



YEARLY STATUS REPORT - 2020-2021

| Part A | |
|--|---|
| Data of the Institution | |
| 1.Name of the Institution | THAKUR INSTITUTE OF MANAGEMENT STUDIES AND RESEARCH |
| • Name of the Head of the institution | Dr. Pankaj Natu |
| • Designation | Director |
| • Does the institution function from its own campus? | Yes |
| • Phone no./Alternate phone no. | 022-67308201 |
| • Mobile no | 8104258849 |
| • Registered e-mail | timsr.director@thakureducation.org |
| • Alternate e-mail | pankaj.natu@thakureducation.org |
| • Address | C-Block, Thakur Educational Campus, Shyannarayan Thakur Marg, Thakur Village, Kandivali (E), Mumbai |
| • City/Town | Mumbai |
| • State/UT | Maharashtra |
| • Pin Code | 400101 |
| 2.Institutional status | |
| • Affiliated /Constituent | Affiliated |
| • Type of Institution | Co-education |

| • Location | Urban | | | | | | | | | | | | |
|---|---|-----------------------------------|-----------------------------|-------------------|-----------------------------|---------------|-------------|----------------|------------|-------------|-------------|-------------------|-------------------|
| • Financial Status | Self-financing | | | | | | | | | | | | |
| • Name of the Affiliating University | University of Mumbai | | | | | | | | | | | | |
| • Name of the IQAC Coordinator | Dr. Leena Gadkari | | | | | | | | | | | | |
| • Phone No. | 02267308201 | | | | | | | | | | | | |
| • Alternate phone No. | 0226730202 | | | | | | | | | | | | |
| • Mobile | 9821339840 | | | | | | | | | | | | |
| • IQAC e-mail address | leena.gadkari@thakureducation.org | | | | | | | | | | | | |
| • Alternate Email address | timsr@thakureducation.org | | | | | | | | | | | | |
| 3.Website address (Web link of the AQAR (Previous Academic Year) | https://www.timsrmumbai.in/pdf/aqar-report-2019-2020.pdf | | | | | | | | | | | | |
| 4.Whether Academic Calendar prepared during the year? | Yes | | | | | | | | | | | | |
| • if yes, whether it is uploaded in the Institutional website Web link: | https://www.timsrmumbai.in/pdf/AC-2020-2021.pdf | | | | | | | | | | | | |
| 5.Accreditation Details | | | | | | | | | | | | | |
| <table border="1"> <thead> <tr> <th>Cycle</th> <th>Grade</th> <th>CGPA</th> <th>Year of Accreditation</th> <th>Validity from</th> <th>Validity to</th> </tr> </thead> <tbody> <tr> <td>Cycle 1</td> <td>A+</td> <td>3.29</td> <td>2019</td> <td>15/11/2019</td> <td>14/11/2024</td> </tr> </tbody> </table> | | Cycle | Grade | CGPA | Year of Accreditation | Validity from | Validity to | Cycle 1 | A+ | 3.29 | 2019 | 15/11/2019 | 14/11/2024 |
| Cycle | Grade | CGPA | Year of Accreditation | Validity from | Validity to | | | | | | | | |
| Cycle 1 | A+ | 3.29 | 2019 | 15/11/2019 | 14/11/2024 | | | | | | | | |
| 6.Date of Establishment of IQAC | 10/07/2018 | | | | | | | | | | | | |
| 7.Provide the list of funds by Central / State Government UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc., | | | | | | | | | | | | | |
| <table border="1"> <thead> <tr> <th>Institutional/Department /Faculty</th> <th>Scheme</th> <th>Funding Agency</th> <th>Year of award with duration</th> <th>Amount</th> </tr> </thead> <tbody> <tr> <td>NIL</td> <td>NIL</td> <td>NIL</td> <td>NIL</td> <td>NIL</td> </tr> </tbody> </table> | | Institutional/Department /Faculty | Scheme | Funding Agency | Year of award with duration | Amount | NIL | NIL | NIL | NIL | NIL | | |
| Institutional/Department /Faculty | Scheme | Funding Agency | Year of award with duration | Amount | | | | | | | | | |
| NIL | NIL | NIL | NIL | NIL | | | | | | | | | |
| 8.Whether composition of IQAC as per latest NAAC guidelines | Yes | | | | | | | | | | | | |

| | |
|---|---------------------------|
| <ul style="list-style-type: none"> • Upload latest notification of formation of IQAC | |
| | |
| 9.No. of IQAC meetings held during the year | 4 |
| <ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? | Yes |
| <ul style="list-style-type: none"> • If No, please upload the minutes of the meeting(s) and Action Taken Report | View File |
| 10.Whether IQAC received funding from any of the funding agency to support its activities during the year? | No |
| <ul style="list-style-type: none"> • If yes, mention the amount | |
| 11.Significant contributions made by IQAC during the current year (maximum five bullets) | |
| <p>FDPs by International experts, Introduction of Value addition courses for MMS Students, HTTC Practice in a structured way for staff, Reinforcement in Quality of Publications, Inviting Video CV from the candidates</p> | |
| 12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year | |
| | |

| Plan of Action | Achievements/Outcomes |
|---|---|
| <p>1. FDPs by international experts.</p> | <p>? A session was organized on July 25, 2020 by TIMSR and TGBS on 'Global Supply Chain Management: Covid-19 Scenario'. The Key Note Speaker for the session was Prof. Kingshuk Mukherjee from St.John's University, USA. ? A session was organized on August 07, 2020 by TIMSR and TGBS on the topic 'Doing Business in Switzerland'. The Keynote Speaker for the session was Mr. Othmar Christian Hardegger, Consul General of Switzerland. ? A session was organized on the topic 'India China Business Scenario in Covid Times' on August 12, 2020. The Keynote Speaker for the session was Mr. Tang Guocai-Chinese Consul General in Mumbai. ? A session was organized on the topic 'Globalization in New Normal' on 7th Sep. 2020. The Key Note Speaker for the session was Ms. Nora Colton, Pro-Vice-Provost, University College London, United Kingdom.</p> |
| <p>2. Initiation of AQAR process</p> | <p>? The AQAR process has been initiated.</p> |
| <p>3. Introduction of Value addition courses for MMS students</p> | <p>In order to bridge the gap in the curriculum Institute has offered the following Value addition courses by the faculty members to the MMS students: ? Research ? Emerging Trends in Finance</p> |
| <p>4. HTTC Practice to be started in structured way for Staff</p> | <p>? The HTTC practice has been initiated from 23rd November, 2020.</p> |
| <p>5. Reinforcement in Quality of</p> | <p>? Faculty members were motivated</p> |

| Publications. | to publish the research papers in quality and high impact journals. ? Around 14 research papers have been published in the Scopus listed journals. | | | | |
|--|---|------|--------------------|-------------------|------------|
| 6. Inviting Video CV from the candidates. | The Institute has initiated inviting video CVs from the candidates. | | | | |
| 7. E- Industrial Visits to be conducted. | ? Institute is planning to conduct an E-Industrial visit to Parag Milk Foods Ltd.- 'Govardhan'. | | | | |
| 8. Pre-training to be conducted for faculty members for writing research papers in quality journals. | ? A five-day faculty development program on "Writing High-Quality Research Papers for Scopus Indexed Journals", from 21st June 2021 to 25th June 2021, via an online platform, Zoom. ? On 13th March, 2021 TIMSR conducted an online webinar on 'Research Ethics and Publications' in collaboration with IQAC and Research Committee of Smt. K.G.Mittal College of Arts and Commerce. | | | | |
| 9. E- Repositories of E-content should be made for all the courses. | ? The E-Content is available in subscribed databases. | | | | |
| 13. Whether the AQAR was placed before statutory body? | Yes | | | | |
| <ul style="list-style-type: none"> Name of the statutory body | | | | | |
| <table border="1"> <thead> <tr> <th>Name</th> <th>Date of meeting(s)</th> </tr> </thead> <tbody> <tr> <td>Governing Council</td> <td>23/10/2021</td> </tr> </tbody> </table> | | Name | Date of meeting(s) | Governing Council | 23/10/2021 |
| Name | Date of meeting(s) | | | | |
| Governing Council | 23/10/2021 | | | | |
| 14. Whether institutional data submitted to AISHE | | | | | |
| | | | | | |

| | |
|--|--|
| Year | Date of Submission |
| yes | 14/01/2020 |
| Extended Profile | |
| 1.Programme | |
| 1.1 Number of courses offered by the institution across all programs during the year | 172 |
| File Description Data Template | Documents View File |
| 2.Student | |
| 2.1 Number of students during the year | 271 |
| File Description Institutional Data in Prescribed Format | Documents View File |
| 2.2 Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year | NIL |
| File Description Data Template | Documents View File |
| 2.3 Number of outgoing/ final year students during the year | 356 |
| File Description Data Template | Documents View File |
| 3.Academic | |
| 3.1 Number of full time teachers during the year | 22 |
| File Description Data Template | Documents View File |
| 3.2 Number of sanctioned posts during the year | 30 |
| File Description Data Template | Documents View File |
| 4.Institution | |
| 4.1 Total number of Classrooms and Seminar halls | 14 |
| 4.2 Total expenditure excluding salary during the year (INR in lakhs) | 892.12 |
| 4.3 Total number of computers on campus for academic purposes | 218 |

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

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

The curriculum for Master of Management Studies (MMS) and Part-Time programs laid down by the University of Mumbai is followed by the Institute. Post Graduate Diploma in Management (PGDM) curriculum is developed based on the Model Curriculum given by AICTE, keeping in mind the Outcome-Based Education (OBE). For curriculum design, inputs are collected from all the stakeholders and gap analysis is done. Thereafter, the matter is placed before the Advisory Board to receive their suggestions. The review and changes are then made by the Head of Departments (HoD) in coordination with faculty. The final curriculum is approved by the Governing Council which is made accessible to the students through Library (Learning Resource Centre-LRC).

Before start of the academic year, the program calendar is prepared in line with University of Mumbai, AICTE, and the Institutional guidelines. Courses are allocated to the faculty members as per their expertise. The program calendar has earmarked dates for the activities, sessions, and exams. Parents meet, being a part of the program calendar, is also planned at regular intervals to orient them on the Institute's initiatives and provide updates on the students' progress. Time-Table is prepared well before the start of the academic year for the effective execution. After this, the semester plan is prepared in line with the prescribed syllabus and institutional guidelines. Program Outcomes and Course Outcomes (PO-CO) mapping is done by the respective faculty. The first session of each course ensures the dissemination of course outcomes and program outcomes.

TIMSR adopts Knowledge-Skills-Attitude (KSA) approach in its delivery, which is an essential ingredient for the holistic development of the students to enhance employability. The pedagogy carries experiential and participative learning methodology right from the induction. The semester plan specifies weightage and the faculty members conduct concurrent evaluation (CCE) as per the plan which includes a gamut of parameters to choose from, thereby keeping a constant check on the effectiveness of learning. The HoDs and the Director verify timely completion of the stated topics in documented semester plan and monitor attendance at regular intervals. The

semester plan has the mechanism to get the students' validation on syllabus coverage.

During the current Academic Year due to ongoing Pandemic Scenario, entire teaching learning and assessment process has been conducted online. The lecture span is of 75 minutes, ideal for retention, absorption & understanding, appropriate breaks have been given to students considering screen time in online scenario. Institute ensures 40 contact hours, hence each 4-credit course has 32 classroom sessions and each 2-credit course has 16 classroom sessions. The LRC issues reference books for full-time program students under the book bank scheme and part-time students are provided with a compilation of study material to aid pre-reading. The Institute ensures the effective curriculum delivery through innovative teaching pedagogy and assesses the learning level by continuous internal assessment for all the courses through concurrent evaluation (CCE) conducted as described in the semester plan. HoDs keep a tab on the quality of teaching at the department level. Parents are also kept abreast of their ward's progress regularly. At the end of the semester, the faculty members calculate the attainment level for the Course outcomes & Program outcomes.

| File Description | Documents |
|-------------------------------------|---|
| Upload relevant supporting document | View File |
| Link for Additional information | https://www.timsrmumbai.in/pdf/AC-2020-2021.pdf |

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

The Institution ensures compliance to the Program Calendar (PC). During this pandemic scenario Institute has adhered to the guidelines given by University of Mumbai while designing program calendar. At the beginning of the academic year, program calendar is prepared by planning team in consultation with HODs, Key Result area teams are approved by the Director. The final copy is made available to all the stakeholders through LAN. At the preliminary planning stage itself the entire institution activities are listed and incorporated in the program calendar. The program calendar provides dates for commencement & conclusion of the semester; it provides dates for the conduct of concurrent evaluation, mid-term examination & semester end examination, workshops, seminars & conferences, co-curricular and extracurricular activities.

This enables the faculty members and the students to space out their teaching and learning and regular assessment of the same. The Institute conducts internal examination assessments for all the courses through Concurrent Evaluation (CCE). The CCEs are conducted in evenly spaced-out intervals. All the faculty members prepare the semester plan as per the dates given in the planning calendar and adheres to it. The process of Concurrent evaluation commences normally after the completion of eight sessions out of total 32 sessions. Faculty members also orient the students about the frequency and dates of CCE. Compliance related to conduct of CCE is closely monitored by the HODs, Examination cell and Director and corrective actions are taken, if required.

| File Description | Documents |
|-------------------------------------|---|
| Upload relevant supporting document | View File |
| Link for Additional information | https://www.timsrmumbai.in/pdf/AC-2020-2021.pdf |

1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year.
Academic council/BoS of Affiliating University
Setting of question papers for UG/PG programs
Design and Development of Curriculum for Add on/ certificate/ Diploma Courses
Assessment /evaluation process of the affiliating University

B. Any 3 of the above

| File Description | Documents |
|--|---------------------------|
| Details of participation of teachers in various bodies/activities provided as a response to the metric | View File |
| Any additional information | View File |

1.2 - Academic Flexibility

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

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

6

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Minutes of relevant Academic Council/ BOS meetings | View File |
| Institutional data in prescribed format (Data Template) | View File |

1.2.2 - Number of Add on /Certificate programs offered during the year

1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)

21

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Brochure or any other document relating to Add on /Certificate programs | View File |
| List of Add on /Certificate programs (Data Template) | View File |

1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year

1775

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

1.3 - Curriculum Enrichment

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

TIMSR integrates cross-cutting issues such as Professional Ethics, Gender Equality, Human Values, Environmental awareness which are an integral part of our curriculum.

In the academic year 2020-21, around 31 courses in the curriculum have addressed cross-cutting issues, relevant to Professional ethics, Gender, Human Values, and Environment and Sustainability. The curriculum includes many of these aspects in courses namely Business Ethics, Perspective Management, organizational Behaviour, etc. Moreover, the cells and committees of the institute organize sessions relevant to cross-cutting issues as a part of the teaching-learning mechanism

1. Cross-cutting issues relevant to Business Ethics- Courses such as Legal Aspects of Business, Corporate Governance, Business Communication, etc. cover the importance of practicing professional ethics. As part of the curriculum, faculty members utilize cases on Buying ethics, Ethical dilemmas, etc. to further the understanding of professional ethics. Courses on Supply Chain Management, Consumer Behavior, and Materials Management have separate topics on professional ethics. Course on Financial Regulations covers topics like Prevention of Money Laundering and professional ethics as a part of the curriculum.

2. Cross-cutting issues relevant to Gender - The course on Human Resource Planning and Application of Technology includes a segment on Acts pertaining to gender equality and corporate initiatives on gender diversity. The curriculum also focuses on organizational strategies for promoting diversity. The curriculum, in the course on Organization Behavior, highlights issues related to gender bias, perception, attitude, and values. Women Development Cell (WDC) has organized a guest session on topics like Prevention of Sexual Harassment (POSH) Act 2019'. Institute celebrated 'International Women's Day' on the theme "Practice non-duality, to celebrate equality".

3. Cross-cutting issues relevant to Human values- The course on Personal Grooming and Personal Effectiveness, highlights the implications on ethical human conduct through self-awareness. The institution has devised its own values being utilized to address the issues in VUCA (Volatile, Uncertain, Complex, Ambiguous) world which is disseminated to students. The courses on Business Ethics, Organization Behavior, Perspective Management teach human values and the importance of mutual respect, and interdependence which in turn makes them good human beings and enables them to face the professional world. These courses inculcate values and develop ethical competence among the students.

Institute has conducted certification program for the first-year students on 'Universal Human Values' to create an awareness and

commitment for improving the quality of life and inculcating social and human values, through education.

Institute organizes various guest sessions and celebrates festivals with a focus on value-based education. All the events are celebrated, keeping in mind the key managerial concepts and leadership qualities, facilitating the holistic development of the students.

4. Cross-cutting issues relevant to Environment and Sustainability - The course on Supply Chain Management focuses on sustainability through green practices. The curriculum also deals with achieving a strategic fit for corporate strategy and environmental protection regulation. Students attended webinars on "Ecosystem restoration" and "Climate change - learning to action" conducted by UNEP (United Nations Environment Programme) and UNITR (United Nation Institute of Training & Research).

TIMSR celebrates the days of National and International importance such as Republic Day, Independence Day, Women's Day, International Yoga Day, World Senior Citizens Day, Teacher's Day, Mahatma Gandhi Jayanti, International Day of Peace, Dr. B R Ambedkar Jayanti, International Labour Day, International Yoga Day, etc. These celebrations nurture the moral, ethical, and social values of the students.

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum. | View File |

1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

35

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| Programme / Curriculum/ Syllabus of the courses | View File |
| Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses | View File |
| MoU's with relevant organizations for these courses, if any | View File |
| Institutional Data in Prescribed Format | View File |

1.3.3 - Number of students undertaking project work/field work/ internships

670

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| List of programmes and number of students undertaking project work/field work/ /internships (Data Template) | View File |

1.4 - Feedback System

1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni

A. All of the above

| File Description | Documents |
|---|---|
| URL for stakeholder feedback report | https://www.timsrmumbai.in/stakeholdersFeedback.html |
| Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management | View File |
| Any additional information | View File |

| | |
|---|---|
| 1.4.2 - Feedback process of the Institution may be classified as follows | A. Feedback collected, analyzed and action taken and feedback available on website |
|---|---|

| File Description | Documents |
|-----------------------------------|---|
| Upload any additional information | View File |
| URL for feedback report | https://www.timsrmumbai.in/stakeholdersFeedback.html |

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment Number Number of students admitted during the year

271

2.1.1.1 - Number of students admitted during the year

271

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Institutional data in prescribed format | View File |

2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)

2.1.2.1 - Number of actual students admitted from the reserved categories during the year

9

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Number of seats filled against seats reserved (Data Template) | View File |

2.2 - Catering to Student Diversity

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

Understanding the unique background of every student, the institution facilitates special programs, based on the academic and other capabilities of the students by evaluating their learning levels, post-admission. The slow learners are identified, based on midterm examination scores and students securing less than 50%marks are identified as slow learners. Advanced Learners for the semester-I, are identified based on their cumulative mid-term scores. For semesters- II and III they are identified based on the cumulative scores of the semester-end examination. Special programs and activities are organized for the advanced learners of the institute.

Organizing special programs for advanced learners

Advanced Learners are provided opportunities and challenging roles considering their area of interest in the following ways:

? Institute provides a platform and assists advanced learners to participate and organize Conferences and Seminars and present papers.

? The institute, through its international tie-ups helps students who aspire to pursue higher certifications in foreign universities.

? They get an opportunity to become members of various cells and committees of the Institute.

? On-duty leaves are given to encourage participation in external events.

? A special mentoring session is conducted for the advanced learners by the alumni.

Organizing special programs for Slow Learners

Special programs for Slow Learners are provided, to cope up with any challenges as below:

? A special Induction program is arranged to orient the students on the courses and enhance their subject skills required for management studies.

? Institute has a proactive and well-established mentoring system for all and particularly to guide and support the progress of slow learners on a real-time basis through WhatsApp, and counseling

is done on a need basis, in case if they face any issues.

? Remedial classes for slow learners are organized where the focus is on strengthening their conceptual foundation.

? Institution organizes special programs to enhance their communication skills.

? Special programs on placement coaching are arranged and guidance is provided to groom slow learners.

? Institute provides support and guidance through various special programs such as simulation exercises. The Daily Mindfulness Sessions (DMS) and Hourly Thought Traffic Control (HTTC) help slow learners to maintain their mental & emotional well-being.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://www.timsrmumbai.in/parentsmeet-26-06-2021.html |
| Upload any additional information | View File |

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

| Number of Students | Number of Teachers |
|--------------------|--------------------|
| 306 | 22 |

| File Description | Documents |
|----------------------------|---------------------------|
| Any additional information | View File |

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

As a part of its mission, the institute provides students an enabling environment for nurturing mindful leaders and entrepreneurs. This is achieved through experiential learning, participative learning, and problem-solving methodologies.

Experiential Learning:

- Experiential Learning method is a part of institutional

teaching pedagogy. When experience is made the core of the learning process, learning takes place naturally.

- Live Projects are arranged for students to familiarize themselves with the current corporate practices. Through these site visits, students understand the practical aspects and implementation of the theoretical concepts
- A Summer internship project is an integral part of the management curriculum. Students during their internship work with corporate houses, industries and learn practical aspects of management concepts. While working on summer internship project, students apply theoretical knowledge for the practical implementation through hands-on experience
- Social Responsibility activities have been conducted through online platforms such as spreading awareness on the importance of labor laws in India, developing sensitivity and compassion towards senior citizens, creating awareness on reducing the use of plastic, etc. The institute conducts DMS (Daily Mindfulness Sessions) as a green initiative. This approach contributes to sustainable development instilling human values in the students.

Participative Learning:

- Institute motivates students to participate in various events and competitions and in-house activities like fest, social responsibility, conclaves, conferences etc. In such activities, they develop a team-building approach, which enhances their collaborative, participative learning skills.
- Group presentations help students to work in groups. Participative sessions help them to learn together. Placement centric sessions like group discussions and personal interviews are conducted to enhance the students' communication skills.
- The concurrent evaluation (CCE) parameters, an innovative tool for learning assessment, are chosen with a view to focus on building articulation skills. These parameters include news analysis, role-plays, small group activities, debates, case studies, etc.
- Participation in myriad festivals develops a sense of assimilation and promotes Value based Education.
- Representation to various cells and committees enhances students' understanding of the relevant issues as well as improve their collaborative decision-making skills

Problem Solving Methodologies:

- Case study pedagogy, live projects, conclaves, and conferences focus on problem-solving methodology. It provides students an opportunity to weigh, analyze and decide outcomes
- Participation as members of various committees, students contribute towards solutions for constraints
- Simulation sessions are arranged for giving a real-life experience to students, which teaches them problem-solving skills for enhancing their learning experiences
- Discussion of contemporary issues in socio-economic-cultural context in various courses enhances problem-solving skills
- Bridge courses such as "Emerging trends in Finance/Marketing/HR/OPS to facilitate effective decision-making skills.

| File Description | Documents |
|-----------------------------------|---|
| Upload any additional information | View File |
| Link for additional information | https://www.timsrmumbai.in/timsr-fest-2020-21.html |

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

ICT tools help to teach better because they can motivate students and connect students to various knowledge sources, encourage active learning environments in class and out of class and allow teachers to dedicate more time to facilitate them. New technology usually promotes self-sufficient and active learning, which results in making the students more accountable.

The teaching learning processes in the Institute has undergone radical changes and improvements over the past decade by ways using of improvised tools and facilities including the use of modern teaching methods, ICT etc. Faculty members use diverse set of ICT tools to communicate, create, disseminate, store, and manage information for the students.

1. Classrooms: Modern IT facilities are provided for the teaching purpose, mainly equipped with Desktops, wired LAN and internet, requisite processing software, white boards, Audio/

Video (A/V) systems and EPSON HD Overhead Projectors (EPSON HD OHP), Interactive Projector with Smart Pen, soft boards, and AV system (mike, amplifier, speakers, and projectors)

2. Teachers utilise these for the purpose of teaching through Presentations, Videos and other relevant materials. The student evaluation is also done through presentations, viva-voce, etc.
3. Use of Google Classroom: Google Classroom is an online Learning Management Platform that strives to enable paperless and online mode of learning. Faculty members at TIMSR are using Google classroom to create online classrooms and to assign and submit assignments. During this lock down period faculty have been using the platform to create, update, and retrieve all records, pertaining to teaching learning Process.
4. Zoom Online Platform: In the current Pandemic Situation - Covid-19, Institute has taken licence of Zoom software for conducting online classes and data management purpose. Faculty members use various features of Zoom like chat feature, video, share your screen, record lessons, annotations, whiteboard feature, etc. to engage online classes.
5. Online assignments and checking for plagiarism: Gradually many faculty members have started giving online assignments, which has resulted into better presentations and proper record keeping. Further as per the research policy, students must get the plagiarism done for their dissertation and summer internship project done before the submission.

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

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

2.3.3.1 - Number of mentors

22

| File Description | Documents |
|--|---------------------------|
| Upload, number of students enrolled and full time teachers on roll | View File |
| Circulars pertaining to assigning mentors to mentees | View File |
| Mentor/mentee ratio | View File |

2.4 - Teacher Profile and Quality

2.4.1 - Number of full time teachers against sanctioned posts during the year

22

| File Description | Documents |
|--|---------------------------|
| Full time teachers and sanctioned posts for year (Data Template) | View File |
| Any additional information | View File |
| List of the faculty members authenticated by the Head of HEI | View File |

2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)

2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year

11

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year (Data Template) | View File |

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

2.4.3.1 - Total experience of full-time teachers

4

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

2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

During the current Academic year the Internal assessment has been carried out online as per the guidance of regulatory bodies to ensure the complete understanding of each topic by the students and to check students learning. The evaluation of these examinations is done by the faculty members. While deciding each tool under conducting concurrent evaluation, the faculty in charge give careful consideration of the syllabus prescribed and the portion covered in the classroom.

Transparency initiatives at the institute level:

? Faculty member for respective course notifies evaluation process for each concurrent evaluation parameter. This includes the distribution of marks and the schedule of concurrent evaluation parameters.

? Students & parents are notified about examination flow & policy in advance and it is also made available on LAN.

? The institute forms Internal Squad Committee, Examination Committee for the smooth conduct of both Mid-Term & End Term examination.

? Program Outcomes & Course Outcomes are discussed with students in the first session itself.

? Parameters for evaluating internal assessment tools are discussed by the respective course faculty members with students beforehand.

1. Process for conducting online Semester End Exams in MCQ and Open book case study based exam is discussed with students in meeting conducted for orientation of online examination.

? The guidelines for the filed report, summer internship project & dissertation evaluation are been to be given to the students before starting the projects.

? The external evaluators are called for the evaluation of the feild report, summer internship project & dissertation done by the students.

Robustness in terms of Frequency

? Departmental meetings are conducted to discuss the concurrent evaluation done for every course before the start of the semester.

? Guidelines for the conduct of concurrent evaluation are prepared by examination cell and shared with faculty & students.

? It is mandatory to cover 40 % syllabus before mid-term examination.

? For the PGDM program, Two CCE parameters are conducted before midterm examination and two are conducted after the midterm examination

? For the MMS program, 1 CCE is conducted before midterm and 1 after the midterm examination.

? For Part-time programs, as per the directive from the University of Mumbai, 2 concurrent evaluations, and attendance along with class participation are taken into consideration.

? Concurrent evaluation marks for all the courses are displayed/shared in respective sessions for each course.

1. Guidelines for conducting online exams are discussed with faculties.
2. Demo exam is conducted before online MCQ exam in order to make students software friendly and avoid any technical errors during exams

Robustness in terms of Variety

? Faculty members have the liberty to choose concurrent evaluation parameters for their respective courses. Hence in a semester containing 10 courses, students get a variety of concurrent evaluation parameters.

? Faculty member can choose any Two/ Four parameters from Case Study Analysis, Field Visit / Study tour and the report, Small Group Project & Viva-Voce, group Discussion, Role Play, Presentations, Industry Analysis, Literature Review / Book Review, Research article review, Simulation Exercises, Quiz, News Analysis, Group Presentations, etc.

? As each course is different in nature, students are exposed to a variety of concurrent evaluation systems. For example, in self-management sessions, students focus on Four Q model, while operations management session focuses mostly on case studies.

? Faculty members have to submit marks for concurrent evaluation parameters for their respective courses to the examination cell after the assessment.

1. Semester End Exams are conducted in online mode. Exams are conducted in blended method of Multiple Choice Questions as well as open book Case study based exams. Examination of Multiple Choice Questions was conducted based on software while Open Book Exam was conducted on google classroom.

? At the end of each semester, department HoD verifies the respective course mark sheets for all the students.

? Examination cell verifies marks from each student and for each course in soft & Hard copy.

| File Description | Documents |
|---------------------------------|---|
| Any additional information | View File |
| Link for additional information | https://www.timsrmumbai.in/assessmentEvaluation.html |

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

In the institution, the students come to get a valuable education.

It is our endeavour to make all efforts to ensure transparency in all the activities at different stages. The examination cell members are capable and careful to handle examination-related grievances of the students.

The examinations have been conducted online with utmost care ensuring transparency and fairness.

1. The hall tickets are issued to the students well in advance. Any grievance related to the hall ticket is addressed by the examination cell. The examination cell immediately looks into the matter and takes necessary actions. The issues of the students are dealt with a high priority and solved as soon as possible.

2. The question papers for midterm examinations are prepared by the respective teachers and approved by the head of the concerned departments.

3. The question papers for semester-end examinations are set by external faculty. Two sets are prepared and the examination in charge picks one set on the day of the exam on a random basis. This ensures fairness and removes the chance of usage of unfair methods. The question papers are printed 90 minutes before the commencement of the examination.

4. In the event, if a student found using unfair means during examinations, the following measures are to be adopted to address the situation.

a. If the material is found relevant with exams the examination in charge is notified about the incident.

b. The matter is recorded and presented before the Unfair Means committee.

c. The punishment is then, decided by the committee and implemented by the examination department.

5. Post internal examinations, students are given back their evaluated answer scripts.

- a. These answer sheets are corrected by the faculty members
- b. Students are permitted to assess their own performance and seek any clarifications from the faculty concerned. In case they are entitled to get more marks, teachers do the needful.
- c. In the case of external examination, any grievance is addressed by the examination cell.
- d. The student in need of help explains his/her grievance in person to the Controller of Examination who reviews the situation and provides a solution.

6. Online Semester End Examination

1. Demo Exams were conducted in order to understand technical difficulty faced by students during examination. All the technical glitz were resolved before conduct of exams, ensuring no student faced any difficulty during exams.
2. Question paper for Open Book Exam were shared on google classroom to ensure that paper is assigned to every student.
3. Helpline numbers were displayed on website for students to immediate connect with team for help in case of any technical glitz during exams.
4. In any case of any grievance for attempting online examination, same was resolved by examination department on priority.

To ensure free and fair conduct of examination, Director empowers the flying squad to conduct random frisking of students so that no unfair means can be used during the exams. To ensure that students are well informed, of the prevalent rules and regulations along with any changes to the same, the examination cell displays the rules and regulations in the form of a notice in each examination hall. The same is also announced inside the classes before the commencement of the examination. Also, the same is printed on the main answer sheets. To ensure that students suspected of indulging in unfair means, get a fair say in the unfair means committee proceedings by filling up his perspective in the unfair means report and explain the same.

All grievances are therefore, to be solved with utmost care to student sensitivity. The examination cell is dedicated to provide students with time-bound, transparent and efficient solutions for

their examination-related grievances.

| File Description | Documents |
|---------------------------------|---|
| Any additional information | View File |
| Link for additional information | https://www.timsrmumbai.in/assessmentEvaluation.html |

2.6 - Student Performance and Learning Outcomes

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

Institute has adopted the outcome-based education system (OBE), also referred to as standards-based education, which has helped the Institute to measure its learning outcome. Institute practices student-centric teaching and learning methodology in which the course delivery and assessment are planned to achieve stated Program Outcomes and Course Outcomes.

Every first session of the course begins with faculty member, imparting the Vision, Mission, Programme Educational Objectives (PEOs), Program Outcomes (POs) and Course Outcomes to the students. The parents are made aware of these during the interactions with them at the time of student induction program, Parent Meet, etc., and through various other channels mentioned above.

Before the first session, every faculty member is supposed to chalk out his/her session plan. While drafting the session plan faculty member would read the COs and draft the session plan accordingly. For quick communication, these are available on the intranet as well as the website of the institute. After the session plan is finalized, the domain head would see the plan and give the inputs if required.

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Paste link for Additional information | https://www.timsrmumbai.in/mms-course.html |
| Upload COs for all Programmes (exemplars from Glossary) | View File |

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

Assessment of Program Outcome is through Course Outcome. Assessment tools for evaluation of Programme outcomes are divided into two categories - Direct and Indirect assessment tools. In calculating POs, 70% weightage is given to direct assessment and 30% to indirect assessment methods. The direct assessment is calculated through COs assessment. Direct methods bring forth the students' knowledge and skills acquired through their performance in the various assessment components.

There are various tools to assess students' performance such as semester-end examinations, periodical tests, assignments, presentations, and case study analysis. The direct assessment is done every semester i.e., twice a year.

While direct assessment takes the inputs from student assessments, indirect assessment takes the inputs from stakeholders. Indirect tools to calculate attainment level act as an input to calculate the program outcome based on stakeholder involvement. To calculate program outcome from indirect methods such as student exit survey, employer survey, and alumni survey form is filled by respective stakeholders. After the collection of feedback, data is collated and analysed for the attainment of Program outcome levels.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for Additional information | https://www.timsrmumbai.in/assessmentEvaluation.html |

2.6.3 - Pass percentage of Students during the year

2.6.3.1 - Total number of final year students who passed the university examination during the year

356

| File Description | Documents |
|--|---|
| Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template) | View File |
| Upload any additional information | View File |
| Paste link for the annual report | https://timsrmumbai.in/pdf/Annual%20Report%20for%20Examination%20Cell%20for%20A.Y.2020-21.pdf |

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)

<https://www.timsrmumbai.in/studentsatisfactionsurvey.html>

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Resource Mobilization for Research

3.1.1 - Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs)

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

0

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| e-copies of the grant award letters for sponsored research projects /endowments | View File |
| List of endowments / projects with details of grants(Data Template) | View File |

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

3.1.2.1 - Number of teachers recognized as research guides

3

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Institutional data in prescribed format | View File |

3.1.3 - Number of departments having Research projects funded by government and non government agencies during the year

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

0

| File Description | Documents |
|---|---|
| List of research projects and funding details (Data Template) | View File |
| Any additional information | View File |
| Supporting document from Funding Agency | View File |
| Paste link to funding agency website | https://www.timsrmumbai.in/consultancy.html |

3.2 - Innovation Ecosystem

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

Promoting innovation is an intrinsic part of TIMSR's mission. To meet that goal, various cells are instituted to propel creativity and other ingenious endeavours ensure students have a platform to the soundboard and hone their ideas before launching them.

TIMSR Centre for Entrepreneurship and Innovation: This unique platform nurtures creativity, innovation among students. TCEI is a hub that encourages thinking and provokes students to generate novel ideas making it truly the "centre" for innovation. The centre has been instrumental in nurturing intrapreneurial and entrepreneurial calibre of students by conducting a gamut of activities to foster innovation mind-set like E - Talk Panel Discussion on how to start your own business (Talks by renowned entrepreneurs), Business plan & Quiz Competition, Attending TIE (The IndUS Entrepreneurs) event on Entrepreneurs Well Being.

Entrepreneurship is embedded as a core component in the curriculum

through courses on Entrepreneurship Management and Business Plan Development; these help students gain theoretical insights into the subject.

Incubation Centres: TIMSR provides co-working space to its alumni to run their entrepreneurial ventures who not only get to run operations from campus but also get continually mentored by the faculty members and visiting entrepreneurs. In addition to this, there are 3 incubation kiosks that are given to students to run on an annual contract, to provide them a hands-on experience of business operations. Dedicated space has been created for students to run their ventures from 2000 sq.mts commercial space as well.

Mentoring Program: The unique mentoring program ensures that each student has a faculty mentor assigned to them who is in charge of monitoring and guiding them in the right direction. Students can have a constant check on how they are performing in various parameters from research work, projects, assignments, skill development, co-curricular participation, and academic progress.

Guest Lecture Series: In this recurring feature, industry stalwarts from India and abroad are invited on campus to share their experiences and inspire students to dream big and achieve their dreams.

Learning Resource Centre (Library): The nerve centre of the institute, LRC is the haven for reflection, experimentation, and innovation. It caters to the needs of the faculty members, students and staff by providing an access to online databases like ProQuest, J-Gate, and EBSCO, more than 29 thousand books, and audio-visual material that is constantly updated with the latest editions added on a regular basis. Special displays of the latest and essential reads like the HBR series help create an entrepreneurial ecosystem.

Research Cell: The cell promotes research initiatives and organizes various Faculty Development Programmes and National and International conferences to promote research culture and generation and furtherance of new knowledge for faculty members and students.

In the academic year 2020-2021, due to the prevailing pandemic situation and in the context of the lockdown, measures declared by the Govt. of Maharashtra, institute has conducted the above-mentioned activities through online mode.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://www.timsrmumbai.in/E-Cell2021-22.html |

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

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

9

| File Description | Documents |
|--|---------------------------|
| Report of the event | View File |
| Any additional information | View File |
| List of workshops/seminars during last 5 years (Data Template) | View File |

3.3 - Research Publications and Awards

3.3.1 - Number of Ph.Ds registered per eligible teacher during the year

3.3.1.1 - How many Ph.Ds registered per eligible teacher within the year

00

| File Description | Documents |
|--|---|
| URL to the research page on HEI website | https://www.timsrmumbai.in/Research.html |
| List of PhD scholars and their details like name of the guide , title of thesis, year of award etc (Data Template) | View File |
| Any additional information | View File |

3.3.2 - Number of research papers per teachers in the Journals notified on UGC website during the year

3.3.2.1 - Number of research papers in the Journals notified on UGC website during the year

43

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| List of research papers by title, author, department, name and year of publication (Data Template) | View File |

3.3.3 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year

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

20

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| List books and chapters edited volumes/ books published (Data Template) | View File |

3.4 - Extension Activities

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

The Social Responsibility Cell 'Samvedna' routinely conducts activities that promote social well-being through charitable work like blood donation camps, Tree plantation drives, Swachh Bharat Abhiyan, orphanage visits, gender sensitivity workshops, etc. These activities are conducted in collaboration with various organizations and NGOs.

The objectives of these activities are to:

1. Identify the requirements and issues of the community and involve the students in problem-solving processes.
2. Develop a sense of social and community responsibility.
3. Acquire leadership qualities.

All these activities create a favourable impression on the students

and strengthened the student community relationships with enhanced leadership skills and communication skills.

In the academic year 2020-2021, due to the prevailing pandemic situation and in the context of the lockdown, measures declared by govt. of Maharashtra, the institute could not conduct extension activities.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://www.timsrmumbai.in/News-Letter.html |
| Upload any additional information | View File |

3.4.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year

3.4.2.1 - Total number of awards and recognition received for extension activities from Government/ Government recognized bodies year wise during the year

00

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| Number of awards for extension activities in last 5 year (Data Template) | View File |
| e-copy of the award letters | View File |

3.4.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the year

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., during the year

0

| File Description | Documents |
|--|---------------------------|
| Reports of the event organized | View File |
| Any additional information | View File |
| Number of extension and outreach Programmes conducted with industry, community etc for the during the year (Data Template) | View File |

3.4.4 - Number of students participating in extension activities at 3.4.3. above during year

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

0

| File Description | Documents |
|--|---------------------------|
| Report of the event | View File |
| Any additional information | View File |
| Number of students participating in extension activities with Govt. or NGO etc (Data Template) | View File |

3.5 - Collaboration

3.5.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship during the year

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

186

| File Description | Documents |
|--|---------------------------|
| e-copies of related Document | View File |
| Any additional information | View File |
| Details of Collaborative activities with institutions/industries for research, Faculty | View File |

3.5.2 - Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the year

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

8

| File Description | Documents |
|--|---------------------------|
| e-Copies of the MoUs with institution./ industry/corporate houses | View File |
| Any additional information | View File |
| Details of functional MoUs with institutions of national, international importance, other universities etc during the year | View File |

INFRASTRUCTURE AND LEARNING RESOURCES**4.1 - Physical Facilities**

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

The Management believes- to get the best output you need to have the best infrastructure and resources in place, therefore, TIMSR boasts of world-class infrastructure and fabulous academic ambiance. All the classrooms and seminar halls are equipped with ICT. The institute ensures to go beyond AICTE norms with regards to infrastructure and learning resources. The institute endeavours to maintain adequate infrastructural facilities including hostel facilities for students and quarters for staff. TIMSR library called as "Learning Resource Center" maintains a collection of books, journals (including e-resources) and magazines. Library uses KOHA software to facilitate the management of its resources. Digital library is also set up with an ICT facility to make the most of the e-resources offered. The library regularly tracks the usage of its resources and motivates the top readers through rewards thereby fostering reading as a powerful habit in the budding leaders. Apart from the necessary facilities institute also provides the following facilities:

- Ø A co-working space as support to Alumni entrepreneurs
- Ø An Ideation room for Project discussion and preparation
- Ø On campus E-laboratories for students' Entrepreneurial endeavors

Ø Consciousness lab to help students practice Self-Management through Mindfulness sessions, Yoga and Meditation

Ø A separate lecture hall is set for Guest sessions, Faculty development Programs etc.

Ø Fintech Lab is set up for practical learning in the area of Financial technology to enable students to learn and understand the latest trends in the financial world.

Ø Recreation rooms are provided with Indoor Sports facilities such as Chess, Table Tennis, Carrom and a Pool Table.

Ø First aid room facility

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://www.timsrmumbai.in/Infrastructure.html |

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

Since its inception in 2002, TIMSR has been motivating students to participate in sports activities and business games to sharpen their business acumen and imbibe the spirit of sportsmanship. Following facilities are provided for such activities:

INDOOR SPORTS FACILITY

There are two recreation rooms with 171.92 sqmts area for indoor sports including Snooker, Table- tennis, Chess, Carrom and Zumba.

OUTDOOR SPORTS FACILITY

Institute has two play grounds with an area of 12000 sqmts and 2415 sqmts.

YOGA CENTER

The institute focuses on energizing mind, body, emotion, energy. The

Consciousness Lab, especially designed to accomplish the institute's vision to nurture mindful leaders, is used to conduct daily and weekly meditation sessions for students and faculty respectively.

CULTURAL ACTIVITIES

Institute provides an architectural marvel in the form of 600 seater Auditorium for organizing cultural events like TIMSR Fest and festivals such as Diwali, Christmas, Navratri, Ganpati, etc.

However, in the academic the year 2020-2021 due to the prevailing pandemic situation and in the context of the lockdown measures declared by govt. of Maharashtra, institutes have conducted the above activities on online mode.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://www.timsrmumbai.in/Infrastructure.html |

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

14

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Paste link for additional information | https://www.timsrmumbai.in/Infrastructure.html |
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | View File |

4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)

4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)

293.69

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Upload audited utilization statements | View File |
| Upload Details of budget allocation, excluding salary during the year (Data Template) | View File |

4.2 - Library as a Learning Resource

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

Most of the library operations and services are automated. Online public access catalogue (OPAC) is available for users. The library has been using an integrated library automation package, KOHA software which is capable of working in integrated, multi-user network.

KOHA is a state-of-the art software for holistic management of libraries which provides various modules i.e. Acquisition, Cataloguing, Circulation, Member Facilities, Article Indexing & Abstracting, Reservation of Books, WEBOPAC, Report Generation etc.

Library uses KOHA software for library management, having Cataloguing, Circulation, Patrons, Serials, Reports etc. modules in it:

- Name of the ILMS software- KOHA
- Nature of automation (fully or partially automated) -PARTIALLY AUMATED
- Version - 17.11.111.000

It is cloud based at - <http://timsrkoha.firstray.in>

WebOpac

Online public access catalogue (OPAC) is available for users at <http://timsrlibrary.firstray.in/>

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for Additional Information | http://timsrlibrary.firstray.in/ |

4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources

A. Any 4 or more of the above

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template) | View File |

4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)

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

1046892

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| Audited statements of accounts | View File |
| Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template) | View File |

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

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

37

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Details of library usage by teachers and students | View File |

4.3 - IT Infrastructure

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

TIMSR provides the latest technology, which is upgraded on a continuous basis, to enhance teaching learning.

ICT features and facilities available at TIMSR

1. Video Conferencing and Live streaming facility in Study Skill Centre (Seminar Hall)
2. 4 labs with 218 computers
3. Upgraded Tata Teleservice leased line for Internet
4. Remote access facility for Library databases
5. TV display screens in Institute for the stock market and placement updates.
6. Fintech lab to facilitate practical learning
7. CCTV Surveillance with recording facility
8. Institute server is secured through Firewall with a Data Backup facility
9. In-house developed software for online attendance thereby generating monthly attendance reports
10. ERP for automation of administrative and academic processes
11. Online licenced platform, 'ZOOM' to conduct regular lectures and other activities.
12. Bandwidth speed increased from 55MBPS to 155 MBPS.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://www.timsrmumbai.in/Infrastructure.html |

4.3.2 - Number of Computers

218

| File Description | Documents |
|-----------------------------------|---------------------------|
| Upload any additional information | View File |
| List of Computers | View File |

4.3.3 - Bandwidth of internet connection in the Institution

A. ? 50MBPS

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

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)

4.4.1.1 - Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component during the year (INR in lakhs)

843.57

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Audited statements of accounts | View File |
| Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates) | View File |

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.

Maintenance of infrastructure and amenities are outsourced to reputed agencies and supervised by maintenance unit. Material requirement requisition is done as per the laid down process. Records are maintained in the stock register as specified in the purchase process set by ISO. Servicing is done either by in-house technical staff or by an external party. Records of servicing are maintained in AMC file. The register is maintained to record areas that need corrective actions.

Instructional Area (Classrooms, Tutorial rooms, Lecture Hall, Seminar Hall {Study Skill Center, Library, Computer Labs)

Ø Dedicated classrooms and tutorial rooms are allotted for various programmes as per time table.

Ø Computer labs are utilized by prior intimation to lab staff. The labs are kept open for 8 hrs from Sunday to Wednesday and 12 hrs from Thursday to Saturday.

Ø Study Skill Center and Lecture Hall are utilized for events with prior intimation and booking.

Ø Library facility is available to students and faculty on all seven days for reading, project work, research etc.

Ø Sports Ground and recreation rooms are available to host sports

Ø Board Room is available to hold meetings of various cells and committees

Ø College vehicles are available for official visits.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://www.timsrmumbai.in/Infrastructure.html |

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefitted by scholarships and free ships provided by the Government during the year

5.1.1.1 - Number of students benefitted by scholarships and free ships provided by the Government during the year

41

| File Description | Documents |
|---|---------------------------|
| Upload self attested letter with the list of students sanctioned scholarship | View File |
| Upload any additional information | View File |
| Number of students benefitted by scholarships and free ships provided by the Government during the year (Data Template) | View File |

5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year

5.1.2.1 - Total number of students benefitted by scholarships, free ships, etc provided by the institution / non- government agencies during the year

2

| File Description | Documents |
|--|---------------------------|
| Upload any additional information | View File |
| Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template) | View File |

5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills

A. All of the above

| File Description | Documents |
|---|---|
| Link to Institutional website | https://www.timsrmumbai.in/samvedna2020.html |
| Any additional information | View File |
| Details of capability building and skills enhancement initiatives (Data Template) | View File |

5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template) | View File |

5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely

A. All of the above

redressal of the grievances through appropriate committees

| File Description | Documents |
|--|---------------------------|
| Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee | View File |
| Upload any additional information | View File |
| Details of student grievances including sexual harassment and ragging cases | View File |

5.2 - Student Progression

5.2.1 - Number of placement of outgoing students during the year

5.2.1.1 - Number of outgoing students placed during the year

179

| File Description | Documents |
|--|---------------------------|
| Self-attested list of students placed | View File |
| Upload any additional information | View File |
| Details of student placement during the year (Data Template) | View File |

5.2.2 - Number of students progressing to higher education during the year

5.2.2.1 - Number of outgoing student progression to higher education

8

| File Description | Documents |
|--|---------------------------|
| Upload supporting data for student/alumni | View File |
| Any additional information | View File |
| Details of student progression to higher education | View File |

5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

5.2.3.1 - Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) during the year

00

| File Description | Documents |
|--|---------------------------|
| Upload supporting data for the same | View File |
| Any additional information | View File |
| Number of students qualifying in state/ national/ international level examinations during the year (Data Template) | View File |

5.3 - Student Participation and Activities

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

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

24

| File Description | Documents |
|--|---------------------------|
| e-copies of award letters and certificates | View File |
| Any additional information | View File |
| Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template) | View File |

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

Clause 40 of the Maharashtra Universities Act, 1994, provides that there shall be a Students' Council for each affiliated college or institution, to look after the welfare of the students and to promote and coordinate the extra-curricular activities of the students. The Student Council in TIMSR consists of elected representatives of the student body and its officer bearers are General Secretary, Joint Secretary, and Class Representatives.

Student Council at TIMSR represents the interests of the students as a voice of the student body to participate in discussions and decisions that affect the student community. Students get an opportunity to participate in programs organized through Student Council as process owners.

The Student Council organizes and executes various activities like TIMSR Fest, Guest Sessions, Training, and National Festival Celebrations at the institute, which are arranged and coordinated by the students under the guidance of the faculty members. These activities help students to hone their Leadership and Managerial Skills. Also, they assist in the coordination and management during the implementation of the various events. They help share student ideas, interests, and concerns with the student body in all matters pertaining to the betterment of the B-school/institution. To carry out all its activities, the student members assist the faculty in charge in the preparation of the budget and tracking expenditure.

In the academic year 2020-2021, due to the prevailing pandemic situation and in the context of the lockdown, measures declared by the Govt. of Maharashtra, institute celebrated 3 days 'TIMSR E-Fest' an intercollegiate fest, through online platform. Institute organized various events like Pulse, Evoke, Ekavatvam and Lakshya as part of the E-Fest. These events help in the development of various skills like decision-making, interpersonal communication, leadership, teamwork, etc.

Students are a part of various institutional bodies such as College Development Committee, IQAC, TCEI, Women Development Cell, Research Cell, Social Responsibility Cell, etc.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://www.timsrmumbai.in/councilStructure.html |
| Upload any additional information | View File |

5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)

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

37

| File Description | Documents |
|--|---------------------------|
| Report of the event | View File |
| Upload any additional information | View File |
| Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (Data Template) | View File |

5.4 - Alumni Engagement

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

The Institute has registered Alumni Association, Registration. No - F72096 (Mumbai). Meetings are organized twice a year to connect and collaborate with the Alumni and to take feedback to improve the functioning and services of the institute. The role of the alumni association is to bridge the gap between industry, society, and academics. The functions of the association are as follows:

- To foster, promote and contribute towards a strong association between TIMSR and its Alumni
- To involve alumni in institutional developmental activity
- To organize Alumni meets, Reunions, and other developmental activities.

The Institute has a dedicated "TIMSR Alumni portal" which serves as a platform to maintain an updated database of alumni for networking and promoting valuable interaction between the faculty members, alumni & existing students of the institute.

The Alumni Cell of the institute takes steps to ensure Alumni

involvement for assistance in the institutional activities, such as participation in the Advisory Board, arranging guest lectures, conducting pre-placement training programs, support for placements with industry connects, Alumni sponsorship for events and activities and assisting in building a network. Alumni are involved in the following activities:

Advisory Board: Alumni contribute in the areas of curriculum design and overall development.

Guest Lectures: Alumni are invited to deliver guest sessions in their area of their expertise and to share their own experiences of the corporate world.

Vivas: Alumni are invited to be a part of the panel for the project and dissertation evaluation every year.

Training and Placement: Institute partners with alumni to train students on company profiles to improve their skill set by conducting simulation activities. (Group discussion, interview skills)

Alumni Meet: The Alumni meet: "Konnect" is an important feature of the institute to promote camaraderie and networking among Alumni and the Institute. The intent of 'Konnect' is to foster mutually beneficial interaction between the Alumni and students of the Institute. It is an excellent platform for networking and strengthening industry-institute interaction.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://www.timsrmumbai.in/AlumniAssoc.html |
| Upload any additional information | View File |

5.4.2 - Alumni contribution during the year (INR in Lakhs)

E. <1Lakhs

| File Description | Documents |
|-----------------------------------|---------------------------|
| Upload any additional information | View File |

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

The ideology of the institute is reflected in its Vision & Mission.

Vision:

The vision of the Institute is to "Emerge as a world-class management institute imparting multifaceted management training with a passion for excellence."

Mission:

- To inculcate an attitude of continuous learning, strong social commitment and ethical values in the students.
- To provide an enabling environment for nurturing mindful leaders and entrepreneurs.

The highlighted words capture the spirit of the organization.

World Class, Enabling Environment: TIMSR relates 'world class' towards its approach to inculcate in its students an attitude of continuous learning of management education by providing world class teaching infrastructure, by experienced faculty members, providing multifaceted training and by instilling values through social activities. The joyful working environment with its open-door work culture and aesthetically the excellent ambiance makes the institute truly world-class & are reflective of a global outlook and a passion and commitment of the leadership to provide ace facilities that complement the educational ideology of the parent group.

Multifaceted Training: The institute offers various courses, training programs, certifications, bridge courses, guest speaker series, field visits, internships, global immersion programs, etc. in association with industries & academic partners to foster all-round development and excellence.

Continuous Learning, Social Commitment, and Ethical Values: All academic and co-curricular activities have a learning approach. A sense of social responsibility is added in the new-age managers and leaders through various courses such as Corporate Social Responsibility, Change Management and Environment Management and the

myriad co-curricular activities that are taken up by students under the aegis of 'Social Responsibility Cell' that conducts year-round activities for the upliftment of neighbouring communities and society in tune with the institutional values.

Mindful Leaders & Entrepreneurs: Mindfulness is the balance of 'whole self'- Mind, Body, Energy, Emotion and is fostered through the course on Self-management that helps students learn to be on-purpose, in the present moment and non-judgmental in their life supported by daily meditation sessions.

Critical thinking, creativity, and innovation are facilitated through embedded courses on the subject as well as through the TIMSR Centre of Creativity and Innovation & Entrepreneurship Development Cell. Perspective Plans of the Institute are documented by the Governing Council.

The CDC plays a major role in conveying the requirements (received from all the teaching departments, administration, library, and support departments) to the Governing Council. After due discussion, the approved plans are deployed. The governance in the institution is as per the organization's structure. Roles and responsibilities of people at all rungs of the hierarchy are pre-decided and are included in the ISO manual as well. Participation of the teachers in the decision-making bodies of the institution is there. Institution vision and mission have evolved with inclusive decision-making.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://www.timsrmumbai.in/vision-mission.html |
| Upload any additional information | View File |

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

The Institute is governed by the Board of Trustees & headed by the Chairman of the Board with review and recommendations from the Governing Council for the smooth functioning of the institute. The Governing Council headed by the Chairman takes decisions with the involvement of stakeholders. These are reported to the College Development committee who oversees the process of implementation under the executive authorities namely Chief Executive Officer and Chief Operating Officer. The Director and HODs have various &

varying academic and financial powers delegated to them for implementation of the decisions. The decision-making process is thus decentralized for efficient functioning

The institute has a well-defined internal governance structure that helps in effective academic, administration, and other activities. The institute practices decentralization and participative management through a well-defined structure of Governing Council, Advisory Board, College Development Committee (CDC), Cells and Committees, IQAC, Director, HODs, and Faculty in charge of Key Responsibility Areas. Students too have representation in cells/committees leading to collective decision making.

Institution's vision and mission have evolved with inclusive decision-making. Roles and responsibilities of people at all rungs of the hierarchy are pre-decided and are included in the ISO manual as well. TIMSR administration is as per the organization chart. Operations in planning, development, administration, finance, student support, accounts, and examinations are digitized. Several bodies are formed to review the effectiveness of the activities carried out on the campus and Key Responsibility Areas are designed and faculty and staff deputed to oversee the functioning of these activities. A performance appraisal system is in place and followed for annual appraisals. The institute is ISO 9001: 2015 certified and is very quality conscious.

Decisions where teachers are involved are made at several levels. These are:

- ? Heads & Deputy Heads of Departments
- ? Faculty in-charge of functional areas (KRA teams)
- ? Faculty members of the College Development Committee (CDC)
- ? Faculty members of the IQAC
- ? Faculty members of the Library Committee
- ? Faculty members of the statutory committees .
- ? Faculty members of various Cells and Committees

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://www.timsrmumbai.in/pdf/organogram.pdf |
| Upload any additional information | View File |

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

The vision of the institute is to 'Emerge as a world class management institute imparting multifaceted management training with a passion for excellence' and in-line with that aim, the institute has grown by leaps and bounds in its bid to internationalise the programme and the learning experience. The institute initiated the process of Internationalization in the year 2013 with the following objectives:

- To align with the leading international institutions and universities to enhance the academic processes in respect of business management education
- To create training platforms for TIMSR students leading to certifications at international level
- To create employment opportunities for the students through internships, research work and final placements at international level.
- To create a business platform for global businesses in Mumbai
- To build a network with foreign consulates and engage in exchanges on a sustainable basis.
- To enhance entrepreneurial endeavours in alliance with Global partners.
- To develop a Global citizenship among the students.

Following are the highlights of the achievements:

1. Memorandum of Understanding signed with international colleges and the universities of global repute, to foster student & faculty exchange and research collaborations with 12 partner institutes in various locations like UAE, Canada, New Zealand, Spain, USA, UK, Singapore, and Australia.

2. International faculty on the Advisory Board
3. Teaching opportunity for faculty in foreign universities like UPCT Spain as a part of Erasmus programme
4. Short certification programmes for students in Spain, Canada, Singapore and London
5. Guest lectures and training programmes by international faculty visiting campus
6. Short certification programmes for students at MAGES Singapore and UEL, London
7. Global Immersion Programmes to various locations like Dubai, Singapore, London
8. Collaborative research projects with James Cook University, Singapore
9. International fellowships
10. International placement in Toronto, Canada
11. Research conferences/Conclaves
13. Programmes, visits, and talks in association with various Consulates
14. Introduction of foreign languages (German, Chinese Mandarin, Japanese).

| File Description | Documents |
|--|---|
| Strategic Plan and deployment documents on the website | View File |
| Paste link for additional information | https://www.timsrmumbai.in/strategic-objectives.html |
| Upload any additional information | View File |

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

The organogram of TIMSR depicts the Institute's governance system.

The Zagdu Singh Charitable Trust is the apex body and the Trustee In charge, takes policy decisions which are taken based on the directives of the statutory, regulatory and affiliating bodies, the inputs from stake holders, the recommendations from the various Committees and Cells etc., for smooth functioning of the Institute. The overall functioning of the Institute is supervised by the Chief Executive Officer and the Chief Operating Officer. The Director is responsible for the day to day functioning of the Institute to ensure full compliance of norms and directives of the Management and the respective regulatory bodies. The governance system includes the following bodies:

- Governing Council
- College Development Committee
- Advisory Board
- Staff Selection Committee

The Constitution of the various Boards and Committees of the Institute are available on the website. These bodies keep in view the Vision, Mission, Strategic Objectives, Values and Quality policy of the Thakur Education Group and the Institute for taking decisions and making recommendations on various matters. The Institute adheres to norms and regulations laid down by various government and statutory bodies and frames its rules and procedures in accordance with:

- All India Council for Technical Education (AICTE)
- University Grants Commission (UGC)
- Directorate of Technical Education, Government of Maharashtra (DTE)
- University of Mumbai (UOM)
- Fee Regulatory Authority (FRA)
- Admission Regulatory Authority (ARA).

The Service Rules for Faculty and Staff, framed by the Institute have been put on LAN for information and compliance. This includes relevant information on procedure followed for recruitment and induction of the faculty and staff, provide conducive work

environment for teaching learning process, research and development, consultancy, industry interaction, besides the administrative matters. A code of conduct has been prescribed for the faculty and staff for discipline and efficient functioning. There are Committees for redressal of grievances, unfair means enquiry committee, sexual harassment, women development, student council etc. There are encouraging schemes for faculty development including sponsorship for conferences, workshops, seminars, for interaction with industry, participation in foreign tie-ups, for higher study leading to Ph.D., for revenue earning consultancy etc giving them a healthy career path. The institute promotes erudition through its awards policy.

| File Description | Documents |
|---|---|
| Paste link for additional information | https://www.timsrmumbai.in/cellsCommittees.html |
| Link to Organogram of the institution webpage | https://www.timsrmumbai.in/pdf/organogram.pdf |
| Upload any additional information | View File |

6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination

A. All of the above

| File Description | Documents |
|--|---------------------------|
| ERP (Enterprise Resource Planning) Document | View File |
| Screen shots of user inter faces | View File |
| Any additional information | View File |
| Details of implementation of e-governance in areas of operation, Administration etc(Data Template) | View File |

6.3 - Faculty Empowerment Strategies

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

TIMSR understands that while faculty is the backbone of the educational system, the role of technical staff and administrative

staff is equally important for the smooth conduct of various activities. Therefore, sincere efforts are made to provide avenues for learning, higher education and development of all staff members. For this purpose, training programmes, seminars, workshops, etc. are conducted on regular basis.

Following are some additional measures provided to the staff:

1. Conducive work environment: the institute prides itself in providing the best-in-class facility and ambiance conducive for learning and development.

a. Sponsorship, Recognition and Award Schemes: FDP, Workshop, Seminars, & training programmes for faculty

c. Training for teaching, non-teaching and support staff (including training on mindfulness- mind, body, emotion, energy)

d. 180 days' Maternity Leave for women employees

e. Welfare Activities: Tea facility, celebration of festivals, staff off-site visits, focus on physical and mental wellbeing through DMS - Daily Mindfulness Sessions.

f. Open Door Policy: Approachable environment enabling real-time solution for mental blocks

g. Ambience: Well-maintained, IT Enabled, clean, hygienic, spacious, secure, and green campus

2. Women Development Cell: Activities like Session on POSH Act (Policy for Prevention of Sexual Harassment), International Women's Day International was conducted for gender parity.

3. Grievance Redressal Cell: To address faculty and staff grievances and resolve them.

4. Employee Engagement Initiatives: Birthday & Anniversary wishes on email, Celebration of Festivals - Navratri, Diwali, Christmas etc.

5. Employee Provident Fund (EPF): The EPF is provided by the Institute to the regular employees as per the stated rules.

6. Gratuity: Gratuity is provided as per rules.

7. Medical Facility:

- a. The Institute provides Mediclaim Policy for staff members where the institute contributes a part of the premium
- b. The institute has a sick room with a first-aid facility
- c. Medical test at the time of joining and a physician's referral of reports is also conducted
- d. Medical camps

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://www.timsrmumbai.in/cellsCommittees.html |
| Upload any additional information | View File |

6.3.2 - Number of teachers provided with financial support to attend conferences/ workshops and towards membership fee of professional bodies during the year

6.3.2.1 - Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the year

69

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template) | View File |

6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year

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

11

| File Description | Documents |
|--|---------------------------|
| Reports of the Human Resource Development Centres (UGCASC or other relevant centres). | View File |
| Reports of Academic Staff College or similar centers | View File |
| Upload any additional information | View File |
| Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template) | View File |

6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)

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

39

| File Description | Documents |
|---|---------------------------|
| IQAC report summary | View File |
| Reports of the Human Resource Development Centres (UGCASC or other relevant centers) | View File |
| Upload any additional information | View File |
| Details of teachers attending professional development programmes during the year (Data Template) | View File |

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

TIMSR believes that performance management is an ongoing process aimed to improve the productivity of employees keeping vision 'at par with excellence' in view. The philosophy is to provide constructive real-time feedback to encourage peak performance.

TIMSR encourages a two-way process, that is, employees can also give

feedback to management for improvement of the processes. The institute has designed and implemented 'Performance Review and Development Planning' (PRDP) system to review and evaluate employee performance.

The PRDP Format is devised on the basis and requirements of various statutory bodies and the assessment is done twice a year i.e. for the performance of the faculty member in each semester. The faculty members submit the duly filled 'Faculty Diary' to the HOD for assessment.

After review, HOD mails the observations to the faculty concerned along with areas for improvement and recommendations, if any. The feedback received from students is given due importance and if the percentage of satisfaction is below 75%, corrective action is taken by the HOD in consultation with the Director.

The key features of the system are as follows: .

- ? Biannual frequency to ensure efficacy
- ? Constructive real-time feedback through weekly departmental meetings
- ? 2-level analysis: HOD, Director
- ? Transparency in evaluation
- ? Involvement of HODs in designing the format

The appraisal is usually done under the following heads:

- ? Teaching - Learning Process' efficacy and innovation and creativity in
pedagogy and delivery
- ? Student Mentoring and project guidance in line with Programme Objectives
- ? Key Responsibility Areas & contribution to Institutional development
- ? Developmental Activities and Research & Publications

All these measures ensure synchronization between faculty endeavours

and management expectations. The review process ensures not only the efficacy of outcomes but gives due importance to attitude and behavioural traits as well.

Performance Assessment of the visiting faculty

Feedback is taken from the students regarding the teaching-learning process to take remedial steps where needed.

Performance Assessment of Staff: - Staff appraisal is done bi-annually and the evaluation is based on delivery of assigned tasks, compliance with the Code of conduct, general behaviour, attitude, communication, punctuality, and willingness to participate in additional areas and activities.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://www.timsrmumbai.in/career-Path.html |
| Upload any additional information | View File |

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

The institute has a mechanism for internal and external audits.

INTERNAL AUDIT

TIMSR has its own internal audit mechanism where internal audit is carried out as an ongoing continuous process to check the financial process taking into consideration entire recurring, non-recurring income and expenditure of the Institute each year A thorough audit is done by the chief financial officer (CFO) on a continuous basis for all approvals and sanctions given by the management. The institute then prepares and submits the detailed accounts to the external auditors. All major expenditures are verified by the CFO. Institute has defined structured reporting, review and monitoring process to keep the management informed suitably about the inflow of fees and outflow of funds. It is ensured that all the requirements for submission of detailed accounts to the external auditors are compiled and all expenditures continuously monitored with respect to the utilization of expenditure with sanctioned Budget

EXTERNAL AUDIT-

The institute financial statements are audited by external qualified auditors to check and verify all the accounts of the institute and certify the same in the audit report. The external auditors thoroughly audit the financial statements for all regulatory and statutory compliances and the audited reports are available on the website of the institute to promote transparency.

External Auditors ensures the verification of:

- Closing of previous years' accounts in the current financial year
- Purchase order/challans, Bill copy, payment voucher, Approval Copy
- Cash book and bank book balance
- Bank reconciliation
- Appropriate approvals for cash payment made over the limits assigned
- Keep track of the commitments or contingent liabilities of the management.
- Ensure that all contingent liabilities are raised or disclosed in the financial statement
- Timely remittance of statutory liability of TDS, GST, Profession Tax, provident fund, gratuity, etc

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://www.timsrmumbai.in/images/index/ISO%20Digital%20Final%20Certificate.pdf |
| Upload any additional information | View File |

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

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

00

| File Description | Documents |
|---|---------------------------|
| Annual statements of accounts | View File |
| Any additional information | View File |
| Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template) | View File |

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

TIMSR is a self-financing institute hence the mobilization of funds is mainly based on the tuition and development fees received from the students.

To run the institute efficiently funds are required for the following:

1. Capital Expenditure for infrastructure namely Building, Equipment, Computers, Library
and Furniture & fixtures, etc.
2. Recurring Expenditure for Salary
3. Administrative, maintenance & Operational expenditure as per statutory requirements.

The institute prepares the budget estimate to meet the above expenditure including the requirement worked out by all the departments which are compiled to estimate the total expenditure. This is to be met by the revenue from the fees, and income from other avenues e.g. Bank interest, Examination fee, R & D activities, Consultancy, academic & other programmes, etc. The funds' requirements to run the institute as per desired quality and standard are worked out and the amount of fee to be charged from the students is fixed as per norms. Based on the estimated total fee collection and the revenue from other sources, the Institute prepares budget estimates (Income & Expenditure) for submission to the Management for approval. In the process, the institute ensures 100% admission for mobilization of fees. In case the essential expenditure of the institute exceeds the revenue, the management meets the deficit from the Trust / Bank OD facility. The Institute

takes care to incur expenditure judicially. The salary and allowance statements are checked by the Director before releasing of payment. Bills and vouchers for maintenance etc items are checked by the concerned unit before the release of funds. There is a well-designed process for purchase by inviting quotations and by buying items of the required quality. The statement uploaded shows the optimum utilization of funds by the institute.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://www.timsrmumbai.in/Infrastructure.html |
| Upload any additional information | View File |

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

The IQAC was set up in TIMSR in July 2018 to take quality initiatives and to improvise its strategies and processes with a focus on continuous progress. Two such activities institutionalised in A.Y. 2020-21 are:

1. Inviting Video CVs from Candidates:

The Covid-19 Pandemic has redefined the ways of conducting the various activities, including the recruitment process. As an innovative way of doing things in a creative and effective manner in the new normal, the institute has started a practice of inviting video CVs from the candidates. The institute has received 68 video CVs during A.Y. 2020-21.

2. Reinforcement in Quality of Publications

The number of research publications done by TIMSR faculty is rising. To benchmark the research output towards the high-quality publications and to promote faculty development through research publications, the institute has taken steps to reinforce the quality of publications. Research & Publications in high quality journal is an important yardstick for measuring the performance of the faculty members. During the A.Y. 2020-21, TIMSR conducted a knowledge sharing session on 'Case Writing Workshop' on 12th January 2021 to motivate the faculty members for writing quality case studies. A Five-day Faculty Development Programme was also organized from 21st

June to 25th June 2021 on "Writing High-Quality Research Papers for Scopus Indexed Journals", to equip the faculty members to publish the research papers in quality journals. Faculty members are encouraged to participate in webinars on different aspects of research. During A.Y. 2020-21, 20 faculty have published papers in Scopus Indexed journals.

3. Hourly Thought Traffic Control (HTTC):

Each day based on the way we think, we pollute the environment with our ego, greed, anger, attachment, and expectations. Sometimes in life, our thought traffic may congest our mental expressway. As various possibilities, cravings and worries all try to surge forward inside us, we find ourselves unable to think clearly or act confidently. We consider one course of action, but it seems to lead nowhere. So, we give it up to consider another, but it too seems unviable. And so it goes on - our thoughts keep us agitated and immobilized. To keep a guard on our thoughts and align them to the present moment with focused attention for improved performance at work and quality life, the practice of HTTC was started in a structured manner for the staff. For this, TIMSR has introduced HTTC, in its daily schedule in which the staff sits / stands still in erect posture in total silence for 60 secs every hour like a detached observer of their thoughts leading them to self-awareness. During this exercise, the staff members remind themselves and visualize their inner core values of knowledge (of the being), purity, love, peace, bliss, power, and happiness. This enables them to look at every moment of life situations and people with a fresh perspective, thereby making them Mindful Leaders / Educators.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://www.timsrmumbai.in/igac.html |
| Upload any additional information | View File |

6.5.2 - The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

To accomplish a continuous improvement, the institute reviews the teaching learning process and structures & methodologies of operations. A lot of focus is given on the value addition of students with a continuous attention on their overall development. Also, continuous updation of faculty members is done to improve

quality of teaching. In view of this, IQAC has brought in the following reforms:

1. Introduction of Value addition courses for MMS students: The curriculum of the MMS program is stipulated by the University of Mumbai. However, the expectations of industry from the candidates are ever evolving and hence a need was felt to update the students on the emerging areas. To bridge the gap in the curriculum and the current industry demands, the Institute has offered the following value addition courses by the faculty members to the MMS students:

- Research
- Emerging Trends

1. Conduction of FDPs by international experts - During the A. Y. 2020-21, TIMSR conducted faculty development programs (FDPs) relevant to the contemporary global topics by the international speakers. On July 25, a session on 'Global Supply Chain Management: Covid-19 Scenario' was conducted by Prof. Kingshuk Mukherjee of St. John's University, USA. Mr. Othmar Christian Hardegger, Consul General of Switzerland guided faculty members on 'Doing Business in Switzerland' on August 07, 2020. On August 12, 2020, a session was conducted by Mr. Tang Guocai-Chinese Consul General on 'India China Business Scenario in Covid Times'. Ms. Nora Colton, Pro-Vice-Provost, University College London, United Kingdom provided insights on 'Globalization in New Normal' on 7th Sep. 2020. The FDPs helped faculty members to understand recent perspectives of business scenarios and various global aspects.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://www.timsrmumbai.in/iqac.html |
| Upload any additional information | View File |

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

A. All of the above

| Certification, NBA) | |
|--|---|
| File Description | Documents |
| Paste web link of Annual reports of Institution | https://www.timsrmumbai.in/igac.html |
| Upload e-copies of the accreditations and certifications | View File |
| Upload any additional information | View File |
| Upload details of Quality assurance initiatives of the institution (Data Template) | View File |
| INSTITUTIONAL VALUES AND BEST PRACTICES | |
| 7.1 - Institutional Values and Social Responsibilities | |
| 7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year | |
| <p>TIMSR shows gender sensitivity through various initiatives and actions for creating a safe, secure, and healthy atmosphere on the campus. Various sessions are conducted from time to time to create awareness about women's security and health. Institute organizes events to inspire and promote gender equality through Women Development Cell.</p> <p>The institute does not differentiate between male and female students/staff and faculty and provides equal opportunity to all. Adequate care is taken to ensure the safety & security and comfort of all stakeholders. Various cells and bodies like 'Women Development Cell', 'Grievance Redressal Cell' etc. ensure that problems and grievances, if any, are resolved in a timely fashion.</p> <p>Safety and security:</p> <p>Sensitizations of the students are done through special lectures and sessions. Special initiatives are taken by TIMSR are Hi-tech surveillance system, hostel, medical facilities, sick room with a first-aid kit, counselling, common restroom, display of emergency contact number, peons/office assistants on each floor ensure safety and decorum, Students and staff wear ID cards at all times and outsiders are checked by security staff before allowing entry. Female faculty and girl students are regularly counselled on safety and security through sessions on personal safety high boundary walls and gated campus ensure a safe and carefree environment free from</p> | |

external nuisance etc.

Students are apprised of what comprises sexual harassment and how they need to behave to steer clear of such malpractices through guest talks. Additionally, the value system of the organization ensures an environment that is inherently safe and free from any nefarious activities.

In the academic year 2020-2021, due to prevailing pandemic situation and during lockdown, the institute has complied with all the regulatory guidelines, declared by the Govt. of Maharashtra, like sanitization of the institute on a regular basis, availability of hand sanitizers at all entrance gates of the institute, thermal scanning to monitor the body temperature while entering the campus, etc. Necessary Social distancing norms have been followed as per the government directives.

Mentoring:

Mentoring program keeps the students connected with their mentors who can in turn, monitor the academic and professional growth of the mentees and to help them reach their career goals. The regular meetings with mentees ensure that mentors provide real-time solutions to their mentees, during the time of challenges. Personal grooming tips given by the mentors enhance the overall personality of the students.

Common Room:

An adequate space is available for the students to relax, unwind and collaborate. Designated common rooms separate for boys and girls allow a free space where students can meet between and after lectures to work in teams, or just shoot the breeze. Other than these, the ideation room allows for a flexible space that provides room for students to brainstorm and ideate and practice team presentations. There is also an indoor sports room that provides avenues for students to partake in activities like carom, chess, and other board games. There is also a "Sakhi Box" in girls' common room, in accordance with CDC requirements, where they can share their concerns, if any, in an anonymous fashion.

All these activities & facilities show that the institute is cognizant of gender issues and is actively promoting equality by displaying sensitivity, thought, and care in its functioning.

| File Description | Documents |
|--|---|
| Annual gender sensitization action plan | https://www.timsrmumbai.in/images/uploads/News-letter/Final_Newsletter-June-2021.pdf |
| Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information | https://www.timsrmumbai.in/Infrastructure.html |

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment

C. Any 2 of the above

| File Description | Documents |
|--------------------------------|---------------------------|
| Geo tagged Photographs | View File |
| Any other relevant information | View File |

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

Solid Waste Management:

The institute has taken measures to ensure that the solid waste items generated on the campus including waste paper, plastic, wood, metals, glass, etc items are collected in the dustbins marked as DRY WASTE are placed at convenient locations. This is to segregate the dry and wet waste for disposal. The dry waste thus collected is handed over to a separate garbage collection van of the Municipal Corporation for disposal.

To save environment the tree leaves are not burnt.

Liquid Waste Management:

The Institute does not generate any dangerous liquid waste. The

wastewater from washrooms and canteen etc is drained through sewerage system having a network of underground pipes connected to the city drainage system

E-waste management:

E-waste generated in the Institute covers various types of electrical and electronics equipment including items like Computer, laptop, monitor, keyboard, mouse, CPU, networking and telecom equipment, phone, PA and stereo system, business machine with circuitry or electrical components, projector, OHP, etc. Some of these contain hazardous materials and also some valuable materials for recycling.

| File Description | Documents |
|---|---------------------------|
| Relevant documents like agreements / MoUs with Government and other approved agencies | View File |
| Geo tagged photographs of the facilities | View File |

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus

A. Any 4 or all of the above

| File Description | Documents |
|---|---------------------------|
| Geo tagged photographs / videos of the facilities | View File |
| Any other relevant information | View File |

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows:

1. Restricted entry of automobiles
2. Use of bicycles/ Battery-powered vehicles
3. Pedestrian-friendly pathways

B. Any 3 of the above

4. Ban on use of plastic
5. Landscaping

| File Description | Documents |
|--|---------------------------|
| Geo tagged photos / videos of the facilities | View File |
| Various policy documents / decisions circulated for implementation | View File |
| Any other relevant documents | View File |

7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution

7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities

E. None of the above

| File Description | Documents |
|---|---------------------------|
| Reports on environment and energy audits submitted by the auditing agency | View File |
| Certification by the auditing agency | View File |
| Certificates of the awards received | View File |
| Any other relevant information | View File |

7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

A. Any 4 or all of the above

| File Description | Documents |
|--|---------------------------|
| Geo tagged photographs / videos of the facilities | View File |
| Policy documents and information brochures on the support to be provided | View File |
| Details of the Software procured for providing the assistance | View File |
| Any other relevant information | View File |

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

TIMSR believes in celebrating Days of Patriotism like Republic Day, Independence Day in a very enthusiastic way. All the teaching & non-teaching staff celebrated these days with students in an exciting environment. On the occasion of Independence Day, the institute organized Independence Week Celebration. An interactive panel discussion was organized on the theme "Independence Week Celebration", where few subthemes like Physical, Mental, Emotional, Technological, Financial and Societal independence has been covered by the student's panel.

Institute has conducted a certification program on "Universal Human Values "to create awareness and commitment to values for improving the quality of life through education, and advancing social and human well-being, etc.

Institute organizes various guest sessions and celebrates festivals with a focus on value-based education. All the festivities are celebrated by keeping in mind key managerial concepts and leadership qualities. TIMSR made the Business ethics subject as compulsory so that students can imbibe ethics in their practice.

In the academic year 2020-21, TIMSR SRC cell 'Samvedna' celebrated Mahatma Gandhi Jayanti, Dr. B.R. Ambedkar Jayanti, and International Labour's Day to help the students to develop the qualities like non-violence, unity, sacrifice, etc. This has helped the students to follow the right path of life. The teaching and non-teaching staff of the institution also celebrated various festivals through online and offline mode.

Institution conducted events like "Plastic Free Abhiyaan" and

"Jalshakti Abhiyan" which helped students to develop an attitude towards environmental sustainability. Institute also celebrated festivals like Ganesh Utsav, Teacher's Day, International Day of Peace, Women's Day, and Yoga Day.

TIMSR promotes an environment of Tolerance and Harmony.

In the academic year 2020-2021, due to the prevailing pandemic situation and in the context of the lockdown, measures declared by Govt. of Maharashtra, institute has conducted the above-mentioned activities through online mode.

| File Description | Documents |
|--|---------------------------|
| Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | View File |
| Any other relevant information | View File |

7.1.9 - Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

The Independence Day and Republic Day are celebrated with cheerfulness and patriotic passion at TIMSR as festivals every year. The ceremonies include the unfurling of the National Flag and singing of National Anthem.

TIMSR believes in celebrate festivals & functions in college because it is an integral part of learning & building a strong cultural belief in a student. The institute make tremendous efforts in celebrating in national & international day, events & festivals throughout the year.

In academic year 2020-21, Institute celebrated the days like International Labour Day, Remembering Dr. B. R. Ambedkar & Awareness on Indian Constitution, International Day of Peace, Mahatma Gandhi Jayanti, and Independence week celebration 2020. These celebrations help students to respect and follow the Indian constitution, value our independence, and tremendous efforts made by our world-class leaders to get that. TIMSR conducted events like World Senior Citizen Day, Jalshakti Abhiyan, Plastic Free Abhiyaan, etc. This helped students understand their responsibilities towards society & the environment. In Jalshakti Abhiyan students understood the

challenges faced due to water crises and ways to spread awareness on water conservation methods.

In the academic year 2020-2021, due to the prevailing pandemic situation and in the context of the lockdown measures declared by govt. of Maharashtra, institutes have conducted above activities on online mode to inculcate value system in students.

| File Description | Documents |
|--|---|
| Details of activities that inculcate values; necessary to render students in to responsible citizens | https://www.timsrmumbai.in/samvedna2020.html |
| Any other relevant information | https://www.timsrmumbai.in/samvedna2020.html |

7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized

A. All of the above

| File Description | Documents |
|--|---------------------------|
| Code of ethics policy document | View File |
| Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims | View File |
| Any other relevant information | View File |

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

TIMSR believes in celebrating events and festivals in college. It is

an integral part of learning and building a strong cultural belief in a student. The institute makes tremendous efforts in celebrating national and international days, events, and festivals throughout the year. TIMSR celebrates days of national and international significance like Republic Day, Independence Day, etc. to promote responsibility towards the nation. The institute takes pride in its Social Responsibility Cell 'Samvedna' which has taken initiatives to promote Universal, National, and Human Values. In the academic year 2020-21, institute celebrated the World Senior Citizens Day, Teacher's Day, Mahatma Gandhi Jayanti, International Day of Peace, Women's Day, Dr. B. R. Ambedkar Jayanti, International Labour Day, International Yoga Day, Republic Day, Independence Day, etc. The institute provides a joyful working environment and a world-class academic ambiance to create mindful leaders.

The institute also believes that education will allow the students to bloom, blossom, giving them the right platform where they will work towards becoming responsible citizens.

List of Courses relevant to cross-cutting issues, Gender, Environment and Sustainability, Human Values, and Professional Ethics into the curriculum is attached

| File Description | Documents |
|---|---------------------------|
| Annual report of the celebrations and commemorative events for the last (During the year) | View File |
| Geo tagged photographs of some of the events | View File |
| Any other relevant information | View File |

7.2 - Best Practices

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

Title: KSA Approach in Teaching Learning

Objective of the Practice

The primary objective of the KSA approach is to provide holistic education thereby increasing the employability of students.

The Context

Three categories of learning objective: knowledge, skills, and attitudes, together known as KSAs.

Knowledge refers to an organized body of information usually of a factual nature which enables adequate performance by the learner.

Skill indicates one's ability to do.

Attitudes are beliefs and opinions.

The entire nation is witnessing a downfall in the employability scenario. In order to provide blended learning in management education, TIMSR is bridging the gap through its KSA approach in teaching-learning which leads to the holistic development of the students.

Implementation of curriculum and beyond hinges on a judicious combination of the Knowledge-Skills-Attitude in teaching-learning process. TIMSR endeavours to develop the right attitude in the students to make them mindful and competent leaders to tackle the complex nature of problems, faced in the world of work resulting in better employment opportunities. Repetition is the mother of success and hence TIMSR reinforce it through ingraining in the semester plan of every course.

The Practice

TIMSR adopts the Knowledge-Skills-Attitude (KSA) approach in its delivery which is an essential ingredient for the holistic development of the students to enhance functional ability and employability. The pedagogy carries experiential and participative learning methodology and faculty members adopt unique instructional mechanism, i.e. Knowledge Skills Attitude (KSA) approach incorporated in every course. The attitude component is developed not only through courses but is interwoven with each course components' delivery, other activities and events such as guest lectures and experiential learning programs. After each event, students submit the learning outcome report in the KSA format as a

tool of self-learning.

Evidence of Success

The Endeavours can be measured by the following points:

1. 100 % preparation and implementation of semester plan as per KSA approach.
2. Each course has mapped the KSA to be delivered and the same is mentioned in the semester plan.
3. Identification of Knowledge, skill sets and Attitude required for specific domain areas.
4. 100 % result in last three years.
5. Consistent record of 100% SIP & proven track record of placement and incremental trend of recruiters.

Problems Encountered and Resources Required

1. Overlapping of KSA especially skills and Attitude component.
2. Measurement of Attitude is challenging.
3. Mapping of KSA with every Job profile.

1. Daily Mindfulness Session
(DMS)

Objectives of the Practice

As the business landscape is becoming complex day by day, it brings a lot of challenges to the professionals. Daily Mindfulness Sessions is aimed at preparing them:

1. To face the VUCA world and perform to the fullest potential.
2. To observe situations with the stable mindset and take decisions wisely.

The Context

Due to the ever-changing business environment, one of the greatest challenges which business leaders are facing is to drive their organizations successfully in an increasingly volatile, uncertain, complex and ambiguous (VUCA) world. The volatile environment often leads to stress and leaves even the best leaders physically and emotionally drained.

Mindfulness is the psychological process of bringing one's attention to experiences occurring in the present moment, which can be developed through the practice of meditation and other physical and mental exercises. The institute has devised Daily Mindfulness Session (DMS) strategy to methodically incorporate the practice of mindfulness, by making it a daily habit.

The Practice

Mindfulness is on purpose, being in the present moment, non-judgmentally as a witness. Mindfulness is the balance of 'Whole Self'- Mind, Body, Emotion, and Energy and is fostered through breathing exercises by a way of Daily Mindfulness Sessions (DMS). DMS is a five step process. Mindfulness is a habit that comes with consistent practice and to accomplish that, Daily Mindfulness sessions have been incorporated in the time-table where staff and students focus on their breathing in the following manner:

Step 1: Neck exercise - Lubricating our brain and spinal cord.

Step 2: Namaste - Balancing our left and right brain by bringing both the palms together closer to the heart.

Step3: Breathing exercises - SOB (Science of breath) to cleanse our internal systems and activate our left and right brain daily.

Step 4: WYB - Simply watching the natural process of breathing.

Step 5: DGFP - Daily Gratitude & Forgiveness prayer.

Evidence of Success

The Daily Mindfulness session (DMS) is conducted for all staff and students at the start of the day.

1. Incorporation of DMS successfully as a part of TIMSR culture from the A.Y 2018-19

2. Improvement in following is observed:

| | | | |
|----|------------------------------------|----|--|
| 1 | Become more responsive vs reactive | 11 | LQ (Love Quotient) increases |
| 2 | Alertness enhances | 12 | Neither too excited nor g dejected |
| 3 | Focus improves | 13 | Speaking volume reduces |
| 4 | Become less Toxic | 14 | Likes to invest time in s |
| 5 | Become less judgmental | 15 | Loves Life |
| 6 | Be more kind | 16 | Becomes grounded |
| 7 | CO (Compassion Quotient) increases | 17 | Always in AOG (Attitude o Gratitude) |
| 8 | Avoids Gossips | 18 | Growth Mindset |
| 9 | Looks for + in every | 19 | Becomes more mindful of T (Thought Feeling Action |
| 10 | Efficiency level improves | | |

Problems Encountered and Resources Required

1. Being a scientific process, the expected outcome to become mindful educator

and leader is gradual and inconsistent in nature.

2. Wilful alignment to organization culture due to absence of same in primitive

<https://www.timsrmumbai.in/dmstsap.html>

| File Description | Documents |
|---|---|
| Best practices in the Institutional website | https://www.timsrmumbai.in/dmstsap.html |
| Any other relevant information | https://www.timsrmumbai.in/images/uploads/News-letter/January-2021.pdf |

7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

We are witnessing a very prominent shift in the world today with the Economic Leadership taking centre stage amidst all the other institutions of leadership be it Political, Military or Religious. When there is such a huge privilege and responsibility being entrusted upon an economic leader to lead and manage so many lives & resources, the first thing one needs to do is invest and work upon one's self. We are at an important turning point today which requires an expanded awareness and an elevated consciousness- a new way of thinking feeling and acting individually and together. There cannot be a better time than today to commit to investing in nurturing a new genre of leadership i.e., Conscious Leadership setting forth a wonderful opportunity and responsibility for Business Education to play a pivotal role in the 21st century.

The Institute mission statement focuses on mindful leaders- "To provide an enabling environment for nurturing mindful leaders and entrepreneurs."

This shift to incorporate mindfulness came due to the growing requirement to enable new-age Leaders to deal with the pressures of the corporate world and provide them with the skill-set to tackle

life's challenges with grace thereby creating a socially and ethically responsible organization and society.

As Yogi Krishnamurti puts it beautifully, "the highest function of education is to bring about an integrated individual who is capable of dealing with life as a whole." And mindfulness is the solution to that.

Every thought that radiates into the world influences every element of the environment. The institute has initiated green practice HTTC (Hourly Thought Traffic Control) to methodically incorporate the practice of mindfulness by making it a habit. Thought Management is important for self-growth. A thought produces a feeling, which becomes a belief and leads to our action which defines our behaviour towards self, people and situations in life. Change in life begins with the changed thoughts.

About the Practice: Sometimes in life, we may find ourselves caught in an inner traffic jam - our thought traffic may congest our mental expressway. As various possibilities, cravings and worries all try to surge forward inside us, we find ourselves unable to think clearly or act confidently. We opt for one course of action, but it seems to lead nowhere. So, we give it up and consider another, but it too seems unviable. As a result, the process of reconsidering alternatives goes on - our thoughts keep us agitated and immobilized. When our mental expressway gets overcrowded, it hinders our intelligence but when intelligence is strengthened, it can put important things first.

Implementation: TIMSR has introduced in its daily schedule 'Hourly Thought Traffic Control' - HTTC in which we sit still in erect posture in total silence for 60 seconds every hour like a detached observer of our thoughts that leads us to self-awareness. During this exercise, we remind ourselves and visualize our inner core values of knowledge (of 'I' the being), purity, love, peace, bliss, power and happiness. This enables us to look at every moment of life situations and people with a fresh perspective, thereby making us Mindful Leaders / Educators.

The institute also focuses on value-based education and aspires to nurture mindful leaders who will be able to transform the leadership landscape and elevate the current consciousness of businesses and society through conscious capitalism.

| File Description | Documents |
|--|---------------------------|
| Appropriate web in the Institutional website | View File |
| Any other relevant information | View File |

7.3.2 - Plan of action for the next academic year

1. To involve global expert for faculty and student development- TIMSR has global partnership around the world with signed MOU with 13 universities and institutions worldwide. In the context of the dynamic business environment and challenging scenario, we envisage involvement of experts from leading establishments to support and help us achieve higher benchmarks. Their involvement can be for various faculty endeavours and to support students into being globally competitive.
2. Publishing Research Papers in Scopus indexed, Web of science and ABDC journals- TIMSR has a supportive policy to encourage publications in leading journals, participation in conferences and proceedings, research conclaves, seminar etc. Institute is continuously raising the benchmark to Scopus indexed, Web of science and ABDC journals
3. Strengthen Industry-Institute interaction Being in the delivery of Business Management programmes and to be in sync with industry practices, TIMSR looks at the strengthening industry institute ecosystem by various ways such as involvement of Industry professionals in curriculum development and delivery, placement preparedness, guest sessions, conclaves and seminars etc. Institute is strengthening the industry connects through endeavors in collaborative partnerships and MOUs.
4. Accreditations- The Institute is being accredited A+ by NAAC looks ahead towards the sustenance of quality standards and process. Being a Management Institute NBA Accreditation is the agenda for the coming years and institute is working in the direction of the compliance process.