3

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 (only functional MoUs with ongoing activities to be considered)

2017-18	2016-17	2015-16	2014-15	2013-14
02	01	0	0	0

**File Description****Document**

e-copies of the MoUs with institution/ industry/ corporate house

[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 facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.**

**Response:**

MMS department is well-furnished with adequate space is provided to the faculty members with the atmosphere conducive for regular interaction with the students who come for counselling, guidance and clarifications. Faculties are provided with individual desktop, internet for their routine work. Institute has ensured internet availability with Wi-Fi facility in the classrooms.

Classrooms at MIMR are well furnished, spacious and in comfortable sizes. Each classroom is supported by IT infrastructure with wifi facility, LAN connection, LCD projector. Classrooms are designed in such way to provide proper light and ventilation.

The Library of MIMR is enriched with the latest edition of text books, National & International journals. A separate Reading room for the students is also available to them, where they can access national newspapers, latest magazines. MIMR library is well equipped with the books to cater the needs of different specialization students.

The institute has extremely well endowed, highly specialized, technically updated, fully furnished computer lab. Computer lab serves the needs of students to enhance the knowledge through 24 hours internet connectivity and provides a cutting edge IT environment to the future managers.

The institute has a well furnished conference room which has facilities like LCD for Presentations, Brainstorming Sessions, Group Discussions and Corporate Meetings. Seminar hall is having ample seating capacity with comfortable chairs, audio facilities like sound systems, internet access.

**Administrative Facilities :**

The administrative facilities of the Institute include director office, board room and administrative office with all the modern amenities. The institute also has staff room for the faculties. The institute also has facilities like central store, maintenance and housekeeping, pantry for staff etc. The exam control room of the institution is located at the 5th floor which is equipped with CCTV camera. Institute also has a separate training and placement office with a round table for conducting group discussions and other placement related activities.

**Other Amenities :**

The institute has sufficient number of toilets for ladies and gents. Boys common room and girls common room are also available in the institute for the students. The institute also has a cafeteria on the ground floor. A stationary store is also available in the campus for the students from where they can purchase the academic related stationary.

File Description	Document
Any additional information	<a href="#">View Document</a>

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

##### Response:

MIMR has ensured adequate facilities for students to engage themselves in sports activities, to maintain their fitness, to relieve their stress from academic activities. MIMR has sufficient playground to play various sports activities. The institute has widened the scope of sports activities as indoor sports activity and outdoor sports activity.

##### Facilities for Sports Activities:

College has a playground to play many sports activities like basket ball, Football, Cricket, volley ball etc.

The college has sufficient number of sport equipment's and accessories. College has made provision of indoor games such as Table tennis, carom, chess etc. Though there is a separate space for yoga practice on the campus, the college conducts session for yoga and meditation in the seminar hall or at some convenient place. We encourage students to attend any demonstration or talk on yoga or health being conducted in our premises.

##### Facilities for Cultural Activities:

Management "FEST" is held mostly in month of February where all extra curricular activities are conducted and students are encouraged to participate in these events. College has sound system, music system, light system and various allied equipment. "Annual Day-REJUV" is celebrated as Annual Cultural activity.

File Description	Document
Any additional information	<a href="#">View Document</a>

#### 4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc

Response: 28.57

##### 4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 2

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	<a href="#">View Document</a>

#### 4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

**Response:** 1.84

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
6.04	00	00	4.90	4.49

File Description	Document
Details of budget allocation, excluding salary during the last five years	<a href="#">View Document</a>
Audited utilization statements	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

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

**Response:**

In keeping with the vision and mission of the institute, the library has been established “to facilitate knowledge generation and its application through effective dissemination”.

The library acts as the main learning resource centre of the institute and provides services and facilities to meet the requirements of the institute’s teaching, training, research and consultancy programmes.

It is well stocked with a wide range of books, journals, newspapers, statistical year books, projects and periodicals.

Mumbai Institute has installed library software named as “SOUL SOFTWARE” which is helpful in keeping and maintaining records like catalogues, books, e-books, clippings, etc. We have another software named as DELNET which is being for articles, reports, letters, pamphlets, serials publications where we can download e-Journals, articles and access free database.

Library is located at the 5th floor. Library has well staking section of 100 Sqm, spacious reading hall, digital library, literature and other amenities. Library has digital library. Students and faculty can get

access to various databases like 5000 E-Journals & other.

### Library collection:

Library has varied collection of books, journals, Newspapers etc. There are total 9962 books available in the library for the reference of students and staff members. The open access system in library enables the student to choose and select the books. Library has well qualified and experienced staff.

The library staff members extend their services to the students and staff members in following ways:

- Personal guidance is offered to trace any book.
- University of Mumbai Syllabus and question papers are made available.
- Assistance in downloading e-content.
- The library provides indexes to project reports of the students.
- Provide the books, journals and other resources.

### Library Services:

Library offers different types of services to users like E-Library Automated Services, Question Papers, Project Reports, Reading Hall, Current Awareness Services, etc.

File Description	Document
Any additional information	<a href="#">View Document</a>

#### 4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment

##### Response:

Library has the treasure of national & international books, conferences reports held in the institute as special reports. Also it contains some rare books.

Industrial Visit :

##### SULA VINES - NASHIK

On 25 February 2017 , the Mumbai Institute of Management & Research had organized a 2 day Industrial Visit for 60 of both first and second year MMS batch batch (IInd year) who were accompanied by 2 of the faculty members of the department. The basic objective behind the industry visit was to bestow an excellent and sterling opportunity to interact and procured practical knowledge about the industry. Also, to explore various culture, practices and people with respect to different industries.. The visit was to the Sula vines situated in Nashik area.

File Description	Document
Any additional information	<a href="#">View Document</a>

#### 4.2.3 Does the institution have the following:

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

**Response:** D. Any 1 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

**Response:** 3.96

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

2017-18	2016-17	2015-16	2014-15	2013-14
1.81	5.4	5.04	4.2	3.36

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>

#### 4.2.5 Availability of remote access to e-resources of the library

**Response:** No

File Description	Document
Any additional information	<a href="#">View Document</a>

#### 4.2.6 Percentage per day usage of library by teachers and students

**Response:** 10.64

4.2.6.1 Average number of teachers and students using library per day over last one year

Response: 15

File Description	Document
Any additional information	<a href="#">View Document</a>

### 4.3 IT Infrastructure

#### 4.3.1 Institution frequently updates its IT facilities including Wi-Fi

**Response:**

- MIMR over last 14 years of its existence has established good IT infrastructure.
- The Institute provides its students with state of the art, good computer lab.
- Institution has 60 computers with internet enabled computers to serve the day-to-day computing needs of students as well as staff.
- This ensures the computer ratio of 1:6 (find out) as per AICTE.
- Budget for IT infrastructures is prepared by the Institute to enhance and update the facilities.
- Internet has a speed of 50 Mbps and all the campus is enabled with Wi-Fi facility to allow the students to access the internet.
- Institute has software that ensures all processes within the institute are computerized and information is readily accessible to authorized users Computer configuration is better and frequently updated as and when required
- The Institute regularly upgrades both the software and the hardware facilities as per academic requirements.
- The computer lab is connected with LAN connection and it provides central access to students for printing.



- Anti-virus software are upgraded regularly.

Windows 7 and 10 Professional 32 Bit and 64 Bit is available.

File Description	Document
Any additional information	<a href="#">View Document</a>

#### 4.3.2 Student - Computer ratio

**Response:** 0.77

#### 4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

**>=50 MBPS**

**35-50 MBPS**

**20-35 MBPS**

**5-20 MBPS**

**Response:** <5 MBPS

File Description	Document
Any additional information	<a href="#">View Document</a>

#### 4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

**Response:** No

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	<a href="#">View Document</a>

### 4.4 Maintenance of Campus Infrastructure

#### 4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

**Response:** 4.08

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

2017-18	2016-17	2015-16	2014-15	2013-14
3	5	4	21	8

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	<a href="#">View Document</a>
Audited statements of accounts.	<a href="#">View Document</a>

#### **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:**

MIMR has been established in the year 2004 to provide contemporary management education. To support this cause, MIMR has developed support facilities such as library, computer lab, seminar hall and classrooms. It has also made arrangements of sports and cultural requirements.

##### **Maintaining and Utilizing of Campus Infrastructure:**

Maintenance activities of the whole campus related to Electricity, Carpentry work, Plumbing work, sweeping, cleaning, grass cutting of play grounds etc. will be taken care by the estate office of the campus. Apart from this the estate office also takes care of the following tasks related to maintenance and utilization of campus infrastructure.

- The civil work maintenance is carried out by a Administrative officer. The Administrative officer and his team are responsible for the upkeep of the building structure and ensure its fitness for use. Constant maintenance works are taken up round the year under the guidance of Civil Engineer.
- A power substation for electrification of the campus is being monitored and taken care by the Electrical Engineer and his team.
- A System Administrator and technical assistants are appointed to ensure the upkeep of all laboratories and computers in the institute.

##### **Library :**

Library collection is continuously updated as per the collection and development policy of MIMR. The new books, journals and magazines are continuously added as per the need and requirement of the syllabus of University of Mumbai. Stock verification of the library is done on annual basis. Shelf management is gone for locating and identifying books on the shelves for the students and staff. The book of library are well protected from insects through regular pest control. Proper maintenance of the collections is done to prevent damage and to extend books life through preservation and conversation policy of MIMR.

**Sports Complex :**

The maintenance of play grounds is well taken care by ground staff under the guidance of the Admin office. Cleaning of all these grounds are done on daily basis. Water is sprayed on all these grounds through proper irrigation system. Grass cutting of all these grounds is also done on regular basis.

**Computers :**

The computers and other ICT equipments are well taken care by the technical team. The technical team is taking care of all the hardware and software of the institute. They are continuously working on updating the configuration of the computers as per the requirement of hardware and software.

**Class rooms :**

The class rooms of the institute are well maintained and cleaned by supporting staff. The ICT facilities are regularly updated by the technical team. Every classroom has air conditioner and the curtains of the windows are washed and cleaned fortnightly.

File Description	Document
Any additional information	<a href="#">View Document</a>

## 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 the last five years

**Response:** 53.46

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

2017-18	2016-17	2015-16	2014-15	2013-14
28	26	23	34	22

#### File Description

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

#### Document

[View Document](#)

#### 5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

**Response:** 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

#### 5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and meditation
8. Personal Counselling

**A. 7 or more of the above**

**B. Any 6 of the above**

**C. Any 5 of the above**

**D. Any 4 of the above**

**Response:** E. 3 or less of the above

File Description	Document
Details of capability enhancement and development schemes	<a href="#">View Document</a>

#### **5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years**

**Response:** 52.26

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

2017-18	2016-17	2015-16	2014-15	2013-14
45	37	38	62	58

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	<a href="#">View Document</a>

#### **5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years**

**Response:** 98.3

5.1.5.1 Number of students attending VET year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
46	37	41	73	58

File Description	Document
Details of the students benefitted by VET	<a href="#">View Document</a>

### 5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

**Response:** Yes

File Description	Document
Details of student grievances including sexual harassment and ragging cases	<a href="#">View Document</a>

## 5.2 Student Progression

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

**Response:** 73.35

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

2017-18	2016-17	2015-16	2014-15	2013-14
12	37	49	58	27

File Description	Document
Self attested list of students placed	<a href="#">View Document</a>
Details of student placement during the last five years	<a href="#">View Document</a>

### 5.2.2 Percentage of student progression to higher education (previous graduating batch)

**Response:** 0

#### 5.2.2.1 Number of outgoing students progressing to higher education

File Description	Document
Details of student progression to higher education	<a href="#">View Document</a>

### 5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

**Response: 20**

5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	0	0	0	0

5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	0	0	0	0

**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

[View Document](#)

### 5.3 Student Participation and Activities

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

**Response: 0**

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

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	<a href="#">View Document</a>

### 5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

#### Response:

MIMR has its student's council & representatives from MMS 1st year as well MMS 2nd year, under the name of MIMR Student's Council . The student representatives actively take part, suggest and contribute in administrative work of the institute by means of developing an effective communication between students and the institute.

Members of MIMR Student's Council generally have

1. HOD Admin
2. HOD Academic
3. Office Superintendent
4. Activity Coordinator Faculty
5. Student Representative Members (Sports, Cultural, IV, Activity coordinator, Class Representatives etc.

The new student representatives are elected unanimously among the MMS first year students, while the second year representatives are continued from first year representatives group. The MSC comprise of 6 student members (3 each from first & second year) selected based on the following criteria.

1. Good communication skills (verbal and written)
2. Planning & Organizational Skills
3. Problem solving & Reasoning skills
4. Interpersonal skills
5. Ability to give constructive suggestions and appropriate solutions

#### Roles & Responsibilities of the MSC members :

1. Organizing and participating in the meetings along with the faculty members from the council, at least once in 15 days
2. To work as a conduit between students & college administrators.
3. To serve as liaison in bringing any issues / suggestions / feedback to the administration at meetings.
4. To relay key messages from the administrative to the students (College also forward such important messages through formed whatsapp group as well as through official email)
5. To bring to the notice any administrative related issues, activity related issue or infrastructure related issue to the institute administrative body.



6. To suggest, develop and implement solutions to problems related to campus life.
7. To collaborate with students to coordinate events to enhance students communication opportunities.

#### Roles & Responsibilities of Institute :

1. Active participation of students and the representatives for organizing and conducting the activities at institute, campus level and providing the necessary support.
2. To bring to the notice of the council through class representatives any issues related to academics or resources within classroom, for smooth conduction of classes.
3. The members shall bring the ideas, interests and concerns of his/her classmates to the meetings, so that such ideas can be incorporated for fullest participation of students in academic as well administrative activities.
4. The council members will also participate in formulation of a framework for implementation of the Council's policy in a way that is encouraging to its objectives benefiting to the students as well as the institute.
5. The council members will also be encouraged to submit proposal of an action plan for activities of the Students Council covering cultural, social, co-curricular, sports and other management events.

The council members will also responsible for consideration of student issue and proposal of appropriate solutions and submittal of the same to the authority of the institute through the council members.

File Description	Document
Any additional information	<a href="#">View Document</a>

#### 5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

Response: 0.4

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
01	01	00	00	00

File Description	Document
Number of sports and cultural activities / competitions organised per year	<a href="#">View Document</a>

## 5.4 Alumni Engagement

**5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years**

**Response:**

Growing strength of Alumni is contributing to the betterment of MIMR as well its students in terms of non-financial support activities. Our Alumnus contributes to the institute and its students in terms of :

**Strengthening Alumni Association:** The Alumni Association of MIMR organizes various activities and events including ‘Alumni Meet’, MIMR alumni association facilitates get-together, outings with family & friends, organizes student alumni Interaction sessions, maintains the database of alumni etc.

**Alumni Students Interaction :** The connection between the alumni and the students is one of the major goals of the Alumni Association formed at MIMR. MIMR organizes a frequent alumni interaction programs with existing students, which helps students to keep the connect with the alumni, mentoring of students in terms of choosing the job profile, preparing for interview, importance of campus life while entering in corporate life, preparation required for the corporate life, and how participation in college activities help student’s emotional wellness and better prepare them for the real world, general awareness about the world outside and many more. This activity helps in inviting alumni to visit the campus, interact with the students, share and guide the students.

**Social Initiatives:** Beyond the regular frame of work of the Alumni Association activities, the Association has been taking up various social initiatives related to the alumni and the society at large. The association supports various social awareness initiatives taken by MIMR with the support and involvement of alumni and existing students, as a duty towards the society.

**Alumni Participation in Placement:** Our Alumni, which are placed in different national and multinational organizations at different positions, helps institute for summer placement as well as final placement. Alumni directly contacts our placement cell, organizes interviews and selects our students.

**To Sum-up**

- Alumni have their communication network on Facebook, yahoo and Google groups. Alumni post their articles on various topics, their achievements, advancements and career opportunities
- Alumni visit the institute for sharing their valuable experiences with juniors.

- They guide the institute students in their industry oriented project work

Alumni help the institute for identifying and making available the Guest lectures for the academic and industry oriented development of the students

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

**Response:** <1 Lakh

<b>File Description</b>	<b>Document</b>
Alumni association audited statements	<a href="#">View Document</a>

#### 5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

**Response:** 2

##### 5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	0	0	0

<b>File Description</b>	<b>Document</b>
Number of Alumni Association / Chapters meetings conducted during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Report of the event	<a href="#">View Document</a>

NAAC

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution

**Response:**

**Vision of College:**

“Professionalism in education, disseminating knowledge, and providing students a unique learning experience, that will best serve the world and betterment of mankind.”

**Mission of College:**

“To impart quality management education based on values in global perspective.”

**Nature of Governance :**

The institute is governed by University of Mumbai. The quality policy is designed by the management and implemented by Director, Local Management (LMC) members & faculty members looking towards vision of the institute. Management always supports excellent infrastructure, resources required for students and staff member in the campus and institute. MIMR aims at achieving excellence in management excellence in management education with recognition at national level through our commitment to;

Long term leadership development amongst teaching fraternity

Professional development of all Heads of Departments and senior personnel to gear to take up institutional leadership

Build on administrative personnel

**Perspective Plan**

A proactive role by the IQAC of this institution is crucial in maintaining the momentum of quality consciousness. The Internal Quality Assurance Cell (IQAC) of the college has taken initiatives to obtain Inputs from the Management, Chairman, the faculty, the administrative staff, students of the college, the Alumni Association of the college. Management policies, goals and objectives and the vision and the mission statement of our college and quality policy of the college are also considered as a base for formulation of the perspective plan. The present Perspective Plan principally based on

1. The Motto and aims of the college;
3. Vision and Mission statement of the College;

4. Quality Policy of the College;
5. Societal expectations from the college;
6. SWOT Analysis

The prime role of IQAC is to suggest quality measures for the betterment of an institution. While preparing a road map for future growth, the members of the IQAC have considered Feedback from all the stakeholders and the recommendations specified in the meetings of the IQAC. Besides, innovative ideas as suggested by all the management are also carefully incorporated in perspective plan. Student feedback mechanism, self appraisal and job satisfaction record of teachers, faculty training programmes arranged by the college as well as attended by teachers, faculty improvement programmes, introduction of Research committee to play a proactive role in encouraging teachers for research are some of the measures initiated with priority. The draft of Perspective Plan has to be discussed, reviewed and approved in the local managing committee.

#### **Participation of the teachers in the decision making bodies**

Institute emphasize on particular management, all the faculty members are involved in various decision making bodies of the institute.

An Internal Quality Assurance Cell operates in MIMR having faculty members as representatives. The committee focuses on the smooth functioning of the institute and ensure heightened level of clarity in institutional functioning towards quality enhancement, internalization of the quality culture, enhancement and coordination among various activities of the institution. IQAC also acts as a dynamic system for quality changes and builds an organized methodology of documentation for internal communication.

#### **6.1.2 The institution practices decentralization and participative management**

##### **Response:**

Decentralization Institute has a mechanism for delegating authority and providing operational autonomy to all the various functionaries to work towards decentralized governance system.

1. Principal Level The Governing Body delegates all the academic and operational decisions based on policy to the Academic Monitoring Committee headed by the Principal in order to fulfill the vision and mission of the institute. Academic Monitoring Committee formulates common working procedures and entrusts the implementation with the faculty members.
2. Faculty Level Faculty members are given representation in various committees/cells and allowed to conduct various programs to showcase their abilities. They are encouraged to develop leadership skills by being in charge of various academic, co-curricular, and extracurricular activities. They are given authority to conduct industrial tours and to have tie up with industry experts and appointed as coordinator and convener for organizing seminars/workshops/conferences.
3. Student Level Students are empowered to play an active role as a coordinator of co-curricular and

extracurricular activities, social service group coordinator.

### **Participative management**

The institute promotes a culture of participative management by involving the staff and students in various activities. All decisions of the institution are governed by management of facts, information and objectives. Both students and faculties allowed to express themselves of any suggestions to improve the excellence in any aspect of the Institute.

**Strategic Level** - The principal, academic co-coordinator and staff members are involved in defining the policies and procedures, framing guidelines and rules & regulations pertaining to admission, placement, discipline, grievance, counseling, training & development, and library services etc., and effectively implementing the same to ensure smooth and systematic functioning of the institute. For the various programs to be conducted by the institute all the staff members will meet, discuss, share their opinion and plan for the event and form various committees involving students and coordinate with others. Staff members are also involved in deciding academic activities and examinations to be conducted by the college.

**Functional Level** - At functional level the faculty members participate in sharing the knowledge by discussing on the latest trends in technology during faculty meeting. Staff members are involved in preparation of annual budget of the institute. They also correspond with the University and AICTE. Faculty members also write joint research papers and share their knowledge.

**Operational level** - The Principal of the institution is responsible for academic, nonacademic and administrative activities of the institution. On behalf of the institution, he interacts and corresponds with AICTE, Govt. of Maharashtra, DTE, Affiliating University, etc., The budget is earmarked for staff members and students to participate in various programmes organized by the institute. All the staff members actively participate in implementing the policies, procedures, and framework designed by the management in order to maintain and achieve the quality standards.. Office staff are involved in executing day to day support services for both students and faculties.

## **6.2 Strategy Development and Deployment**

### **6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution**

#### **Response:**

To enhance the quality of the students by empowering them with skills those are globally at par is utmost objective of the institute. To achieve this objective, industry institute interface plays a significant role. The institute emphasizes on strengthening its association with the industry on various fronts by calling industry experts to the institute, hosting various industry programs and HR meets, Signing MOU's etc.

Potential employers are indentified and MOU's are signed accordingly for mutual gains with common consent. MOU's include resource sharing, project reviews and sponsored projects, educational outcomes through student exchange programs, guest lectures, industrial visits, joint CSR and socially beneficial programs. The core objective of the MOU's is to enhance "employability skills" of the students and

creating platform for internships, training and placement opportunities.

Based on mutual convenience and need, activities are implemented. The interaction of industry personnel with the students and faculty members help to enrich the learning experience. Also, such interactions are helpful to depute the students in industries for internships which in turn, may provide final placement to the students. The institute emphasizes on strengthening its association with the industry on various fronts by calling industry experts to the institute, hosting various industry programs and HR meets, Signing MOU's etc.

Potential employers are indentified and MOU's are signed accordingly for mutual gains with common consent. MOU's include resource sharing, project reviews and sponsored projects, educational outcomes through student exchange programs, guest lectures, industrial visits, joint CSR and socially beneficial programs. The core objective of the MOU's is to enhance "employability skills" of the students and creating platform for internships, training and placement opportunities.

The Institute has a perspective plan of development which was developed a few years ago. This plan has been reviewed as per the needs of learners and in keeping with the higher education policies of the nation. Strategic Plan is a specific, action-oriented medium or long-term plan for making progress towards a set of institutional goals.

The aspects considered for inclusion in the plan are as follows:

- Growth in terms of academic programmes that focus on skill based education.
- 100% computer literacy among staff and students.
- Establish the linkages with research institutes/industries.
- Enhancing research work.
- Eco friendly campus.
- Improving the soft skills of students.
  
- Promote extensive use of ICT in all academic and administrative transactions.
- Awareness campaigns for zero waste campus model, e-waste management, addressing gender issues and aligning our activities with social needs.
- Upgrading the physical infrastructure in terms of water resources, power supply and modifications/repairs. Maintenance of Computer laboratory, Library, playground etc. are included in the future plan.

Action plan by the leadership for fulfilment of the stated mission by:

- Adopting procedures for excellent teaching- learning processes.
- Expansion of infrastructure and human resources to meet the increasing academic and research demands.
- Training and skill up gradation to make the students globally competent. Organizing programmes to inculcate ethical values.

File Description	Document
Any additional information	<a href="#">View Document</a>



## 6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

### Response:

Faculty and staff are involved in the decision making process, policy formulation and planning key programmes. The institute ensures commensurate authority with the responsibilities assigned to an individual. Institutional committee ensures wider representation of faculty & staff.

### Recruitment

- The requirement of teaching and non teaching staff is shared with the Director after calculating the workload.
- A roaster is prepared for the management Institute, Mumbai Institute of Management & Research.
- An advertisement for the requirement is given in the leading news papers like Indian Express, Loksatta, Navbharat Times and Times of India.
- After the receipt of application along with testimonials from the interested candidates, the date of the interview is decided by the members of the Local Selection Committee as per the guidelines of Mumbai University.
- At the stipulated date, the interview is conducted as per the norms of Mumbai University.
- As per the performance of the candidate, required eligibility and category, the selection of the candidate is carried out with appointment orders.

### Promotional Policies

The faculty is promoted to higher post after acquiring necessary qualification and experience as per the norms of new act of Maharashtra State University Act 2016. Policies are as per the norms laid down in the 6th Pay by AICTE.

We follow rules for upgradation of AGP Rs. 6000/- and 10,000/- and Movement of Pay Band of Rs. 15600-39100/- and Rs. 37400-67000/-.

### Redressal of grievances Mechanism:

There are various grievance redressal committees formed in the institute such as complaint committee, student grievance committee and exam grievance committee etc which are made to resolve grievances. A mechanism is in place to resolve all this grievances. Initially committees are formulated, members and representatives are appointed and the same is displaced. Meetings are conducted by respective meetings are noted and the issues are resolved accordingly.

### List of Committees constituted in the institution:

- Library Committee
- Placement committee
- IQAC
- Women's grievance committee

- Anti-ragging committee
- R & D Committee
- Cultural Committee
- Sports Committee

### 6.2.3 Implementation of e-governance in areas of operation

- 1.Planning and Development
- 2.Administration
- 3.Finance and Accounts
- 4.Student Admission and Support
- 5.Examination

- A. All 5 of the above
- B. Any 4 of the above
- C. Any 3 of the above
- D. Any 2 of the above

**Response:** D. Any 2 of the above

File Description	Document
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	<a href="#">View Document</a>

### 6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

**Response:**

**The following committees are operates at MIMR**

**Placement Committee :** Guidance about the Summer Internship Projects & dissertation is provided by placement cell at all stages of the Summer Internship Project. Providing SIPs, Final placements.

**Library Committee :** Library committee looks after books purchasers, journal, ISSN Journal. It takes the requirements of the books from staff as per updated syllabus and orders the books accordingly.

**Women's Grievance Committee :** For prevention of sexual harassment at workplace and women

grievances, institution has internal Complaint Committee. The institute yearly organizes events on women empowerment.

**Cultural & Sports Committee** : To conduct various extra-curricular activities to ensure holistic development of students. It arranges various indoor and out-door sports.

**Anti-ragging Committee** : Institute has “Anti Ragging Committee to handle the sensitive issues regarding students rights and security. Equal opportunity is given to the girls and boys in various institute level activities.

**R & D Committee:** To ensure quality research in the institute.

**Placement / Alumni / EDP Cell** : To provide job opportunities to students through industry connect and to develop entrepreneurial skills.

**IQAC Committee** : QAC act as the guiding lights to fine tune the learning ecosystem that prominently comprises academic planning, industry connect, co-curricular activities, inputs to faculty, suggestions for application oriented evaluation, assistance to conceptualize add-on / enrichment modules & contemporary inputs for the agenda of various developmental interventions. The internal quality audits by the Quality Assurance Committee (QAC) act as the mechanism to identify and address deviations, opportunities for improvements, corrective and preventive actions.

## 6.3 Faculty Empowerment Strategies

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

#### Response:

For Teaching Staff

- As a support the faculty is free to use the ICT Infrastructure and take assistance of manpower as and when required.
- Seminars (National and International) and Workshops are conducted which keep the Faculty update and give exposure.
- Registration fees to attend FDPs, workshops etc.
- Healthy and hygienic work environment.
- Career advancement benefits for these with higher qualification such as Ph.D. as well as opportunities for those who wish to improve their qualification.
- Well maintained, individual work stations.
- Leaves are provided as per policy.
- Vacations and university notified holiday given.
- Academic and support facilities are made available for effective teaching.
- Decentralized structure of the administrative system of the Institute in planning and implementation of all activities has developed an atmosphere of co-operation, 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.

For Non-Teaching Staff

- ICT Infrastructure.
- Leaves are provided as per policy.
- Vacations and university notified holiday given.
- Emergency Medical Kit is made available staff to meet any First Aid treatment on the campus.

### 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:** 13.16

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

2017-18	2016-17	2015-16	2014-15	2013-14
03	02	02	03	2

#### File Description

#### Document

Details of teachers provided with financial support to attend conferences,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:** 1.8

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

2017-18	2016-17	2015-16	2014-15	2013-14
2	2	2	2	1

File Description	Document
Reports of Academic Staff College or similar centers	<a href="#">View Document</a>
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	<a href="#">View Document</a>

#### 6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

**Response:** 4.71

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	1	1	0

File Description	Document
Details of teachers attending professional development programs during the last five years	<a href="#">View Document</a>

#### 6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

**Response:**

The Director reviews the reports containing the contribution of the faculty in teaching, learning and evaluation, co-curricular and extension activities, academic and professional developments and their research activities. Teaching & Non-Teaching Staff is evaluated by students by filling structured feedback forms; self-appraisal is done by filling self-appraisal forms, evaluation by the Director.

- Maximum involvement of staff in various activities of the Institute.
- Total involvement of staff in key programs.
- Sharing of information at various forums.
- Student feed-back shared by the Head of the Institution with the staff in areas of concern has resulted in a very positive outcome in terms of teaching and participation in various activities of the Institute.
- In some departments feed-backs are taken by teachers after a particular topic or programs so as to get

necessary inputs leading to improvisation. Those who have satisfactory performance are appreciated at appropriate forums; corrective measures are taken wherever needed.

Observation may be an important tool in appraisal for teaching as well as non-teaching staff. It can:

- Identify particular strengths of a member of staff.
- Identify areas for development.
- Provide useful information for improvement.

## 6.4 Financial Management and Resource Mobilization

### 6.4.1 Institution conducts internal and external financial audits regularly

#### Response:

Our institute has an internal auditor who audits all the accounts yearly. The audit reports are sent and there have been no major objections. There are no adverse comments on the accounts.

The institute has mechanisms for internal and external audit. Internal audit is carried out periodically. External audit is carried out once in a year. External Auditor verifies all receipts & expenses bills, payments of the Financial Year.

The Institute has internal and external audit mechanism.

The internal audit is carried out by the auditor appointed by the management. Statutory auditors are also appointed who certify the financial statements in every financial year. An external auditor is appointed by the Institute which performs an audit of the financial statements of the Institute.

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	<a href="#">View Document</a>

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

#### Response:

- The Institute has effective audit mechanism to monitor the utilization of the funds effectively & efficiently.
- Every transaction is supported by vouchers.
- All the collections are deposited in the banks.
- Audit is done by registered Chartered Accountant at the end of each financial year.
- All the utilizations are monitored by the Director for effective and efficient use of financial resources.
- Optimum utilization of infrastructure, resources for better output.
- The funds received from University of Mumbai on account of conduct of examination (semester wise) are being distributed amongst the teaching and non-teaching staff involved in the examination process.

## 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:

As the institute is going for NAAC process of cycle-1, IQAC has been established as per the guidelines of NAAC recently. Although, MIMR has its internal monitoring system in place since the academic year 2017-18. The basis on which this internal monitoring committee works is to support the efficient functioning of academic activities.

The academic monitoring committee consists of two management representatives, one renowned academician, one industry expert and Director.

Following are the major points on which yearly monitoring is carried out:

- Quality of Teaching and the methodology
- Co-curricular activities
- Student performance in examinations and Placements
- Faculty contributions in research
- Quality of question papers
- Attainment of course outcomes

Faculties take necessary corrective actions as per the assessment. Based on recommendations of the

faculty, specific measures taken are as follows:

- Classroom sessions are made more interactive involving group discussions.
- Teaching is made more 'conceptual knowledge' oriented.
- Implementation of innovative methods in teaching methodology.
- Preparing students for the final placements.
- Remedial and special classes.
- Various co-curricular activities which are contemporary in nature are included regularly in academic calendar.
- Faculty members are encouraged by the institute for contributing in research work.

### **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**

#### **Response:**

The main aim of Academic monitoring committee is to suggest improvements in the academic and administrative performance of the institution. The regular academic audits by this committee also ensure transparency in the system.

The committee analyses the performance of the institute with parameters in terms of:

- Teaching and learning:

Faculty, students, teaching methodologies used. The Director and academic committees constantly observe and evaluate the teaching learning process. The written feedback from present students, the analysis of the result etc. justify the mechanism of improvement and implementation of quality standards. The personal visit to the class and campus by the Director to overview of teaching as well as campus.

- Administrative systems:

Supporting staff performance, implementation of policies. The training was given to train the non-teaching staff. By the help of training, non-teaching staff is also able to do all procedures on line. Computerized office for speedy work which is related to admission, examination, result declaration etc.

The institute has constituted IQAC from the academic year 2018-2019

### **6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year**

**Response:** 0.8

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years



2017-18	2016-17	2015-16	2014-15	2013-14
04	0	0	0	0

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
IQAC link	<a href="#">View Document</a>

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

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF
4. ISO Certification
5. NBA or any other quality audit

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

**Response:** D. Any 1 of the above

File Description	Document
e-copies of the accreditations and certifications	<a href="#">View Document</a>
Details of Quality assurance initiatives of the institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Annual reports of institution	<a href="#">View Document</a>

#### 6.5.5 Incremental improvements made during the preceding five years (*in case of first cycle*) Post accreditation quality initiatives (*second and subsequent cycles*)

**Response:**

**Quality enhancement initiatives in the Academic**

MIMR has created the tradition that the students and the alumni take part in many activities of the Institute like placements, organizing seminars, workshops, co-curricular, extracurricular activities, etc. MIMR represent the institution in various competitions. They organize different events including alumni meet. They also help in admission process, personality development, etc. Regular communication meetings are held by the IQAC.

The Following activities are done in the last 5 academic years for the quality enhancement of the students :

1. Mock Interviews: To build confidence and knowledge in students before facing real interview.
2. Aptitude test training: To crack aptitude test in placement process.
3. Interaction with Alumni: To give them industry exposure.
4. Guest speakers: To give them a chance to interact with the Top-Notch Company Head.
5. Industrial visits: To show them the process of manufacturing and management.
6. Annual Conference: To teach them team management and give industry exposure.
7. Faculty feedback: To understand the review of the students on faculty members and their teaching methodology.
8. Interaction with students, general public and faculties in CSR events: To develop human values.
9. Know your specialization: To know areas of interest.
10. Debate competitions: To encourage public speaking.
11. Role plays: To act in a virtual world.
12. Panel discussions: To understand current affairs with discussions.
13. Alumni Meet: To network with Alumni.

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

**Response:** 1

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
01	00	00	00	00

File Description	Document
Report of the event	<a href="#">View Document</a>
List of gender equity promotion programs organized by the institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 7.1.2

##### 1. Institution shows gender sensitivity in providing facilities such as:

1. Safety and Security
2. Counselling
3. Common Room

**Response:**

The Institute always tries to create awareness amongst students and faculty about the values of gender equality & sensitivity.

This is carried out in following ways:

a) Safety and Security:

- Special program for girl students and woman faculty such as ‘Self Defense’, “Sexual Harassment”, is been arranged on regular basis within the campus.
- Every year in the month of March International Women’s day is Celebrated wherein outstanding women achievers from different walks of life such as Entrepreneurs, Doctors, Lawyer, Economics, Artists and media persons are honored and they deliver inspiration address to all.
- Institution arranges special social activities like Blood Donation camps, Traffic Awareness

Program etc. All students and faculty, irrespective of their gender, caste and creed actively participate in such events.

- Grievance Redressal Cell and Grievance Cell are formed to deal with grievances of staff and students.
- Anti-ragging committee, CSR Committee, RTI Committee which ensures healthy environment in the campus.

#### b) Counselling:

- For any assistance required, gender redressal committee is been formed having Faculty members in committees without any discrimination (gender, caste, religion).
- The college takes pride in the fact that its culture of respecting the dignity and integrity of every human being, including the karmacharis.
- However there is mentor-mentee for students to wherein students are free to discuss their issues with their mentor to help students, and a well-equipped library to let broaden their horizons.
- Institute provides equal opportunity for all to participate in administrative, co-curricular and extracurricular activities.
- The institute gives equal opportunities to boys and girls in leading various students' activities.
- Equal opportunities are given to both the genders in terms of admissions, employment, training programmes, sports activities etc., and so gender issues do not arise.
- It conducts talks by lawyers and eminent personalities, alongside screening of movies and documentaries to open up minds and make students aware of social problems in our environment.

#### c) Common Room:

- The college has two common rooms – one for the girls and the other for the boys which is spacious and airy where they can relax and be at leisure. This social zone helps students meet one another and have heart to heart sharing. It provides space for socializing and having free time in between the lectures.

File Description	Document
Any additional information	<a href="#">View Document</a>

### 7.1.3 Alternate Energy initiatives such as:

#### 1. Percentage of annual power requirement of the Institution met by the renewable energy sources

**Response:** 0

7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH)

7.1.3.2 Total annual power requirement (in KWH)

Response: 180

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	<a href="#">View Document</a>

#### 7.1.4 Percentage of annual lighting power requirements met through LED bulbs

**Response:** 1.11

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 2

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 180

File Description	Document
Details of lighting power requirements met through LED bulbs	<a href="#">View Document</a>

#### 7.1.5 Waste Management steps including:

- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

**Response:**

The institute maintains and encourages proper waste management facilities in the campus for making it ecofriendly. The different types of waste are managed as follows:

##### **Solid waste management:**

Solid wastes are collected daily by the Mumbai municipal corporation where they execute them both effectively and efficiently. They have the proper mechanism of waste management and re-cycling of collected waste. The dry and wet waste is already marked by different colour dustbins provided by them. Some solid waste is collected and periodically sold to vendors as scrap. Dust bins are provided throughout the campus. Throwing the waste anywhere is strictly prohibited. Usage of plastic bags is prohibited within the premises of the College.

##### **Liquid waste management:**

- Liquid waste from the points of generation like the canteen and toilet etc. is let out as effluent into a proper drainage facility and to avoid stagnation.

**E- waste management :**

- Various types of e-waste generated in the institute : damaged batteries , cells, CDs, Hard Disk Drives, Monitors, Keyboards, Cartridges, etc. is disposed through outside agencies as a scrap.
- UPS batteries are recharged/repaired/exchanged by the suppliers.
- The cartridge of laser printers is refilled outside the college campus.
- Newspaper cuttings of hazards of e-wastes are also frequently displayed on the notice boards.

**7.1.6 Rain water harvesting structures and utilization in the campus****Response:**

Water is essential for human life and ecosystems, and it is a finite resource on our planet. According to the UN, less than 0.001% of the world's water is available as freshwater to human communities and ecosystems. Water use is also critically linked to energy use, with about 15% of the world's water withdrawal being used for energy - second only to agriculture. Maintaining a freshwater supply to support our human communities is expected to increasingly rely on energy in coming decades.

As a campus, MIMR is taking steps to reduce our consumption of potable water. Through solutions like those below we are using this precious resource more efficiently to protect water for future generations.

At MIMR Campus Rainwater Harvesting System: Rooftop Water Harvesting: The run off from the terrace of the college building is channelized into plastic containers. A network of pipes linked through chambers take the rainwater to the recharge tanks. A tank of capacities is used for the recycling of conserved water. The treatment of water is done twice a day, in the morning hours and then later in afternoon.

Rain water harvesting is very essential in today's developing society. In order to sensitise the students about conserving water, we conduct various innovative activities. Recently our students went to people's homes in and around the city to explain to them how they can do their bit for conserving water. They also told people about the drip irrigation method that can be used in their gardens and how this method consumes very small amount of water. Apart from this, we regularly organise seminars and workshops for our students on water conservation.

**7.1.7 Green Practices**

- **Students, staff using**
  - a) **Bicycles**
  - b) **Public Transport**
  - c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

**Response:**

The Green Practices are been encouraged for both the faculty members and the students and are been followed in the campus which are as follows:

### **Bicycles:**

As the institute is located in the area which has good connectivity and good road structure, so the students, faculty, other members who resides nearby are encouraged to use bicycles to reduce the pollution.

### **Public Transport:**

- As the institute is located just 100 meters away from the highway, and having good road transportation facility, students, faculties other members are been encouraged to use the public transport as it may help saving environment, leading to safe and secure life in turn will benefit all.

### **Plastic free campus:**

- The institute has made the campus plastic free.
- Usage of plastic free material is been encouraged.
- In Canteen the crockery maintained is plastic free.
- The security guard makes sure that no one enters the college campus with polythene bags.

### **Paperless office:**

Use of plastic bags and cups are discouraged in the campus. Even in the canteen usage of steel plates/ leaf plates and steel cups or paper cups are mandatory.

### **Paperless office:**

The Management has taken keen interest to make the office a paperless office.

- The accounts/office and academic information is stored and maintained through systems only
- The complete campus is Wi Fi enabled, making it much easier for paper less activities
- Even the official information and circulars are preferred to be sent only through mails.

### **Green landscaping with trees and plants:**

- A number of plants exist at different place in the college to maintain cool and healthy atmosphere.
- When the college was built, care was taken not to chop down the old, large trees, and they were integrated into the college as a part of the campus, and stand tall even today.
- The institute has taken several measures for planting to make Green campus.
- Students are been encouraged to plant the trees.

## **7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years**

**Response: 0**

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

**File Description**

**Document**

Details of expenditure on green initiatives and waste management during the last five years

[View Document](#)

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

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

**A. 7 and more of the above**

**B. At least 6 of the above**

**C. At least 4 of the above**

**D. At least 2 of the above**

**Response: D. At least 2 of the above**

**File Description**

**Document**

Resources available in the institution for Divyangjan

[View Document](#)

**7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years**

**Response: 0**



7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	<a href="#">View Document</a>

**7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)**

**Response: 3**

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
01	01	01	00	00

File Description	Document
Report of the event	<a href="#">View Document</a>

**7.1.12**

**Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff**

**Response: Yes**

File Description	Document
Any additional information	<a href="#">View Document</a>

**7.1.13 Display of core values in the institution and on its website**

**Response: Yes**

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>

**7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations**

**Response:** Yes

<b>File Description</b>	<b>Document</b>
Details of activities organized to increase consciousness about national identities and symbols	<a href="#">View Document</a>

**7.1.15 The institution offers a course on Human Values and professional ethics**

**Response:** No

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>

**7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions**

**Response:** No

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>

**7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years**

**Response:** 5

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	1	1	1

File Description	Document
List of activities conducted for promotion of universal values	<a href="#">View Document</a>

### 7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

#### Response:

Mumbai Institute of Management Organizes National Festivals and Birth and Death Anniversaries of great Indian Personalities with enthusiasm. Our students are on a mission towards better India by breaking the boundaries of religion and caste. Thoughts of great Indian personalities sowed into the young minds through the exhibitions and programs conducted on these days. The institution practices pluralist approach towards all religion functions and encourages the students and faculty to showcase the same. Every year our institute organizes the national festivals and birth / death anniversaries of the great Indian personalities. Staff and students get to know the importance of national integrity in the country in general and their role in it in particular. Like:

1. Independence Day
2. Republic Day
3. Gandhi Jayanthi
4. Teachers Day
5. 31st October Ekata Divas
6. Ambedkar Jayanthi
7. Diwali Celebration

File Description	Document
Any additional information	<a href="#">View Document</a>

### 7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

#### Response:

The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions; the following are the few means which shows the means of transparency:

Our Institute is governed by University of Mumbai, so the institute abides by the terms of the university. The institute maintains transparency in its financial, academic, administrative and auxiliary functions. It has proper system outline taking care of ethical and human values responsible for transparency. Audits are being carried out yearly of the institute's financial transaction by external auditor. There is academic committee in the college which monitors every academic activity of the college. Auxiliary functions are conducted in a transparent way. It ensures that all the financial transactions, reports and documents are completed with integrity. Institute presents timely and accurate information to the University community, alumni etc. as well as state government.

## 7.2 Best Practices

### 7.2.1 Describe at least two institutional best practices (as per NAAC Format)

#### Response:

#### [ 1] Title of the practice : Beyond the Classroom

#### Syllabus Teaching –Learning Practice

#### [2] Objectives of the practice

Since student is admitted in our campus we takes utmost care for his academic development in our campus. In short span of their academic career . The main objectives are

- a) To provide inputs to students beyond the syllabus in their academic career.
- b) To identify their weakness area and provides guidance on them.
- c) To develop student in the corporate in order to meet with the competition
- e) To provide guidance to students with insights into the problems and opportunities involved in teaching learning transactions .

#### 3) The context :

In the globalised economy is filled with all kind of competition from average student to best students . These days students must be competitive , interactive and diverse to complete and succeed . They will be required to meet these global challenges with the skill sets needed to keep their career successful and achievable in an ever changing competitive environment. Most of the students are not ready to taken up

challenges. Hence this practice at institute prepares them for a successful career in a wide range of business environment with a variety of academic program choices to help them to meet their career and educational goals.

The following are the key issues raised as under :

1. Gap in Syllabus and Industries expectation
2. Decreasing in employment growth ratio.
3. Gap in Students expected salary and they actually deserved.
4. Decreasing interest and seriousness in the study.

#### 4) The practice

##### **Practice and uniqueness in higher education of India**

1. **Intended learning outcomes :-** The intended learning outcomes for the practice is for the student should be able to understand and explain why business management education is growing and what it means for society as a whole. We prepare the students for taking instant responsibilities after their passing out from the college and also we focus on weaker section of students by conducting special remedial classes in the subjects where they are weak.
2. **Teaching and Learning activities :** The practice will mix and match lectures and interaction with debates, discussions and workshops by the students as well as leaders in the field. Also stay focused on actively participation and involvement in this practice.

1. **Grade and Assessment :-** After following above practices examination was conducted and assessment were done after carefully scrutiny done and grades are awarded to them through University of Mumbai. Teacher has been asked to prepared field report and gather literature review and present individual case study .

1. **Technical and communication skill:** The institute has focused on mainly on soft skill development and technical savy which helps to students build career and achieved in their life

##### **Evidence of Success**

**From The placement record of our passed out students from the academic year 2013-2014 onwards students were placed in multinationals and Indian companies such as :**

- **HDFC Bank**
- **Axis Bank**
- **Tech Mahindra**
- **Bajaj Electronics**
- **India Bulls**
- **Reliance Jio**
- **Kotak Mahindra Bank**
- **Aditya Birla Group**
- **Tata Communications**
- **HDFC Securities**
- **Digital Sourcing Ltd**
- **Club Emerald**
- **I3Tech Solutions**
- **Dr.Reddys Lab etc.**

**Some of the Students became entrepreneurs in various sectors like solar energy, tourisms, transportation, logistics managements, consultancy, financial services, etc.**

**Being our honourable chairman was a former director of industries, he has been guiding our students since beginning of our institutions. As we have created separate entrepreneur cell at the institution, we have signed MOUs with 3 companies as follows :**

1. **Precision Electroproducts Ltd.**
2. **CEAT Tyres Ltd.**
3. **Elite Industrial Consultancy services.**

**The objectives of this MOU is to improve the overall personality of the students by increasing employability skills of the students.**

### **Problems Encountered and Resources Required**

Necessary measures has been designed and implemented in MIMR as this practice for the betterment of students. Also we do discussion on the emerging issues , current issues which actually industry expect from them. We find there is a huge gap between theory and practical knowledge expected by the industry. Because of this, employmentgeneration ratio isdecreasing day by day in order to bridge the gap we encourage students to establish starts ups in their career. For this we also conduct entrepreneurship development sessions for management students. In many cases it is found that industry does not hire studentsdue tolack of subject knowledge and communication skills. For improving this we do invite expert and guest faculty from the corporate world to keep the students interest and to enhance their employability

skills. Keeping students interest at high level and also to develop leadership qualities and team spirit we organize cultural and sports events.

File Description	Document
Any additional information	<a href="#">View Document</a>

### 7.3 Institutional Distinctiveness

#### 7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

##### Response:

Objective of the college is to provide quality education in management to the students from various parts of the society, to make them academically and technically competent. This objective is clearly reflected in the mission & vision statement. The college believes that professionals of this college should be not only academically sound but should also have values and strong professional ethics.

The college aims to achieve this by incorporating experimental and project-based learning in teaching learning process along with strong Institute-Industry Interaction and research opportunities. These efforts will develop graduates who are academically and technically competent thereby making the college a globally renowned institute. The institute facilitates personal commitment to the educational success of the students.

The institution has developed a structured and effective implementation of the curriculum through a well-planned and documented process, Where we are satisfied to see our student who has enhanced his knowledge, the academic record has been improved, the placement have become good, students are going for higher education.

##### **The Teaching and Learning process is being focused by following the major steps below:**

- Academic calendar, states the year round activities of the students.
- Curriculum academic committee prepares academic calendar prior to the semester.
- Every individual engaged with academic process ensure efficient and innovative implementation of curriculum.

The preparation of successful implementation of curriculum goes through

1. Academic Calendar & Time Table is prepared.

2. Appointments of Guest lecturers: It is been arranged with the objective to enrich with knowledge and update with current practices.

3.Preparation of teaching plan: Faculties prepares teaching plan 15 days before the commencement of semester that helps in adoption of teaching methodology in advance and better outcome from students.

The e-resources are used efficiently for the enhancement of skills.

1.Regular Director's meetings: The review of academic progress, student's attendance and review of syllabus completion status as per academic calendar is carried out.

2.Student feedback system

3.Club activities

4.Well-equipped library

5.Healthy work culture

6.Industrial visits are organized as per the curriculum.

7.Internet and Wi-Fi facility are provided to faculty and students for upgrading and adopting recent subject knowledge.

#### **Activity based learning:**

We have Mentor-Mentee relations, where the faculties are allotted few students, who take care of the students in his/her academics, problems, acting as a counsellor and a guide. They encourage their students to actively participate in various activities of the institute.

Workshops, seminar, internship, on-job training, guest lecturers, presentations, group discussions etc. are been arranged apart from regular class room learning.

Alumni, students, faculty, staff etc. feedback is conducted to enhance in the quality of learning.

Students actively participate in all the events conducted by the institute leading to leadership and team building qualities.

#### **Societal and cultural development:**

Students are encouraged to participate in social activities like, Traffic Day, Blood donation camp, Aids awareness showing the bond towards the society.

Students are reached in the various strata blooming.

File Description	Document
Link for Additional Information	<a href="#">View Document</a>



NAAC

## 5. CONCLUSION

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### **Additional Information :**

#### **Additional Information :**

Mumbai Institute of Management and Research of Mumbai are located on Wadala Station Road, within the limits of Mumbai Municipal Corporation. The institute is just 10minutes walking distance from Wadala East Railway station. Mumbai is renowned for its quality education. Mumbai city is surrounded by various industries which includes prominently automobile and auto ancillary units, IT, healthcare, etc. This helps institutes like for the collaboration opportunities in terms of research, internship, on job trainings and final placements.

### **Concluding Remarks :**

Mumbai Institute of Management and Research, started its MMS program with the vision of “Creating a world class and contemporary educational environment” has lived up to the expectations of the society. The institute created an ecosystem by focusing on academic requirements along with community services and made suitable background for graduating management students. The institute is approved by AICTE, affiliated to University of Mumbai. The institute’s culture is developed in accordance with requirements of statutory bodies. MIMR is also known for its contribution towards the society welfare and which is recognized by various bodies.

Experienced and qualified faculty members is the biggest strength of MIMR and which has helped the institute to create its brand in Mumbai city. Management always encourages faculty for higher education and research and required support is provided. Innovation and attainment of contemporary management practices is the Mantra of educational system at MIMR. The incubation of budding entrepreneur is one of the achievements of MIMR. MIMR faculties always contribute in the UM’s various bodies. The institute has ensured adequate physical faculties for creating conducive environment for MMS program. The functioning of MIMR is governed systematically under the aegis of Bhartiya Gramin Punarrachana Sansthas’ (BGPS) governing body. The decentralized mechanism has been implemented for easy and day to day operations.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.2	<p>Number of certificate/diploma program introduced during the last five years</p> <p><b>1.1.2.1. Number of certificate/diploma programs introduced year-wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>17</td> <td>15</td> <td>10</td> <td>12</td> <td>6</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>00</td> <td>00</td> <td>00</td> <td>00</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	17	15	10	12	6	2017-18	2016-17	2015-16	2014-15	2013-14	00	00	00	00	00
2017-18	2016-17	2015-16	2014-15	2013-14																	
17	15	10	12	6																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
00	00	00	00	00																	
1.1.3	<p>Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years</p> <p><b>1.1.3.1. Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>2</td> <td>6</td> <td>6</td> <td>3</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>00</td> <td>00</td> <td>00</td> <td>00</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	3	2	6	6	3	2017-18	2016-17	2015-16	2014-15	2013-14	00	00	00	00	00
2017-18	2016-17	2015-16	2014-15	2013-14																	
3	2	6	6	3																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
00	00	00	00	00																	
1.2.3	<p>Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years</p> <p><b>1.2.3.1. Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>45</td> <td>32</td> <td>35</td> <td>62</td> <td>48</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	45	32	35	62	48	2017-18	2016-17	2015-16	2014-15	2013-14					
2017-18	2016-17	2015-16	2014-15	2013-14																	
45	32	35	62	48																	
2017-18	2016-17	2015-16	2014-15	2013-14																	

00	00	00	00	00
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Remark : The HEI was requested to provide the list of students for each session along with the certificates issued to the students on completion of the program. The attachment does not contain any such information.

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

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

Answer before DVV Verification : 32

Answer after DVV Verification: 10

1.3.3 Percentage of students undertaking field projects / internships

1.3.3.1. Number of students undertaking field projects or internships

Answer before DVV Verification : 239

Answer after DVV Verification: 37

1.4.2 Feedback processes of the institution may be classified as follows:

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

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

2.1.1 Average percentage of students from other States and Countries during the last five years

2.1.1.1. Number of students from other states and countries year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
2	0	1	2	4

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
00	0	02	2	3

2.1.2 Average Enrollment percentage

(Average of last five years)

2.1.2.1. Number of students admitted year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
46	37	44	73	59

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
46	37	41	71	58

2.1.2.2. Number of sanctioned seats year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

2.3.2.1. Number of teachers using ICT

Answer before DVV Verification : 120

Answer after DVV Verification: 12

Remark : As per the HEI data attached with the Metric. The number of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. cannot be more than the full time teachers. Only data of 2017-18 considered. The HEI seems to have provided 05 years data.

2.3.3 Ratio of students to mentor for academic and stress related issues

2.3.3.1. Number of mentors

Answer before DVV Verification : 117

Answer after DVV Verification: 12

Remark : As per the HEI data attached data. The number of full time mentor for academic and stress related issues teachers year-wise cannot be more than the Number of full time teachers.

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

2.4.2.1. Number of full time teachers with Ph.D. year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
2	1	1	1	1

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
01	1	1	1	1

Remark : The PhD degree of Dr Khandelwal does not appear to be as per the ugc norms. the degree has no stamp embossed and is on a sheet of paper.

2.4.3	<p>Teaching experience per full time teacher in number of years</p> <p>2.4.3.1. Total experience of full-time teachers          Answer before DVV Verification : 308 years          Answer after DVV Verification: 51 years</p> <p>Remark : As per the HEI data attached with the Metric in response.</p>																				
2.4.4	<p>Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years</p> <p>2.4.4.1. Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years          Answer before DVV Verification:</p> <table border="1" data-bbox="306 707 1046 842"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>2</td> <td>2</td> <td>3</td> <td>2</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 920 1046 1055"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>00</td> <td>00</td> <td>00</td> <td>00</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	4	2	2	3	2	2017-18	2016-17	2015-16	2014-15	2013-14	00	00	00	00	00
2017-18	2016-17	2015-16	2014-15	2013-14																	
4	2	2	3	2																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
00	00	00	00	00																	
2.4.5	<p>Average percentage of full time teachers from other States against sanctioned posts during the last five years</p> <p>2.4.5.1. Number of full time teachers from other states year-wise during the last five years          Answer before DVV Verification:</p> <table border="1" data-bbox="306 1290 1046 1424"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>2</td> <td>1</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1503 1046 1637"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>01</td> <td>02</td> <td>01</td> <td>01</td> </tr> </tbody> </table> <p>Remark : As per the HEI data attached in the SSR and copy of the degree attached in response.</p>	2017-18	2016-17	2015-16	2014-15	2013-14	1	1	2	1	1	2017-18	2016-17	2015-16	2014-15	2013-14	1	01	02	01	01
2017-18	2016-17	2015-16	2014-15	2013-14																	
1	1	2	1	1																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
1	01	02	01	01																	
2.6.3	<p>Average pass percentage of Students</p> <p>2.6.3.1. Total number of final year students who passed the examination conducted by Institution.          Answer before DVV Verification : 241          Answer after DVV Verification: 29</p> <p>2.6.3.2. Total number of final year students who appeared for the examination conducted by the institution          Answer before DVV Verification : 241</p>																				

Answer after DVV Verification: 45

Remark : As per the HEI data attached with the Metric in response.

3.1.2 Percentage of teachers recognised as research guides at present

3.1.2.1. Number of teachers recognised as research guides

Answer before DVV Verification : 2

Answer after DVV Verification: 00

3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

3.2.2.1. Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1	0	1	1	1

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
01	0	00	00	00

Remark : The HEI has attached some generic academic reports. There bear a different signatures of the Director than the other reports. There are no attendance sheets or photographs. 2017-18 is considered.

3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Answer before DVV Verification : Yes

Answer After DVV Verification: No

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

3.3.3.1. How many Ph.Ds awarded within last five years

Answer before DVV Verification : 3

Answer after DVV Verification: 00

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

Answer before DVV Verification : 2

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14

6	4	6	3	16
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Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
02	01	04	02	03

3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

3.4.3.1. Number of extension and outreach Programs 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:

2017-18	2016-17	2015-16	2014-15	2013-14
1	3	3	3	3

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
1	01	01	00	00

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

3.4.4.1. Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
40	36	40	50	58

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
40	36	45	00	00

3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

3.5.1.1. Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years



Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
18	17	15	13	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
4	0	2	1	0

3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

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 (only functional MoUs with ongoing activities to be considered)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
3	0	0	0	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
02	01	0	0	0

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

4.1.4.1. Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
21	16	21	27	28

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
6.04	00	00	4.90	4.49

Remark : As per the HEI data attached with the Metric in response. The HEI has not provided any details for FY 2015-16.

4.2.6 Percentage per day usage of library by teachers and students

	<p>4.2.6.1. Average number of teachers and students using library per day over last one year          Answer before DVV Verification : 75          Answer after DVV Verification: 15</p>																				
4.3.3	<p>Available bandwidth of internet connection in the Institution (Lease line)</p> <p>Answer before DVV Verification : &gt;=50 MBPS          Answer After DVV Verification: &lt;5 MBPS</p>																				
4.3.4	<p>Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)</p> <p>Answer before DVV Verification : Yes          Answer After DVV Verification: No</p>																				
4.4.1	<p>Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years</p> <p>4.4.1.1. Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>5</td> <td>4</td> <td>21</td> <td>8</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>5</td> <td>4</td> <td>21</td> <td>8</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	3	5	4	21	8	2017-18	2016-17	2015-16	2014-15	2013-14	3	5	4	21	8
2017-18	2016-17	2015-16	2014-15	2013-14																	
3	5	4	21	8																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
3	5	4	21	8																	
5.1.3	<p>Number of capability enhancement and development schemes –</p> <ol style="list-style-type: none"> <li>1. For competitive examinations</li> <li>2. Career counselling</li> <li>3. Soft skill development</li> <li>4. Remedial coaching</li> <li>5. Language lab</li> <li>6. Bridge courses</li> <li>7. Yoga and meditation</li> <li>8. Personal Counselling</li> </ol>																				

Answer before DVV Verification : B. Any 6 of the above

Answer After DVV Verification: E. 3 or less of the above

5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
46	37	44	73	59

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
45	37	38	62	58

Remark : As per the HEI data attached with the Metric in response.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
3	3	3	3	3

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

5.3.3.1. Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
3	3	3	3	3

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
01	01	00	00	00

Remark : The HEI has included activity of 15 Feb 2013 as 2013-14 data. Not eligible. Iftaar has been considered under 7.1.17. Ganesh festival is religious activity. The HEI has used the same photographs (and reports) repeatedly over the years. The Vasant Panchmi of 15 Feb 2013, 2014, 2015, 2016... 2017 are same . Only sports is considered in 2017-18 and 2016-17 where also the pics are the same.

### 6.2.3 Implementation of e-governance in areas of operation

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

Answer before DVV Verification : B. Any 4 of the above

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

### 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:

2017-18	2016-17	2015-16	2014-15	2013-14
5	5	5	4	2

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
03	02	02	03	2

### 6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

6.3.4.1. Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	1	1	1

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	1	1	0

6.5.3

Average number of quality initiatives by IQAC for promoting quality culture per year

6.5.3.1. Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
12	0	0	0	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
04	0	0	0	0

6.5.4

Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF
4. ISO Certification
5. NBA or any other quality audit

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

Answer After DVV Verification: D. Any 1 of the above

7.1.1

Number of gender equity promotion programs organized by the institution during the last five years

7.1.1.1. Number of gender equity promotion programs organized by the institution year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
4	4	4	4	3

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
01	00	00	00	00

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

7.1.8.1. Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
3	4	6	0.36	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

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

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

Answer before DVV Verification : C. At least 4 of the above

Answer After DVV Verification: D. At least 2 of the above

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years 7.1.10.1. Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
4	2	2	2	2

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five

years (Not addressed elsewhere)

7.1.11.1. Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
4	2	2	2	2

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
01	01	01	00	00

Remark : As per the attached reports Aids awareness in 2015-16, Nutrition (and malnutrition) in 2016-17 and traffic safety awareness in 2017-18 have been considered as initiatives taken to engage with and contribute to local community year-wise during the last five years.

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

Answer before DVV Verification : Yes

Answer After DVV Verification: Yes

7.1.15 The institution offers a course on Human Values and professional ethics

Answer before DVV Verification : Yes

Answer After DVV Verification: No

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions

Answer before DVV Verification : Yes

Answer After DVV Verification: No

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

7.1.17.1. Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
6	5	5	6	6

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	1	1	1

## 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 : 1</p> <p>Answer after DVV Verification : 210</p>																				
2.1	<p>Number of students year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>46</td> <td>37</td> <td>44</td> <td>73</td> <td>59</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>129</td> <td>112</td> <td>78</td> <td>87</td> <td>79</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	46	37	44	73	59	2017-18	2016-17	2015-16	2014-15	2013-14	129	112	78	87	79
2017-18	2016-17	2015-16	2014-15	2013-14																	
46	37	44	73	59																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
129	112	78	87	79																	
2.2	<p>Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>29</td> <td>24</td> <td>24</td> <td>27</td> <td>28</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>60</td> <td>60</td> <td>120</td> <td>120</td> <td>120</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	29	24	24	27	28	2017-18	2016-17	2015-16	2014-15	2013-14	60	60	120	120	120
2017-18	2016-17	2015-16	2014-15	2013-14																	
29	24	24	27	28																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
60	60	120	120	120																	
2.3	<p>Number of outgoing / final year students year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>40</td> <td>66</td> <td>57</td> <td>111</td> <td>170</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>45</td> <td>37</td> <td>49</td> <td>62</td> <td>58</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	40	66	57	111	170	2017-18	2016-17	2015-16	2014-15	2013-14	45	37	49	62	58
2017-18	2016-17	2015-16	2014-15	2013-14																	
40	66	57	111	170																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
45	37	49	62	58																	
3.1	Number of full time teachers year-wise during the last five years																				



Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
12	15	32	32	29

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
12	12	29	29	29

3.2 Number of sanctioned posts year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
12	15	32	32	29

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
12	15	29	29	29

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
119	132	245	224	219

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
120	132	233.55	245.64	208.82