SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

THAKUR INSTITUTE OF MANAGEMENT STUDIES AND RESEARCH

C- BLOCK, THAKUR EDUCATIONAL CAMPUS, SHYAMNARAYAN THAKUR MARG, THAKUR VILLAGE, KANDIVALI (E), MUMBAI
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The Thakur Group has an empire in Real Estate and Non-Banking Financial Services, but the Chairman Mr. V.K.Singh has always strongly aspired for social upliftment. Hence, Thakur Education Group was established in the year 1990 with the vision 'to become a leading educational organization known globally providing holistic quality education to learners at all levels.' Having completed 29 years of meaningful existence the group runs under its governance today 18 institutes spread across 8 sprawling campuses, 7 being in the western suburbs of Mumbai and 1 in Azamgarh, Uttar Pradesh. It caters to over 50,000 students right from Kindergarten to Doctoral Studies, passionately managed by 3500 educators and staff.

The vision of TIMSR has always been 'to provide world class management education.' Under the strategic and new-age thinking of our dynamic CEO Mr. Karan Singh, TIMSR sharpened its mission to 'nurture mindful leaders' because we realized that while leading and managing complex situations, it is essential that the leader performs at its peak and this today is no more a luxury, however a necessity. And hence, TIMSR is one of the evolving leaders in the management education space which is increasingly becoming conscious towards its duty and responsibility to nurture a new league of leaders who will be able to lead in VUCA world (Volatile, Uncertain, Complex, Ambiguous). By inculcating the habit of mindfulness we ensure our budding leaders and staff become self-aware, while focusing on the present and develop self-regulation. Today, TIMSR offers 6 programmes approved by AICTE including 2-year full-time autonomous PGDM programme, 2-year full-time MMS programme and 3-year part-time programme in MIM, MFM, MMM, and MHRDM affiliated to University of Mumbai.

Vision

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.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Patronage of Thakur Education Group and ensuing brand value

2. Focus on whole self to nurture conscious leaders

3. State-of-the-art Infrastructure at par with global standards

a) FinTech lab

b) Consciousness lab

c) Learning Resource Centre with RFID

d) TIMSR Center for Creativity & Innovation (TCCI) & Entrepreneurship Development Cell (EDC)

4.Consistent Compliance with Zero deficiency from all statutory bodies

a) AICTE, Government of Maharashtra and University of Mumbai

b) ISO 9001:2015 certified

5. Intellectual Capital

a) Competent and committed faculty (blend of Industry and Academia)

b) No. of PhDs in excess of AICTE norms

6. Globalization

a) International MOUs

b) Experiential learning through Student and staff mobility programme

c) Global Immersion Programme

7. Value System

a) Q4 Model for holistic development [IQ + EQ + PQ + CQ]

b) Self Management course

c) Daily Mindfulness Sessions (DMS)

8. Teaching Learning & Evaluation

a)   Knowledge, Skill & Attitude (KSA) approach

b)   Certified training programmes

c)   Student involvement through participative learning methods in all key bodies and activities of the institute.

d)   Continuous assessment through Concurrent evaluation with emphasis on non-written methods.

9.Involvement of Alumni for simulation, campus placement, industry connect, Advisory Board, project evaluation, etc.

10. Sponsorship & Awards Scheme that promotes faculty development through research publication, seminars, workshops, conferences, FDP, PhD and motivation through rewards, etc.

11. Unique Pre and Post Training & Placement process through Career Action Plan (CAP)

12. Unique mentoring mechanism for holistic career development

13. Consistent student enrollment in Full Time programmes

14. Transparency and decentralization in academic and administrative processes

15. Culturescape- Joyful working environment, Fun-based teaching learning evaluation process, Financial & Moral support offered by management

16. Industry driven Peak Performance Coaching

Institutional Weakness

1. Research & Consultancy services
2. FDPs in the area of advancements in the industry
3. External funding and lack of grants
4. National Accreditation

Institutional Opportunity

1. Strengthen Industry-Institute interaction
2. To work in collaboration with national and global institutions for joint certification programmes

3. Online courses and short-term programs in contemporary and emerging areas
4. International internships and placements
5. Establishment of a Research centre
6. Strengthen entrepreneurial ecosystem
7. Inititation of new programmes and increase in intake in existing programmes

Institutional Challenge

1. Rising expectations of stakeholders irrespective of market trends
2. Getting NRI / Foreign students to enroll for programmes due to policies of regulatory bodies
3. Increasing the number of seats / starting new programmes due to policies of regulatory bodies
4. Lack of student diversity impacting quality of students
5. Being a self finance Institution, no central or state grant hence dependent mainly on student fees for meeting the ever-increasing cost of running the institute
6. Complexity due to conflicting regulations of multiple regulatory bodies
7. Filling up seats for Part Time Programmes due to length of programme

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Vision and mission of the Institute is designed to serve the needs of VUCA world imparting holistic value-based education, thereby nurturing mindful leaders. Feedback on PGDM curriculum design is taken from stakeholders and shared with members of Advisory Board who provide inputs which are approved by Governing Council Members. The curriculum is upgraded every year with new courses and certificate programs including choice based credit system carrying cross cutting issues relevant to gender, environment & sustainability, human values and professional ethics. The curriculum for MMS, MIM, MHRDM, MMM and MFM programmes is designed by the university and followed by the institute. The curriculum integrates knowledge, skill, attitude approach in delivery and includes field projects & internships. The institute prepares the programme calendar in line with the academic schedule of the affiliating university to plan and organize curricular and other activities. The institute motivates and supports students to participate in curricular and other activities organized by other institutions or organizations. Bridge courses, guest lectures, seminars, workshops, value added courses, experiential learning, project-based learning,global immersion programme, industrial visits are some of the measures adopted to provide an enriched learning experience.

Teaching-learning and Evaluation

The institute believes in world class education which offers its programs for applicants across the state with diverse backgrounds including differently-abled students. Since inception, institute has had 100 % enrolment in its full time programs and around 80% in its Part Time programs every year.

The institute deploys student centric methods in a fun-filled environment to make learning enjoyable. A dynamic mix of pedagogy from traditional methods like case study analysis, group discussions, projects, and team presentations to experiential learning methods like Global, Industrial & rural immersion programmes, live projects, and mindfulness sessions is used for an enhanced learning experience. Innovation in teaching-learning methods is the centrepiece of 'TIMSR Teaching Practice' and is imparted through unique sessions like CAA – Current Affairs Analysis, CAP – Career Action Plan, PPC – Pre-placement Coaching. Technology plays a vital role in the practice from using e-resources to attending webinars. A robust mentoring mechanism, including mentoring-on-the-go (through WhatsApp) ensures student success in all endeavours.

The intellectual capital of the institute comprises more than 50% PhDs and is a healthy mix of academic and industry experts. Students also get a chance to interact with stalwarts from the industry through various guest lectures, seminars, conclaves, and panel discussions.

The evaluation process is transparent and robust and allows flexibility to faculty to choose the best means to assess learning of students. Emphasis is laid on acquisition of skills and attitude to make students employment ready. The course outcomes and programme outcomes are assessed through a well-designed and regulated system.

Research, Innovations and Extension

The institute has a robust ecosystem to promote a culture of research and innovation under the dedicated research cell. Faculty Development Programmes are conducted in-house to improve teaching and research acumen as well as the research policy allows faculty to enrol for FDPs and workshops outside as well. Faculty is also encouraged to participate in conferences across the country and abroad. The cell promotes erudition in publication and maintains a record of all papers published and relays information regarding upcoming conferences in the country and abroad. The Institute has a sponsorship and awards policy for faculty.

Innovation in teaching-learning is given top priority. TCCI & EDC - TIMSR Centre for Creativity & Innovation and Entrepreneurship Development Cell allows students to explore creative avenues for start-ups. The institute provides E-laboratories for students to have an experimental space to test their entrepreneurial ideas along with co-working space and an out-of-campus incubation centre.

The institute is actively engaged with the community through its various extension activities and sensitizes the students about the social issues and aspects. 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 visit, gender sensitivity workshops etc. These activities are conducted in collaboration with various organisations and NGOs.

The institute boasts of an enviable network of partnerships through MOUs with various international universities and colleges of repute as well as renowned national bodies. This provides opportunities for international networking, avenues for faculty and students' exchange through Global Immersion Programme and mobility programmes.

Infrastructure and Learning Resources

The Management believes- to get the best output you need to have the best infrastructure and resources in

place, therefore, TIMSR boasts of a world class infrastructure and fabulous academic ambience. All the classrooms and seminar hall are equipped with ICT. The institute ensures to go beyond AICTE norms with regards to infrastructure and learning resources. The institute endeavors to maintain adequate infrastructural facilities including hostel facility for students and quarters for staff.

TIMSR library called as "Learning Resource Center" maintains collection of books, journals (including e-resources) and magazines. Library uses KOHA software to facilitate management of its resources. Digital Library is also set up with ICT facility to make the most of the e-resources offered. The library regularly tracks 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 following facilities:

- A co-working space as a support to Alumni entrepreneurs
- An Ideation room for Project discussion and preparation
- On campus E-laboratories for students' Entrepreneurial endeveours
- Consciousness lab to help students practice Self Management through Mindfulness sessions, Yoga and Meditation
- A separate lecture hall is set for Guest sessions, Faculty development Programs etc.
- Fintech Lab is set up for practical learning in area of Financial technology to enable students to learn and understand latest trends in financial world.
- Recreation rooms are provided with Indoor Sports facilities such as Chess, Table Tennis, Carrom and a Pool Table.
- First aid room facility

Student Support and Progression

At TIMSR the administration department ensures that the eligible students get the financial support from the state. The institute also provides scholarships to deserving candidates. A number of activities such as Academic training, Remedial classes, Career Mentoring, Employability preparation, Self management, Yoga, Zumba etc. are conducted which helps students enhance their overall capability. In order to make the students ready for the corporate world, they undergo internship programs which enables them to understand the work environment. This also helps them in choosing the functional field they want employment in.

TIMSR has a consistent track record of placements and also encourages young entrepreneurs to express their ideas by providing a platform through TIMSR Center for Creativity and Innovation (TCCI) & Entrepreneurship Development Cell (TCCI & EDC). TCCI & EDC holds entrepreneurial developmental activities for the students which includes sessions by experienced entrepreneurs, Entrepreneurial events, Incubators, co-working space, E-labs, etc.

TIMSR has Women Development Cell, Grievance Redressal Committee, Anti-Ragging Committee & Anti-Ragging Squad which is sensitive towards the students' need and helps in maintaining discipline and addressing challenges faced by the students.

TIMSR organizes Fest annually under which Evoke (Management games), Ekatvam (Cultural) and Pulse (Sports) are held. The event is managed by the students from start to end. Students are also motivated to participate under the guidance of faculty members in a number of co-curricular activities like conclaves.

Students sent for participating in the Inter-Collegiate sports and games have won many awards in various events under the extra-curricular activities.

TIMSR has registered Alumni Association and Alumni Cell which plans meetings and Alumni Events and strengthens the community to make it more connected. The Alumni contribute to the institute through participation in Advisory Board, guest lectures, pre- placement training programs and simulation for placements, sponsorship for events and activities and assist in building network.

Governance, Leadership and Management

The institute has a well defined internal governance structure which 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, Department Heads, and Faculty in-charge of Key Responsibility Areas. Students too have represention in cells / committees leading to collective decision making.

Institution vision and mission has evolved with inclusive decision making. All the stakeholders are involved in the designing of the vision and mission and the values. Roles and responsibilities of people at all rungs of 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 effectiveness of the activities carried out in the campus and Key Responsibility Areas are designed and faculty and staff deputed to oversee the functioning of these activities. Performance appraisal system is in place and followed for annual appraisals. The institute is ISO 9001: 2015 certified and is very quality conscious. The institute formulated the Internal Quality Assurance Cell in July 2018 to bring in further refinement in the quality processes.

Institutional Values and Best Practices

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

Institute organizes events to inspire and promote gender equality through Women Development Cell.

Institute has eco-friendly green and clean campus, for which plants and trees are planted around the campus. Institute takes adequate measures to manage the waste generated by means of dry and wet dustbins placed at convenient places. Institute sincerely tries to keep the processes paperless. Institute has tied up with various recognised organisations for E-waste management.

Institute has a Disability Resource Center which takes care of divyangjan needs. It tries to ensure equal opportunity for all to learn and participate in various activities. Institute has locational advantage that enables to accomplish activities related to student development, Social responsibility, Industry interaction. It celebrates

days of national importance like Republic Day, Independence Day etc. to promote responsibility towards nation. Institute takes pride in its Social Responsibility Cell - *Samvedna* which has taken initiatives to promote Universal, National and Human Values.

Institute celebrates festivals like Diwali, Ganeshotsav, Holi, Navratri and Christmas. Similar importance is given to celebration of days like Yoga Day, Women's Day, Constitution Day, and National Unity Day. The institute prides itself on providing a joyful working environment and a world class academic ambience in its journey to create mindful leaders.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	THAKUR INSTITUTE OF MANAGEMENT STUDIES AND RESEARCH
Address	C- Block, Thakur Educational Campus, Shyamnarayan Thakur Marg, Thakur Village, Kandivali (E), Mumbai
City	Mumbai
State	Maharashtra
Pin	400101
Website	www.timsrmumbai.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Director	Pankaj Natu	022-67308201	8104258449	022-2887386 9	timsr.director@tha kureducation.org
Associate Professor	Medha Anurag Bakhshi	022-67308231	9920249979	022-2846189 0	medha.bakhshi@th akureducation.org

Status of the Institution	
Institution Status	Self Financing and Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	Yes PERMANENT Minority Certificate.pdf
If Yes, Specify minority status	
Religious	Not Applicable
Linguistic	Hindi
Any Other	Not Applicable

Establishment Details	
Date of establishment of the college	27-05-2002

University to which the college is affiliated/ or which governs the college (if it is a constituent college)		
State	**University name**	**Document**
Maharashtra	University of Mumbai	View Document

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	**Recognition/Approval details Institution/Department programme**	**Day,Month and year(dd-mm-yyyy)**	**Validity in months**	**Remarks**
AICTE	View Document	04-04-2018	12	

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

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	AICTE CII Survey of Industry Linked Technical Institution
Date of recognition	28-08-2018

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	C- Block, Thakur Educational Campus, Shyamnarayan Thakur Marg, Thakur Village, Kandivali (E), Mumbai	Urban	2023.43	8101.84

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
PG	MBA,Master Of Management Studies	24	Graduation	English	120	120
PG	MBA,Master In Financial Management	36	Graduation	English	60	60
PG	MBA,Master In Marketing Management	36	Graduation	English	60	45
PG	MBA,Master In Information Management	36	Graduation	English	30	17
PG	MBA,Master In Human Resource Development Management	36	Graduation	English	30	21
PG Diploma recognised by statutory authority including university	PGDBM,Post Graduate Diploma In Management	24	Graduation	English	120	119

Position Details of Faculty & Staff in the College

Teaching Faculty											
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				2				7				20
Recruited	1	1	0	2	3	3	0	6	9	11	0	20
Yet to Recruit				0				1				0
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				0
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				22
Recruited	11	11	0	22
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				4
Recruited	4	0	0	4
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	1	0	3	3	0	2	2	0	13
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	8	8	0	16

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	35	7	0	42

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
PG Diploma recognised by statutory authority including university	Male	478	0	0	0	478
	Female	325	0	0	0	325
	Others	0	0	0	0	0
PG	Male	0	21	0	0	21
	Female	0	8	0	0	8
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	0	1	1	2
	Female	0	0	0	0
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	4	1	0	2
	Female	0	0	0	0
	Others	0	0	0	0
General	Male	504	451	416	402
	Female	206	235	257	277
	Others	0	0	0	0
Others	Male	85	79	74	73
	Female	37	43	48	49
	Others	0	0	0	0
Total		836	810	796	805

3. Extended Profile

3.1 Program

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

Response: 1122

File Description	Document
Institutional Data in Prescribed Format	[View Document]

Number of programs offered year-wise for last five years

2018-19	2017-18	2016-17	2015-16	2014-15
06	06	06	06	06

3.2 Students

Number of students year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
832	805	796	810	836

File Description	Document
Institutional Data in Prescribed Format	[View Document]

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

2018-19	2017-18	2016-17	2015-16	2014-15
4	5	2	3	1

File Description	Document
Institutional data in prescribed format	[View Document]

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

2018-19	2017-18	2016-17	2015-16	2014-15
346	338	328	362	386

File Description	Document
Institutional Data in Prescribed Format	View Document

3.3 Teachers

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

2018-19	2017-18	2016-17	2015-16	2014-15
34	36	39	34	38

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2018-19	2017-18	2016-17	2015-16	2014-15
34	38	39	38	38

File Description	Document
Institutional data in prescribed format	View Document

3.4 Institution

Total number of classrooms and seminar halls

Response: 14

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

2018-19	2017-18	2016-17	2015-16	2014-15
1610.73	1212.32	998.06	1172.99	1223.35

Number of computers

Response: 305

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The curriculum for Masters in Management Studies (MMS) and Part-Time programs laid down by University of Mumbai is followed by Institute. Post Graduate Diploma in Management (PGDM) curriculum is developed based on the Model Curriculum given by AICTE keeping in mind Outcome Based Education (OBE). For curriculum design, inputs are collected from all 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 students through Library (Learning Resource Centre-LRC).

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

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

Lecture span is of 75 minutes, ideal for retention, absorption & understanding. 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 programme students under the book bank scheme and part-time students are provided with compilation of study material to aid pre-reading.

The Institute ensures effective curriculum delivery through innovative teaching pedagogy and assesses the learning level by continuous internal assessment for all courses through concurrent evaluation (CCE) conducted as described in semester plan. HoDs keep a tab on quality of teaching at department level. Parents are also kept abreast of their ward's progress regularly. At end of the semester, the faculty members calculate attainment level for Course outcomes & Program outcomes.

File Description	Document
Any additional information	View Document

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

Response: 40

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

2018-19	2017-18	2016-17	2015-16	2014-15
15	13	3	5	4

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Details of the certificate/Diploma programs	View Document
Any additional information	View Document

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Details of participation of teachers in various bodies	View Document
Any additional information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs

offered during last five years

Response: 24.51

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

Response: 275

File Description	Document
Minutes of relevant Academic Council/BOS meetings.	View Document
Details of the new courses introduced	View Document

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

Response: 100

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

Response: 6

File Description	Document
Name of the programs in which CBCS is implemented	View Document
Minutes of relevant Academic Council/BOS meetings.	View Document
Any additional information	View Document

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

Response: 53.65

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

2018-19	2017-18	2016-17	2015-16	2014-15
832	712	142	315	193

File Description	Document
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	[View Document](#)
Any additional information	[View Document](#)

1.3 Curriculum Enrichment

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

Response:

In the last five years, around 60 courses in curriculum have addressed cross-cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics. The curriculum includes many of these aspects in courses namely Ethos in Indian Management, Perspective Management, Environment Management & CSR, Self-Management etc. Moreover, the cells and committees of institute organise, as part of teaching learning mechanism, sessions relevant to such cross-cutting issues.

1. Cross-cutting issues relevant to Gender

In Business Communication course issues pertaining to Glass Ceiling and women's ascension to senior leadership positions is taught through contemporary research articles. 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 course on Organization Behavior highlights issues related to gender bias, perception, attitude and values. The course Self-Management creates awareness about "Sexual Harassment at work place". Institute's Women Development Cell (WDC) organises guest sessions on topics like 'Balance for Better' to do with gender parity.

2. Cross-cutting issues relevant to Environment and Sustainability

Corporate Social Responsibility course addresses issues pertaining 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. The Institute through *Samvedna* its Social Responsibility Cell conducts activities like Tree Plantation, E-Waste management, Cleanliness Drives, etc. on yearly basis.

3. Cross-cutting issues relevant to Human values

The course on Self Management highlights implications on ethical human conduct through self awareness leading to mutually satisfying human behavior with people. Institution has devised its own values being utilized to address the issues in VUCA (Volatile, Uncertain, Complex, Ambiguous) world which is disseminated to students. One such value is to do with 'managing self through consciousness.' The courses on Organization Behavior, Perspective Management teach human values and importance of mutual respect, an interdependence which in turn makes them good human beings and enables them to face the professional world. The course on Organizational Behavior included an activity where students expressed

their gratitude towards staff members through a symbolic 'Gratitude Tree.' The course like Ethos in Indian Management teaches importance of values thereby making students better human beings.

4. Cross cutting issues relevant to Professional Ethics

Legal Aspects of Business, Corporate Governance, Business Communication courses teach the importance of practicing professional ethics. As part of the curriculum, faculty utilize cases on Buying ethics, Ethical dilemmas etc. to further the understanding of professional ethics. Courses on Supply Chain Management, Consumer Buying Behavior and Materials Management have separate units on professional ethics. Course on Financial Regulations, covers topics like Prevention of Money Laundering and professional ethics is a part of the curriculum.

File Description	Document
Any Additional Information	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response: 28

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

Response: 28

File Description	Document
Details of the value-added courses imparting transferable and life skills	[View Document](#)
Brochure or any other document relating to value added courses.	[View Document](#)

1.3.3 Percentage of students undertaking field projects / internships

Response: 79.69

1.3.3.1 Number of students undertaking field projects or internships

Response: 663

File Description	Document
List of students enrolled	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2)Teachers, 3)Employers, 4)Alumni and 5)Parents for design and review of syllabus-Semester wise/ year-wise
A.Any 4 of the above

B.Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A.Any 4 of the above

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

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

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

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

File Description	Document
Any additional information	View Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
List of students (other states and countries)	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 83.59

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

2018-19	2017-18	2016-17	2015-16	2014-15
382	372	354	364	355

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

2018-19	2017-18	2016-17	2015-16	2014-15
420	420	450	450	450

File Description	Document
Institutional data in prescribed format	[View Document](#)

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 100

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

2018-19	2017-18	2016-17	2015-16	2014-15
4	5	2	3	1

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

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

Response:

Understanding the unique background of every student, the institution facilitates special programs, based on the academic and other capabilities of students by evaluating their learning levels post admission.The slow learners are identified based on midterm examination score and students securing less than 50% marks are identified as slow learners. The institute believes that all students have inherent abilities and are bright in specific areas depending on their intellectual abilities, degree of creativity and sensibility and provides them multiple avenues to accelerate their performance in their area of strength and hone their areas of weakness as well.

Organizing special programmes for advanced learners

Advanced Learners (students with specific capabilities) are provided opportunities and challenging roles considering their area of interest in the following ways:

* To enhance the leadership qualities and management skills of the students, live projects of real time issues faced by the industries are given to them.
* They get opportunity to participate in programmes organized through Student Council as process owners in TIMSR FEST
* Institute provides a platform and assists advanced learners to participate in / 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 opportunity to become members of various cells and committees of the Institute
* They participate in events organized by foreign consulates and trade associations.
* Under TIMSR Center for Creativity & Innovation (TCCI), three E-Labs are provided to students to

run their venture and get a hands-on experience to understand dynamics of business.

- On-duty leaves are given to encourage participation in external events.
- The institute provides cross functional certification programmes to students across specializations.

Organizing special programmes for Slow Learners

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

- A special tool box programmeduring Induction is arranged to enhance various subject skills required for management students.
- Institute has proactive and well-established mentoring system for all and particularly to guide and support the progress of slow learners on real time basis through WhatsApp and counselling is done on need basis in case they face any issues
- Remedial classes for slow learners are organized where the focus is on strengthening their conceptual foundation.
- Institution organizes special programmes to enhance their communication skills.
- Special programmes on placement coaching are arranged and guidance is provided to groom slow learners
- Institute provides support and guidance through various special programmes such as simulation exercises. The course on Self Management and Daily mindfulness sessions help slow learners to cope up with the pressures of the programme.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

2.2.2 Student - Full time teacher ratio

Response: 24.47

File Description	Document
Any additional information	[View Document](#)

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0

2.2.3.1 Number of differently abled students on rolls

File Description	Document
List of students(differently abled)	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Response:

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.
- In Business Communication, students deliver a four-minute speech without any technical aids. The speech is recorded and replayed to help them understand the nuances of Public Speaking. A three-pronged feedback helps them assess their learning
- Industrial visits, Live Projects are arranged for students to familiarize them with the current corporate practices. Through these site visits, students understand the practical aspects and implementation of the theoretical concepts
- The global immersion program gives opportunity to travel abroad and learn global management concepts and culture
- The rural immersion program is arranged, where students go to villages and understand rural business dynamics
- Summer internship is integral part of 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
- Corporate Social Responsibility activities like visit to old age home by spending quality time with senior citizens, tree plantations and school visit for imparting social entrepreneurship education, integrate social, environmental, economic concerns. This approach contributes to sustainable development instilling human values in students
- Budding entrepreneurs get a hands-on experience through Entrepreneurial labs set up on campus and incubators provided for product testing and start-ups respectively

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 team-

building approach, which enhances their collaborative, participative learning skills

- Group presentations help students work in groups. Participative sessions on Current Affairs Training helps them to learn together. Pre-Placement Coaching sessions in group discussions and personal interviews enhance student 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-play, small group activity, debates, case studies, etc.
- Participation in myriad festivals develops acceptance to diversity
- Representation on various cells and committees enhances their understanding of the relevant issues as well as improves 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, analyse and decide outcomes
- Participation as members of various committees, students contribute towards solutions for constraints
- Simulation sessions are arranged for giving 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
- Current Affairs Training enables students to become better decision makers

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response: 100

2.3.2.1 Number of teachers using ICT

Response: 34

File Description	Document
List of teachers (using ICT for teaching)	[View Document](#)
Any additional information	[View Document](#)
Provide link for webpage describing the " LMS/ Academic management system"	[View Document](#)

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

Response: 24.47

2.3.3.1 Number of mentors

Response: 34

File Description	Document
Any additional information	[View Document](#)

2.3.4 Innovation and creativity in teaching-learning

Response:

As said creativity is the capability or act of conceiving something original or unusual while innovation is the implementation of something new. Institution adopts unique instructional mechanism, i.e. Knowledge Skills Attitude (KSA) approach incorporated in every subject. Following are a few activities that foster creativity and innovation:

- 4Q model - Intellectual Quotient (IQ), Emotional Quotient (EQ), Physical Quotient (PQ) and Consciousness Quotient (CQ) in 'Self-Management' subject fostering holistic development unlocking the human potential
- Certification program on Creativity & Innovation for first semester students, where students are encouraged to think differently, creatively which gives a new learning dimension to the students
- Audio case studies to provide students an immersive and innovative learning experience
- Exposure to practical aspects of management concepts by observing actual implementation through industrial visits such asto Mahindra & Mahindra Ltd, Orchid Hotel-Mumbai, Ahmedabad Stock Exchange, BSE, AMUL, etc.
- Career Action Plan (CAP) to strengthen student profile and make them placement ready. As part of CAP, students are coached to make their video resume. Through CAP they are trained to be corporate ready through following steps:

¨   Know your self

¨   Assess your capability

¨   Design your career plan

¨   Get in Action

¨   Review your Action

¨   Lead Mindfully

- Newspaper reading and discussions as part of Current Affairs Training (CAT)

- Pre-Placement Coaching (PPC) on company profile, simulation, and interview skills
- Exposure to NISM Sponsored Lab, the official examination centre in the Institute which propels students to pursue additional certifications
- TIP (TIMSR Investment Plan) for finance students introduced to make them financially independent and inculcate risk taking ability
- Book Reviews to foster reading habit
- Identification of trending topics, guest session planning & execution, research by students on guest & company profile, engagement & learning outcome report in K-S-A format to enhance practical understanding of contemporary management practices followed by report evaluationand feedback.
- Value added certification programmes for instance, Financial Modeling certification, Leadership development programme, Lean Six Sigma, HR Analytics, Digital Marketing, etc.
- Review of previous session and summary of current session for enhancing take-aways
- Celebration of *Adhimulyan Diwas* to express gratitude towards corporate stakeholders by creating a gratitude tree
- Maintain gratitude journal to uphold TIMSR Value – Attitude of Gratitude
- *Padyatra*– visit to small business units in the vicinity to understand their business practices
- *Tracking weekly Library Usage Rate to award the Best Readers in the semester*
- Comprehensive 10 Day Induction to build a strong learning foundation

File Description	Document
Any additional information	[View Document](#)

2.4 Teacher Profile and Quality

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

Response: 100.04

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	[View Document](#)
List of the faculty members authenticated by the Head of HEI	[View Document](#)
Any additional information	[View Document](#)

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

Response: 34.97

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

2018-19	2017-18	2016-17	2015-16	2014-15
14	18	15	10	06

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	[View Document](#)
Any additional information	[View Document](#)

2.4.3 Teaching experience per full time teacher in number of years

Response: 12.82

2.4.3.1 Total experience of full-time teachers

Response: 436

File Description	Document
Any additional information	[View Document](#)

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

Response: 11.05

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	2	2

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-copies of award letters (scanned or soft copy)	[View Document](#)

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

Response: 35.47

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

2018-19	2017-18	2016-17	2015-16	2014-15
09	10	16	13	17

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	[View Document](#)

2.5 Evaluation Process and Reforms

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

Response:

Examination Cell has set various best practices over the period to enhance the effectiveness of continuous concurrent evaluation system, few of which are as:

1.Dedicated CAP (Central Assessment Process) days for evaluation

2.Inviting 2 sets of Question papers and model solution for every course

3.Installation of CCTV

4.Orienting students about Examination process and policy during the induction

5.ISO audit of Examination Cell

6.Orienting invigilators& evaluators before the examination and CAP

7.Gamut of written and non-written evaluation techniques

Assessment is conducted in such a way that high order cognitive skills can be assessed. Institute has revised the pattern of the paper, parameters of assessment, frequency and weightage of assessment from time to time

Major reforms introduced by the Examination Cell in last five years are as follows:

Academic Year	Reforms	Purpose of Reforms	Implement in Prog	
			PGDM	MMS
2014-15	Examination Audit by external supervisor	a. Transparency, b. Ensure compliance	•	•

2015-16	E checking of paper (online with the help of software)	Timely results			•
2016- 17	Introduction for CBCS pattern	Student Centric approach	•		•
2016- 17	Revision of Grading from 7 Pt scale to 10 Pt scale	Enhance Grading system			•
2016-17	Introduction of Plagiarism Policy for Dissertation	Promotes ethical conduct	•		•
2016-17	Introduction of 10 Pt scale Grading system	Enhance Grading system	•		
2017-18	Appointment of External Examiners for paper setting of Semester End Exams	Promotes Fairness, Ensures 100% syllabus coverage	•		•
2018-19	Introduction of Continuous Concurrent Evaluation with Non-Written Parameters	Effective learning	•		•
2018-19	DMS session for students before they appear for exams	Enable students to release stress	•		•
2018-19	AAA audit by IQAC	Quality assurance	•		•

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

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

Response:

Transparency initiatives at Institute Level

- Students are made aware of Program Outcomes & Course Outcomes during induction program and first session of each course.
- Faculty member for respective course notifies students about the evaluation process and parameters for evaluating internal assessment for each concurrent evaluation. This includes information about allocation of marks and schedule of concurrent evaluation.
- Students & parents are notified about examination policy and the policy it is also made available on LAN and institute website.
- The institute forms Examination Committee, Internal Squad Committee, Unfair Means Committee for smooth conduct of all examinations.
- The guidelines for field report, summer internship project & dissertation evaluation are provided to students. Institute encourages students to use Anti-Plagiarism Software to adhere to ethical practices.
- The projects and dissertations are evaluated by external experts.
- Photocopies of assessed answer sheets are available upon request.
- Question Papers are set by external experts to ensure transparency. Two sets are called and examination in-charge selects one set on the day of exam on random basis. This ensures fairness.
- The examination cell is equipped with Closed Circuit Television (CCTV) Cameras. The question papers are printed under CCTV surveillance and kept in Strong Room for security purpose and are printed 90 minutes before commencement of examination.

Robustness in terms of Frequency

- Discussion and review regarding the concurrent evaluation (CCE) parameters to be selected for every course is done in departmental meetings.
- For PGDM program, two CCE are conducted before mid-term examination and two are conducted after mid-term examination
- For MMS program, one CCE is conducted before mid-term and one after the mid-term examination.
- For Part-time programs, as per the directive from University of Mumbai, two concurrent evaluations and attendance along with class participation are taken into consideration.

Robustness in terms of Variety

Institute acknowledges the students' diverse background,abilities, interest and learning style and enables them to demonstrate their learning in more relevant ways by putting out a wide variety in terms of assessment parameters. Various assessment parameters are identified to suit Programme Outcomes. Faculty can choose appropriate parameters from the designed list. The parameters are Case Study Analysis, Field Visit / Study tour and 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.

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

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

Response:

Institute follows ordinances of University of Mumbai and its own defined mechanism to deal with examination related grievances in a transparent, time bound and efficient manner.

Institute orients students on examination process and examination policy during induction programme to ensure transparency in its conduct at different stages. The examinations are conducted with utmost care ensuring transparency and fairness. Following is the process of how exams are conducted:

1. Basis eligibility, hall tickets are issued to students. In case of any discrepancy, issue is resolved real-time by the examination cell

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

a. If objectionable material is found with student, then invigilator notifies examination in-charge about the incident

b. The matter is recorded and presented before Unfair Means Enquiry Committee.

c. The corrective action is then decided by committee and implemented by examination cell. While investigating, committee adopts balance of compassion and unbiased approach for effective outcome

3. Post internal examinations, students are shown their evaluated answer scripts. Students are permitted to review their performance and seek any clarifications from the faculty concerned.

4. Students can apply for revaluation of the answer sheets

5.In case of term-end examination, the grievance is addressed by examination cell in consultation with Director

6. To ensure fair conduct of examination, Director authorizes flying squad to conduct random frisking of students. University of Mumbai Squad also visits Institute during examination

7.To ensure that students are well informed of prevalent rules and regulations along with any changes to the same, the examination cell displays rules and regulations in form of notice in each examination hall. The rules are also printed on cover page of answer booklet as well as announced by invigilator before commencement of exam

Exam Cell declares the results in a timebound and efficient manner and addresses grievances, if any, effectively.

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

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

Response:

The institution ensures compliance to Program Calendar (PC). Institute receives the university of Mumbai given timeline and adheres to it while designing program calendar. At the beginning of the academic year, program calendar is prepared by Course Coordinator in consultation with HoDs, Key Result area teams and approved by the Director. The final copy is made available to all 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 semester; it provides dates for conduct of concurrent evaluation, mid-term examination, workshops, seminars &conferences, co-curricular and extracurricular activities This allows the faculty and the students to space out their teaching and learning and regular assessment of the same.

The Institute conducts internal examination assessment for all the courses through Concurrent Evaluation (CCE). The CCEs are conducted in evenly spaced out intervals. Every faculty prepares the semester plan as per the dates given in the planning calendar and adheres to it. The process of Concurrent evaluation commences normally after completion of eight sessions out of total 32 sessions. Faculty also orient the students about the frequency and dates of CCE.

Compliance related to conduct of CCE is closely monitored by HoDs, Examination cell and Director and corrective actions are taken, if required.

File Description	Document
Any additional information	View Document

2.6 Student Performance and Learning Outcomes

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

Response:

Institution has well defined Program Outcomes and Course Outcomes for Post Graduate Diploma in Management, Masters of Management Studies and Part Time Programmes (Masters in Information Management, Masters in Marketing Management, Masters in Financial Management, Masters in Human Resource Development Management).Institute ensures that course outcome and program outcome are achieved through delivery of curriculum by adopting KSA approach in teaching learning process.

Programme Outcomes

Dissemination of Programme Outcomes is done through following ways:

·   POs for each programme are available on institute website

·   Students are made aware of program outcome during induction

·   POs are displayed on classrooms' notice boards, Library, Labs and Departments

·   Faculty prepare semester plan and do the CO-PO mapping of their respective courses

·   Program Outcomes are mentioned in Faculty Diary

·   Program outcomes are discussed in departmental meetings

Course Outcomes

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

PGDM curriculum is developed based on the Model Curriculum given by AICTE and COs are designed for each course of PGDM program using Blooms Taxonomy.MMS and part-time curriculum is designed by University of Mumbai and COs are designed on basis of learning outcomes given against each unit in the syllabus for each course of the programme using Blooms Taxonomy.

Dissemination of Course Outcomes is done through following ways:

  - COs for all the courses are given in syllabus which is available on LAN and library
  - Course faculty builds awareness on respective COs and POs with students in the first session itself

Program outcomes are reinforced by the Director in faculty and student meetings

File Description	Document
COs for all courses (exemplars from Glossary)	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response:

The Institute has defined program outcomes for PGDM. Program outcomes for MMS, and Part Time Programmes have been defined in line with University of Mumbai guidelines. The Outcome Based Education (OBE) focuses on students' learning. In OBE process, importance is given to learning by student after completion of course and program. Hence for each program and course, institute assesses course outcomes and program outcomes attainment level.

Assessment of program outcomes provides essential assurance to a wide variety of stakeholders that students have attained required knowledge, skills and attitude and they are ready for employment. The institute has a well-designed mechanism for evaluation of attainment of course outcomes and program outcomes. The process of attainment of COs and POs starts from designing appropriate COs for each course of respective programmes. The outcomes are designed by the respective faculty member by referring to Blooms Taxonomy and are then mapped with Program outcomes of respective Programmes.

Attainment of course outcomes

To measure the students' learning from each course, attainment of course outcomes is calculated.

1. Select the appropriate assessment tools [mid-term examination,concurrent evaluation parameters and semester end examinations]

2. Map the assessment parameters to the course outcomes.

3. Calculate student performance for attainment level

Attainment Level 1: 50% or less students getting 50% + marks.

Attainment Level 2: 50 to 55 % students getting 50% + marks.

Attainment Level 3: 56% & above students getting 50% + marks.

4. Calculate CO attainment level by taking average of all parameters contributing toward attainment.

Attainment of Programme Outcomes

To measure the learning by student at the end of program, program outcomes are calculated. In calculating

POs, 80% weightage is given to direct assessment and 20% to indirect assessment methods.

Direct Assessment: To find PO attainment level through direct assessment, following steps are taken:

1. Correlation between COs and POs on a scale of 1 to 3 is established, 1 being slight (low), 2 being moderate (medium) and 3 being substantial (strong). A mapping matrix is prepared in this regard for every course in the program including the elective subjects.

2. Quantification of values corresponding to mapping done in step one.

3. The averaging values give the program attainment level.

4. Lastly, the normalization is done to get PO attainment level.

Indirect Assessment: Institution has reserved 20% weightage for indirect assessment which is calculated through students' exit survey, employer's survey and alumni surveys.

Overall PO Attainment level is calculated by adding 80% of direct assessment and 20% of indirect assessment.

Every semester end, a meeting is conducted where all the attainment levels are discussed and reviewed by HoDs, course coordinators and Director to evaluate the progress and to identifythe areas to redesign and improvise thereby ensuring robust teaching learning.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

2.6.3 Average pass percentage of Students

Response: 67.34

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

Response: 233

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

Response: 346

File Description	Document
Institutional data in prescribed format	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.28

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 13.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
4.91	2.54	2.63	3.12	00

File Description	Document
List of project and grant details	[View Document]
e-copies of the grant award letters for research projects sponsored by non-government	[View Document]

3.1.2 Percentage of teachers recognised as research guides at present

Response: 14.71

3.1.2.1 Number of teachers recognised as research guides

Response: 5

File Description	Document
Any additional information	[View Document]

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

Response: 0.34

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

Response: 12

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

Response: 178

File Description	Document
Supporting document from Funding Agency	View Document
Funding agency website URL	View Document

3.2 Innovation Ecosystem

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

Response:

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 soundboard and hone their ideas before launching them.

TIMSR Centre for Creativity and Innovation & Entrepreneurship Development Cell: This unique platform nurtures creativity, innovation among students. TCCI & EDC is a hub which encourages thinking and provokes students to generate novel ideas making it truly the "centre" for innovation. The centre has conducted four entrepreneurial workshops with Spring Innovations which include:

1. Ideation – Idea Boot Camp
2. Lean Business Canvas Model
3. Customer Validation
4. Pitch Development

The centre has been instrumental in nurturing intrapreneurial and entrepreneurial calibre of students by conducting a gamut of activities to foster innovation mindset like:

- Panel discussions
- E – Talk (Talks by renowned entrepreneurs)
- 2-Minute Pitch
- Family Business Showcase
- Street Plays
- E Games
- Case study competitions
- Alumni Talk
- Product Symposium etc
- E-school activity: Thinking about Society- Social-entrepreneurial Values
- TiE Conference
- Entrepreneurship Day
- Business Plan Presentation

Curriculum: 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. A novel introduction was adding Creativity and Innovation as a part of course curriculum for PGDM students.

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 faculty and visiting entrepreneurs. In addition to this, there are 3 incubation kiosks that are given to students to run on an annual contract to give 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 Programme: The unique mentoring programme 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. The fortnightly meetings with mentors ensure continuity and mentoring-on-the-go through WhatsApp.

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 faculty, students and staff needs by providing access to online databases like Proquest, J-Gate and EBSCO, more than 29 thousand books and audio-visual material that is constantly updated with latest editions added on a regular basis. Special displays of latest and essential reads like HBR series help create an entrepreneurial ecosystem.

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

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

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

3.3 Research Publications and Awards

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

Response: Yes

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

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Response: Yes

File Description	Document
e- copies of the letters of awards	View Document
Any additional information	View Document

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

Response: 0

3.3.3.1 How many Ph.Ds awarded within last five years

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

Response: 5

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

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

Response: 2.13

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

2018-19	2017-18	2016-17	2015-16	2014-15
68	5	3	1	0

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

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

Response: 0.17

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	01	02	00	03

File Description	Document
List books and chapters in edited volumes / books published	[View Document](#)

3.4 Extension Activities

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

Response:

Institute involves its students in community work. This helps them learn ethical values and understand their responsibilities, and develop as good citizens. Students are also formally taught the virtues through courses like Corporate Governance and Social Responsibility apart from participating in the myriad activities conducted in the institute under the aegis of Social Responsibility Cell - *Samvedna*. The experience of seeing first-hand the challenges in society makes a compelling argument. This also puts them on the path to becoming Mindful Leaders. The institute conducts various activities in its vicinity under the following heads:

Social Activities

A gamut of social awareness activities like blood donation drive, RTO camps, and road-safety awareness through mimes are organized under TIMSR's social responsibility cell *Samvedna*. Students visit the orphanage in the vicinity of the institute, provide support and interact with them. A visit to the old age home is another annual feature where students give the most wanted gift anyone can to the old and aging i.e. time. They spend quality time with the inmates listening to their tales and giving them company thereby lending emotional support.

Community Issues

Faculty and students actively participate in Swachh Bharat Abhiyaan in and around Kandivali East area. The Faculty representatives and student members of the *Samvedna* cell introduce various activities to the students during induction program and ensure their participation throughout the academic year. A lot of need-based programmes are also organized for instance digital India campaign was conducted with the objective of reaching out to the older generation of people in the neighbourhood and sensitizing them about the need and ways of making digital payments after demonetization. Also, sustainability sensitization through sapling donation, tree plantation and eco-friendly practices are also ingrained in students. Many talks and competitions are also organized to encourage students to understand and participate in the social responsibility initiatives.

Social Equity and Gender Parity

TIMSR furthers parity by promoting endeavours by NGOs like BenefitSquare. The NGO supports differently-abled people by promoting the products that are made by them and allowing them to reap the benefits. The institute provided a platform for their products to be showcased and purchased during the annual fest. Also, numerous sessions are conducted from time-to-time to create awareness about women's security and health not just for the students studying in TIMSR but our students then go out and spread awareness among the underprivileged sections of the society. A big impact was created by an effort on #careforher movement where students created awareness among women and girls in the underprivileged section of the society about sanitary care in the nearby slum. They also spearheaded a drive to make the sanitary products available to them by roping in various sponsors. In the recent years, the institute has stopped the practice of giving bouquets to its guests and instead an equivalent amount of money is donated towards the education of the girl child through 'Nanhi Kali.'

File Description	Document
Link for Additional Information	[View Document](#)

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Number of awards for extension activities in last 5 years	[View Document](#)
e-copy of the award letters	[View Document](#)

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

Response: 30

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

2018-19	2017-18	2016-17	2015-16	2014-15
7	8	3	4	8

File Description	Document
Reports of the event organized	[View Document](#)
Number of extension and outreach programs conducted with industry,community etc for the last five years	[View Document](#)

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

Response: 18.12

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

2018-19	2017-18	2016-17	2015-16	2014-15
150	54	225	232	75

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

3.5 Collaboration

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

Response: 232

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

2018-19	2017-18	2016-17	2015-16	2014-15
64	61	44	34	29

File Description	Document
Number of Collaborative activities for research, faculty etc	

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

Response: 50

3.5.2.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

2018-19	2017-18	2016-17	2015-16	2014-15
11	13	12	8	6

18-09-2019 11:07:20

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

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

TIMSR perceives World Class Infrastructure in its vision as:

· ICT Enabled

· Excellent Ambience

· Clean and Green

· Safe and Secure

Institute facilities supersede norms always resulting in zero deficiency report as below:

Sr. No.	Description	Area as per Norms (Sq.Mts)	Area available (Sq.Mts)	Compliance
1	Instructional Area	844	2870.41	100%
2	Administrative Area	670	1030.76	100%
3	Amenities Area	520	719.48	100%
4	Circulation Area	541	3160.5	100%
	Total Built-up area	**2575**	**7672.31**	**100%**

Details of Instructional Area

Sr. No.	Particular	Number of Rooms required as per AICTE (Sqm)	Total area required as per AICTE (Sqm)	Room Available (Sqm)	Total area Available (Sqm)
1	Classrooms	6	396	13	1135.78

2	Tutorial Rooms	2	66	5	228.79	
3	Computer Centre	1	150	4	411.3	
4	Seminar Hall (Study Skill Center)	1	132	1	427.29	
5	Library and Reading Room	1	100	1	558.41	
6	Counseling Room (Additional)	NA	-	NA	61.16	
7	Fintech Lab	NA	-	NA	47.68	
Total		**10**	**844**		**2870.41**	

The building has air-conditioned classrooms, computer labs, tutorial rooms, lecture hall, Study Skill Center, library, ideation room, cubicles for faculty members equipped with computers and internet access. The amenities include Boys' and Girls' common rooms, recreation room, first aid room, student council room, consciousness lab. There is a Center for Creativity and Innovation with co-working space and incubators as well as Entrepreneurship Labs (E-labs).

The campus and building are under CCTV surveillance fitted with 86 Honeywell cameras and digital displays for institute information / notification of activities.

Instructional facilities

Classrooms

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).

Computer Lab

Computers equipped with latest technology (Hardware &Software), four labs with 233 PCs connected with Local Area Network (LAN) and Internet Facility with 55 Mbps bandwidth and WiFi.

Study Skill Center (SSC)

Well equipped for organizing seminars, conferences, training sessions, conclaves, etc with video conferencing facility and live streaming, SSC is digitally controlled with a touch panel, recording facilities and six display screens.

Learning Resource Center (LRC)

LRC (Library) with a seating capacity of 132, has 45400 volumes, 20000 titles (both hard and e-book), 58 journals, 26 magazines, 8 newspapers and 148 CDs against AICTE requirement of 24000 volumes, 2450 titles, 48 journals. There is a dedicated book stand for HBR publications. Remote access is provided for Proquest, EBSCO e-books and ACE Equity. All the books are Radio-Frequency Identification (RFID)

tagged with open access system. LRC has Web OPAC available at http://timsrlibrary.firstray.in/. To boost current affairs reading habit among students, Institute has taken annual subscription of leading newspapers like Mint & Business Standard.

Fintech Lab

Application oriented sessions are done on Financial Technology

Consciousness Lab

Mindfulness sessions are conducted for staff and students

Ideation room

There is a 60-seater discussion room for brainstorming, project assignments, group presentations, etc

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response:

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.

Usage of Indoor Sports facilities

Type of Activity	2014 – 15	2015 – 16	2016 – 17	2017-18	2
Carrom (Girls/Boys) **in Recreation Room**	17th to 20th Dec. 2014	17th to 19th Dec. 2015	19th Jan 2017	17th Jan – 18th Jan 2018	2 2
Table Tennis	17th to 20th Dec.	17th to 19th Dec.	19th Jan 2017	17th Jan – 18th	2

in Recreation Room	2014	2015		Jan 2018	J
Pool **in Recreation Room**	17th to 20th Dec. 2014	17th to 19th Dec. 2015	19th Jan 2017	17th Jan – 18th Jan 2018	J

Outdoor Sports facility

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

Usage of Outdoor Sports facilities

Year Type of Activity	2014 – 15	2015 – 16	2016 – 17	2017-18	
Box Cricket (Girls/Boys) in Playground	17th to 20th Dec. 2014	17th to 19th Dec. 2015	19th Jan 2017	17th Jan – Jan, 2018	18t
Rink Football in Playground	17th to 20th Dec. 2014	17th to 19th Dec. 2015	19th Jan 2017	17th Jan – Jan 2018	18t
Throw ball (Girls) in Playground	17th to 20th Dec. 2014	17th to 19th Dec. 2015	19th Jan 2017	17th Jan – Jan 2018	18t
Tug of War in Playground	17th to 20th Dec. 2014	17th to 19th Dec. 2015	19th Jan 2017	17th Jan – Jan 2018	18t
Volleyball (Girls/Boys) in Playground	17th to 20th Dec. 2014	17th to 19th Dec. 2015	19th Jan 2017	17th Jan – Jan 2018	18t
Cricket in Playground	17th to 20th Dec. 2014	17th to 19th Dec. 2015	19th Jan 2017	17th Jan – Jan 2018	18t
Ground Quidditch in Playground	17th to 20th Dec. 2014	17th to 19th Dec. 2015	19th Jan 2017	17th Jan – Jan 2018	18t

YOGA CENTER

The institute focuses on energizing mind, body, emotion, energy. The Consciousness Lab, especially designed to accomplish 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 Fest - 'Ekatvam' comprising drama, fashion show, dance, singing for students to participate and develop their skills. Institute also celebrates festivals such as Diwali, Christmas, Navratri, Ganpati,etc.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 14

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	[View Document](#)
any additional information	[View Document](#)

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

Response: 7.82

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

2018-19	2017-18	2016-17	2015-16	2014-15
13.22	8.35	25.51	12.05	416.22

File Description	Document
Details of budget allocation, excluding salary during the last five years	[View Document](#)
Audited utilization statements	[View Document](#)

4.2 Library as a Learning Resource

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

Response:

The Library, called 'Learning Resource Centre' (LRC), plays a vital role in the development of any student & teacher by enhancing the cause of education and academic research. LRC provides collection of 45400 books (29621 print books and 15779 e-books), 84 (58 journals, 26 magazines), 148 Audio – Visual Materials to its members. It provides a reading room of 132 students seating capacity with an ideation room (discussion room) of 60 students' seating capacity. It has printing and scanning facility. It circulates Table of Content (TOC) to the readers related to journals. It has digital library with 10 PCs. All books are Radio Frequency Identification Device (RFID) tagged. Timings are 8:00 AM to 10:00 PM from Monday to Saturday and 8:30 AM to 4:30 PM on Sunday.

Salient Features are :

Ø Library Web OPAC @ http://timsrlibrary.firstray.in/

Ø Automated Library Services

Ø Remote access of subscribed e-resources to faculty and students through KNIMIBUS application @ https://timsrmumbai.new.knimbus.com/user#/home

Ø Institutional Repository E.g. Question Paper, Projects, Syllabus on LAN

Ø 132 students seating capacity in reading room

Ø 60 students seating capacity in ideation room

Ø Open Access system

Ø Book bank facility

Ø Print out and scanning facility

Ø Time to time training for using e-resources and library orientation during induction

Ø CAS (Current Awareness Service) – TOC Alert, New Arrivals

Ø SDI (Selective Dissemination of Information) - An info alert service is available, on demand, for faculty members. In this, faculty members are given updates on current affairs in their respective domains.

Ø Digital library for research and academic needs

Ø RFID-coded collection

Ø Wi-Fi enabled

Ø Overnight Issue – Current Issue of Journals / Magazines can be borrowed on Reference card for overnight.

Ø Harvard Business Review book shelf

Ø Foreign language book section

Ø Rare Book Section

Ø Rewards for top readers

·   Name of the ILMS software : **KOHA**

·   Nature of automation (fully or partially) : **Full**

·   Version : **17.11.11.000**

Koha version:	17.11.11.000
OS version ('uname -a'):	Linux s50-63-167-17.secureserver.net 4.4.0-042stab133.2 #1 SMP Mon Aug 27 21:07:08 MSK 2018 x86_64
Perl interpreter:	/usr/bin/perl
Perl version:	5.022001
Perl @INC:	/usr/share/timsrkoha/lib /etc/perl /usr/local/lib/x86_64-linux-gnu/perl/5.22.1 /usr/local/share/perl/5.22.1 /usr/lib/x86_64-linux-gnu/perl5/5.22 /usr/share/perl5 /usr/lib/x86_64-linux-gnu/perl/5.22 /usr/share/perl/5.22 /usr/local/lib/site_perl /usr/lib/x86_64-linux-gnu/perl-base .
MySQL version:	mysql Ver 15.1 Distrib 10.0.38-MariaDB, for debian-linux-gnu (x86_64) using readline 5.2
Apache version:	Server version: Apache/2.4.18 (Ubuntu)
Memcached:	Servers: undefined | Namespace: undefined | Status: unknown | Config read from: Nowhere Note that the right place to define the memcached config is in your $KOHA_CONF file. Currently you do not have a valid memcached configuration defined. | Effective caching method: Cache::Memory
Zebra version:	Zebra 2.0.59 (C) 1994-2014, Index Data Zebra is free software, covered by the GNU General Public License, and you are welcome to change it and/or distribute copies of it under certain conditions. SHA1 ID: c00bfddbf0f3608340d61298acc61dafb167f9b2 Using ICU

 Year of Automation 2013-14

LRC is using KOHA Library Management Software since 2013.

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

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

Response:

TIMSR Library has a section of rare books. These rare books are based on uniqueness or ease of availability.

The topics covered under these collections vary from management to advertising, from accounting to finance and from marketing to economics.

Apart from this, library has a collection of 85 rare books in pdf format, which is accessible throughout the institute on intranet. The coverage of these also includes history, sculpture, philosophy, yoga, etc. While these books are freely available for users, TIMSR has taken the initiative to catalogue them for ease of access

Rare Book Collection

Sr. No.	Acc. No.	Title	Author	Publisher		
1	7046	Showcase of Indian advertising Vol. 1	International Adverting Association.	ICOFIAA		
2	7047	Showcase of Indian advertising Vol. 2	International Adverting Association.	ICOFIAA		
3	15684	Enterprising India	IIFL India Infoline	IIFL		
4	5589	Business: ultimate resource	A&C Black.	A&C Black Pub.Ltd		
5	14023	The oxford history of Indian business	Tripathi Dwijendra.	Oxford University Pres		
6	28055	Accounting	Lothian Niall.	Edinburgh Business Sc		
7	28056	Strategic Planning	Scott Alex.	Edinburgh Business Sc		
8	28057	Quantitative Methods	Targett David.	Edinburgh Business Sc		
9	28058	Marketing	Boyd H.	Edinburgh Business Sc		

10	28059	International Trade and Finance	Fleming Hugh.	Edinburgh Business Sc		
11	28060	Organizational Behavior	Dailey Robert.	Edinburgh Business Sc		
12	28061	Finance	Boudreaux Kenneth.	Edinburgh Business Sc		
13	28062	Economics	Lumsden Keith	Edinburgh Business Sc		
14	5192	Ishwar Dayal on Management Vol 1: organization and administration	Dogra Deepak.	Ane Books		
15	5193	Ishwar Dayal on Management Vol 2: Organizational development and change	Dogra Deepak.	Ane Books		
16	5194	Ishwar Dayal on Management Vol 3 behavioral science application	Dogra Deepak.	Ane Books		
17	5197	Ishwar Dayal on Management Vol 4 public administration and public enterprises: a managerial perspective	Dogra Deepak.	Ane Books		
18	5196	Ishwar Dayal on Management Vol 5 human resources in organizations	Dogra Deepak.	Ane Books		
19	5195	Ishwar Dayal on Management Vol 6 education and training	Dogra Deepak.	Ane Books		

File Description	Document
Any additional information	View Document

4.2.3 Does the institution have the following:

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A. Any 4 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	View Document
Any additional information	View Document

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

Response: 18.15

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

2018-19	2017-18	2016-17	2015-16	2014-15
21.56	17.24	7.40	22.36	22.21

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document
Audited statements of accounts	View Document

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

Response: Yes

File Description	Document
Any additional information	View Document

4.2.6 Percentage per day usage of library by teachers and students

Response: 12.59

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

Response: 109

File Description	Document
Any additional information	[View Document](#)

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

TIMSR provides latest technology, which is upgraded on 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 233 computers

3.	Upgraded Tata Teleservice leased line for Internet

4.	Remote access facility for Library databases

6.	TV display screens in Institute for stock market and placement updates.

7.	Fintech lab to facilitate practical learning

8.	CCTV Surveillance with recording facility

9. Institute server is secured through Firewall with Data Backup facility

10. In-house developed software for online attendance thereby generating monthly attendance reports

11. ERP purchased for automation of administrative and academic processes

10.	Mentoring- on- the- Go (MOG)- Constant communication connecting Mentor and Mentee for real-time solutions through WhatsApp

 IT Updation

Sr.no	Details	Nature of Updation	Date of
1	Internet bandwidth	upgraded from 8 Mbps to 10 Mbps to 12 Mbps to 16 Mbps to 55 Mbps	03/09/20

2	20 new computers purchased	Configuration of the computers in the Institute upgraded from dual core to i7 processor	04/08/20
3	Edu campus (Office 365)	Upgraded	01/04/20
4	ERP	Organization Module, Academic Module, Exam Module, Fees Module, Student Module	2017
5	Application for maintaining Attendance	In-house software developed by TIMSR	27/06/20
6	CCTV	New Installations	01/04/20
7	Exam Manager	New Installation – Upgrade	24/03/20

File Description	Document
Any additional information	View Document

4.3.2 Student - Computer ratio

Response: 2.73

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)
>=50 MBPS

35-50 MBPS

20-35 MBPS

5-20 MBPS

Response: >=50 MBPS

File Description	Document
Any additional information	View Document

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

Response: Yes

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document
Any additional information	View Document

4.4 Maintenance of Campus Infrastructure

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

Response: 7.59

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

2018-19	2017-18	2016-17	2015-16	2014-15
105.93	50.56	31.60	140.28	147.56

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts.	View Document

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

Response:

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

Maintenance

List of AMC vendors

TIMSR AMC Details		
Sr.no	Description of Material	Vendor

1	Air Conditioner	Airserve Hvac Systems L.L.P.
2	Lift	Kone Elevator Pvt. Ltd.
3	Pest Control	BE-GON Pest Control Services
4	FAAC Make Sliding Gate No 8	Absolute Automation
5	Water Cooler	Airserve Engineering
6	Fire Extinguishers	Rarico Fire Engineers
7	Water Tank Cleaning	Anjali Aqua Services
8	Attendance Machine	STJ Electronic Pvt. Ltd. Savior
9	House Keeping Services	Hindustan Facilities
10	Alarm System	Viva Enterprise
11	EPBX	Speedo Communications
12	AV System (SSC & Boardroom)	Actis Technologies.
13	CCTV	Auto control System
14	Microsoft cloud campus	Crystal Technology
15	Internet Server	Tata Teleservice
16	Kaspersky Antivirus	ABC Comnet
19	ERP	Word Pro
20	Firewall	Pentagon Systems Pvt ltd
21	UPS	Global Techno Pvt. Ltd.

Utilization

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

- Dedicated classrooms and tutorial rooms are allotted for various programmes as per time table.
- Computer labs are utilized by prior intimation to lab staff. The labs are kept open for 8 hrs from Sunday to Wednesday and for 12 hrs from Thursday to Saturday.
- Study Skill Center and Lecture hall are utilized for events with prior intimation and booking.

- Library facility is available to students and faculty on all seven days for reading, project work, research etc.
- Sports Ground and recreation rooms are available to host sports
- Board Room is available to hold meetings of various cells and committees
- College vehicles are available for official visits.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 2.76

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

2018-19	2017-18	2016-17	2015-16	2014-15
53	34	13	02	11

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	[View Document](#)
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	[View Document](#)

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

Response: 0.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
04	04	00	00	00

File Description	Document
Any additional information	[View Document](#)

5.1.3 Number of capability enhancement and development schemes –

    1.For competitive examinations
    2.Career counselling

> 3.Soft skill development
> 4.Remedial coaching
> 5.Language lab
> 6.Bridge courses
> 7.Yoga and meditation
> 8.Personal Counselling

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: A. 7 or more of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Any additional information	View Document

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

Response: 58.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
478	477	479	472	467

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

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

Response: 29.31

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

2018-19	2017-18	2016-17	2015-16	2014-15
240	238	239	240	238

File Description	Document
Details of the students benifitted by VET	View Document
Any additional information	View Document

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

Response: Yes

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document
Any additional information	View Document

5.2 Student Progression

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

Response: 55.81

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

2018-19	2017-18	2016-17	2015-16	2014-15
213	204	186	179	158

File Description	Document
Self attested list of students placed	
Details of student placement during the last five years	

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

Response: 0

5.2.2.1 Number of outgoing students progressing to higher education

File Description	Document
Details of student progression to higher education	

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

Response: 80

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

2018-19	2017-18	2016-17	2015-16	2014-15
4	3	4	1	0

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

2018-19	2017-18	2016-17	2015-16	2014-15
4	3	4	1	0

File Description	Document
Upload supporting data for the same	
Number of students qualifying in state/ national/ international level examinations during the last five years	

5.3 Student Participation and Activities

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

Response: 12

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

2018-19	2017-18	2016-17	2015-16	2014-15
12	0	0	0	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	[View Document]()
e-copies of award letters and certificates	[View Document]()
Any additional information	[View Document]()

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

Response:

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 selected representatives of student body and its officer bearers are General Secretary, Joint Secretary and Class Representatives.

Student Council represents the interests of the students as voice of the student body to participate in discussions and decisions that affect the student community. The purpose of the student council is to give students an opportunity to develop leadership qualities. In addition to planning events that contribute to TIMSR spirit and community welfare, they help share student ideas, interests and concerns with the school wide community. A dedicated space is allocated to Student Council.

Objectives

- To sensitize students towards participative management and collaborative decision making

- To inculcate self-management, leadership and discipline through co-curricular and extracurricular activities
- To develop an appreciation towards concepts of fair play, honest competition and good sportsmanship
- To sensitize and make the students aware to participate in Professional Societies/chapters and organizing management events
- To increase the participation

The Student Council helps organize and execute various activities like College Fest, Guest Sessions, Global Immersion Program (GIP), Conferences, Training, Industrial Visit, and National Festival Celebrations at the institute, which are arranged and coordinated by the students under the guidance of Faculty. 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 preparation of budget and tracking expenditure.

Students' Representation on Institution Bodies

TIMSR has following academic and administrative committees formed, which work with the student representatives:

- Anti-ragging committee
- Entrepreneurship Development Cell (EDC), TIMSR Center for Creativity and Innovation (TCCI)

- Social Responsibility Cell – *Samvedna*
- Placement Committee
- College Development Committee (CDC)
- Newsletter Student Editorial Board

File Description	Document
Any additional information	[View Document](#)

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

Response: 2

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

2018-19	2017-18	2016-17	2015-16	2014-15
2	2	2	2	2

File Description	Document
Report of the event	View Document
Number of sports and cultural activities / competitions organised per year	View Document
Any additional information	View Document

5.4 Alumni Engagement

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

Response:

The Institute has registered Alumni Association, Registration. No - F72096 (Mumbai). Meetings are organized twice a year to network and collaborate with the Alumni, to take feedback, to improve functioning and services of institute. The role of 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 strong association between TIMSR and its Alumni
- To involve alumni in institutional developmental activity
- To organize Alumni meets, Reunions, and other developmental activities for the alumni community

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, alumni & current students of TIMSR.

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 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 expertise and to share experiences of the corporate world

Vivas: Alumni are invited to be a part of the panel for 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	Document
Any additional information	[View Document](#)

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

? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: <1 Lakh

File Description	Document
Any additional information	[View Document](#)
Alumni association audited statements	[View Document](#)

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

Response: 3

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

2018-19	2017-18	2016-17	2015-16	2014-15
2	1	0	0	0

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years	View Document
Any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

TIMSR was established in the year 2002 under the aegis of Thakur Education Group to promote quality holistic education for all. It is governed by a board of trustees with Chairman at the helm of affairs and Governing Council, Advisory Board, and College Development Committee giving key inputs. CEO, COO & Director look after the smooth functioning of the organization. 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 organisation.

World Class, Enabling Environment: The joyful working environment with its open-door work culture and aesthetically excellent ambience 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 programmes, certifications, bridge-courses, guest speaker series, field visits, internships, global immersion programmes etc. in association with industry & 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. The institute has incorporated various specialized courses to further a sense of social responsibility in the new-age managers and leaders like Corporate Social Responsibility, Change Management, Environment Management and CSR along with myriad co-curricular activities that are taken up by students under the aegis of 'Social Responsibility Cell' that conducts year-round activities for upliftment of neighbouring community 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 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 teaching departments, administration, library and support departments) to the Governing Council. After due discussion, the approved plans are deployed.

Participation of the teachers in the decision-making bodies of the institution. 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	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

6.1.2 The institution practices decentralization and participative management

Response:

The Institute is governed by the Board of Trustees & headed by 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 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.

Case: Curriculum Design

The curriculum review and design process starts by taking feedback in an ISO prescribed format from students who have undergone that course. The faculty who has taught the course compiles the feedback and collects additional feedback from relevant stakeholders. The consolidated report is sent to the HOD who in turn collects the reports for all courses and sends to the Programme Planning Team for compilation. The team then redesigns the syllabus keeping the feedback and industry requirements in mind. The revised syllabus is then presented to the Advisory Board for their suggestions. After the suggestions have been incorporated, the final draft is presented in the Governing Council for final approval and validation.

This highlights that the Director has been given autonomy and day-to-day administration is guided by compliance to the regulatory, affiliating and certifying bodies.

The Director in-turn provides academic flexibility to HODs to design their courses, programme curriculum, training, and additional certification programmes needed for student growth. The Institute proactively seeks inputs from all stakeholders about the relevancy of the curriculum. Since compliance to the curriculum is mandatory, recommendations from students, alumni, industry regarding current managerial practices, industry trends etc. are implemented through co-curricular activities such as bridge courses and short-term courses. Members of the Advisory Board include Director, HODs, alumni, entrepreneurs, and national & International industry experts. Also, autonomy is given to Key Responsibility Area (KRA) holders for designing proposals and executing them.

Not only this, decentralization is practiced by empowering the students to take up leadership roles through Class Coordinatorship, members of the Student council and Programme owners during various co & extra-curricular events.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

6.2 Strategy Development and Deployment

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

Response:

Sample Activity: Global Connects

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 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 network with foreign consulates and engage in exchanges on a sustainable basis

·   To enhance entrepreneurial endeavors in alliance with Global partners

·   To develop a Global citizenry among the students

Since then many milestones have been achieved. Following are the highlights of the achievements**:**

1.   Memorandum of Understanding signed with International colleges and universities of repute across the globe 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 Canada

11. Research conferences

12. Foreign Language Programmes in Chinese Mandarin, German, Japanese, and Spanish

13. Programmes, visits, and talks in association with various Consulates

14. Introduction of foreign languages (German, Chinese Mandarin, Japanese) as a course in PGDM curriculum

File Description	Document
Any additional information	[View Document](#)
Strategic Plan and deployment documents on the website	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response:

The organogram 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 day to day running 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	Document
Any additional information	View Document
Link for Additional Information	View Document

6.2.3 Implementation of e-governance in areas of operation

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

A. All 5 of the above

B. Any 4 of the above

C. Any 3 of the above

D. Any 2 of the above

Response: A. All 5 of the above

File Description	Document
Screen shots of user interfaces	[View Document](#)
ERP Document	[View Document](#)
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	[View Document](#)

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

Response:

Activity: Faculty PhD Support as Proposed in Governing Council

In TIMSR, the senior leaders use the strategic long- and short-term goals, directions from the Governing Council, College Development Committee, and Advisory Board to form the basis of identifying actions. The institute uses a variety of formal and informal approaches to communicate key decisions, encourage frank, two-way communication and create an agile atmosphere to attain the vision of the institute. With this spirit when in a Governing Council meeting in 2014, it was suggested that faculty should be encouraged to take up research work on a larger scale and complete PhDs by providing monetary as well as non-monetary support, the institute promptly got into action to create a policy that enables faculty to take up research and complete PhD. Following steps were taken to foster a research culture:

1. The Sponsorship for Higher Studies and Sponsorship for Seminar/Workshop/Conference/Paper Presentation policies were promptly brought into place. These policies allowed various benefits to faculty like special leave for PhD studies, flexibility in meeting guide and visiting the libraries. Sponsorship for attending conferences and workshops motivated the faculty to participate in such developmental activities.

2. More than 6 faculty members have completed their PhD since 2015.

3. In January 2015, during the International Conference, the Research Cell was inaugurated to create a conducive environment for pursuing research.

4. Dedicated library hours were allocated in the weekly schedule to help faculty balance their various academic commitments.

5. In the AY 2015-16, EBSCO e-books were subscribed to.

6. Membership of American Centre library was taken in the year 2017.

7.   In July 2016 one faculty was promoted to the higher cadre of Professor.

8.   2 faculty members were promoted to the higher cadre of Associate Professor in the year June 2017.

9.   In 2018-19, specialization specific research conclave was initiated to promote research culture among students and the first Finance Conclave was conducted.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

6.3 Faculty Empowerment Strategies

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

Response:

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 ambience conducive for learning and development.

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

b.   MDP and Consultancy

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, Zumba

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**: Developmental activities like talk by a medical practitioner on 'Getting Rid of Toxic Emotions at Work' for promoting holistic wellbeing; 'Balance for Better' aiming for gender parity, session on self-defense techniques.

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

4.   **Employee Engagement Initiatives:** Employee Sports, Birthday & Anniversary wishes on email, Birthday cake cutting, Lunch meets to enhance bonding, Gratitude day, Celebration of Festivals – Navratri, Diwali, Christmas etc., Health Camps, 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 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	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response: 14.09

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

2018-19	2017-18	2016-17	2015-16	2014-15
8	10	03	03	01

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

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

Response: 9

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

2018-19	2017-18	2016-17	2015-16	2014-15
7	9	7	7	15

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	[View Document](#)
Any additional information	[View Document](#)

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

Response: 6.78

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

2018-19	2017-18	2016-17	2015-16	2014-15
6	1	0	1	4

File Description	Document
Details of teachers attending professional development programs during the last five years	[View Document](#)

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

Response:

TIMSR believes that performance management is an ongoing process aimed to improve 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 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 in Institutional development

·   Developmental Activities and Research & Publications

All these measures ensure synchronization between faculty endeavours and management expectations. The review process ensures not only 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 biannually and the evaluation is based on delivery of assigned tasks, compliance with Code of conduct, general behavior, attitude, communication, punctuality, and willingness to participate in additional areas and activities.

File Description	Document
Any additional information	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

INTERNAL AUDIT

The institute has a mechanism for internal and external audit. We have our own internal audit mechanism where internal audit is an ongoing continuous process to check the entire recurring & non-recurring Income and Expenditure of the Institute each year. A thorough audit is done by the chief financial officer (CFO) on continuous basis for all approvals and sanction given by the management. The institute then prepares and submits the detailed accounts to the external auditors.

Important checks & verifications by the CFO:

· Internal Audit is done at regular intervals to check the accounts including recurring & non-recurring income and expenditure and keeps the management informed suitably about the inflow of fee and amount required for release of funds etc

· To ensure that all the requirements for submission of detailed accounts to the external auditors are complied

· To continuously monitor the utilization of expenditure with sanctioned Budget

EXTERNAL AUDIT

The Management has appointed qualified external auditors to check and verify all the accounts of the institute and certify the same in the audit report. The system of audit by the external auditors includes audit

on six monthly basis. The final report is prepared on the basis of yearly report.

Important checks & verifications by the External Auditors:

· 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

· Other relevant issues

The Objections/ clarifications are sought by the external auditors during the process of audit and these closed promptly in order to complete the audit procedure in time.

File Description	Document
Any additional information	[View Document](#)

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

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

Response:

TIMSR is a self-financing institute hence the mobilization of funds is mainly based on the tuition and development fee 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 & Fixture 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 fee. 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 release of payment. Bills and vouchers for maintenance etc items are checked by the concerned unit before the release of funds. There is well designed process for purchase by inviting quotations and by buying items of required quality. The statement uploaded shows optimum utilization of funds by the institute.

File Description	Document
Any additional information	View Document

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

TIMSR instituted IQAC in July 2018 with the objective to foster creative ideas for furthering quality in the

management education space in the institute. To that end, sincere efforts are made to institutionalize the best practices that enhance the quality offered. Two such activities institutionalized are:

I. Conclave

Conclave was initiated with the objective of making the knowledge of latest trends and best industry practices available to students as a tool for specialized skills. Knowledge of contemporary arenas helps students be better prepared for the corporate world. With this in mind, HR conclave was conducted on 25th August 2018 on 'HR Analytics.' Conclave for Finance was conducted on 16th February 2019 on the theme 'Horizon 2020 – Ever-changing Financial Landscape.' The conclave saw a meeting of minds where industry stalwarts from various companies discussed the challenges and emerging innovative practices in the field of Finance. Various industry veterans participated in the two sessions on 'Emerging opportunities and Challenges in the Finance Industry' and 'Emerging Role of Fintech in Finance Sector.' The Conclave provided opportunity not only for Industry-institute interaction but also fostered a deliberation with the most current topics. Conclaves were a massive success and provided the perfect platform to students to meet, interact, network, and learn from the industry's best.

II. Daily Mindfulness Sessions

The intensive 2-year management programme comes with its own rigours and presents a challenge of a different order to the students. The pressures of the programme make it imperative to provide students a solution to cope well. TIMSR's Daily Mindfulness Sessions through meditation were instituted to provide a coping mechanism to students that would allow them to pause and take a deep breath, quite literally, to have a sense of calm wash over them in the middle of the day's activities. It is a balancing act that teaches students to use the power of breath to harmonize body and mind and bring consciousness to the present moment. It helps improve concentration and brings focus to the task at hand thereby improving participation and performance. It also helps still the mind and enables students to be better prepared to handle high stress situations like public speaking, presentations, stress interviews etc. Mindfulness sessions are woven into the time table and are conducted by the faculty present in the class thereby becoming an atomic habit in students. This helps foster a deeper inter-personal connection too between the faculty and students leading to a better interaction and hence better learning. The same is followed by faculty and staff in 'Consciousness Lab' carefully designed for better productivity of all.

File Description	Document
Link for Additional Information	[View Document](#)

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Response:

Following are the two reforms brought in by IQAC:

A) Mentoring Mechanism

Mentoring is a core responsibility of facilitators in the education space. It allows students to soundboard their ideas and openly share thoughts. Mentors may be academic experts or corporate stalwarts but their core responsibility remains to provide guidance, motivation, support, and direction to their mentees. Since the management programme is more dynamic and requires students to master a wide range of subjects in a short time span, it is helpful for students to have a guiding force channelizing their energy, keeping them on tack and resolving their dilemmas. With this objective, the institute brought in changes in its mentoring mechanism to make it more intensive and impactful. While the earlier mentoring system kept the discussion points generic and left it to the discretion of the mentor to provide support in any form required by the mentees, the new mechanism has a wide range of points that the mentors must keep tabs on in their meetings with their mentees. There is more than academic performance and mental wellbeing that needs to be catered to for management students. Therefore, a more extensive list of items to be discussed was created by the IQAC from the academic year 2018-19. Following were the changes brought-in in the mentoring process:

1.   Assigning mentors at the start of the programme

2.   Dedicated time slot for mentoring in the time –table to make it convenient for students to have a tête-à-tête with their mentors

3.   Maintenance of data in soft copy fashion to ensure convenience of storage, reference and tracking progress

4.   Discussion and guidance on sectoral preference

5.   Tabs on Summer Internship and Executive placement

6.   Check on additional trainings attended

7.   Tabs on books read

8.   Placement preparation

9.   Research projects and live projects undertaken

10. Academic progress

11. Any other personal issues to be addressed by counselor

All these endeavors further a better connect between the mentors and mentees thereby ensuring personalized attention to every student. The mentors take the process a notch above by not just being available in the designated hours but also during personal time through mentoring-on-the-go. The mentees may get in touch with the mentors during non-office hours in case of a pressing concern, an important interview or a particularly tedious situation. This gives them the sense of being 'looked after' knowing that in case of need, they have someone to turn to. All these efforts have been instituted to finally improve student morale and performance.

B) 40% Syllabus Coverage before Mid-term Exams

The institute is quality conscious and has always had the practice of monitoring the academic processes. The practice of monthly syllabus coverage report has been a part of ISO audit from the very beginning. But an additional measure was put in place by the IQAC in the Academic year 2018-19 – to ensure that 40% syllabus is covered in every course before the mid-term exam. The need for instituting a fail-safe arose to counteract any delays arising from confounding variables like shifts in training/ certification courses, and other unforeseen circumstances. The mid-term exam gives students a preview of the final exam and allows them to prepare for a big chunk of the curriculum. The evaluation of their performance also gives them an understanding of how they need to improve their performance in the term-end examinations. Therefore, it was imperative to ensure that no exigent circumstances would dilute the stringency of the exam and a minimum portion of syllabus is covered across all courses. The Course Coordinator ensures to keep a close check on the process and schedules additional lectures for the courses where the syllabus is below the designated percentage. Following are the advantages of the additional measure:

1.   Better monitoring

2.   Greater control

3.   Parity in syllabus coverage

4.   Increased efficiency in teaching-learning-evaluation processes

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	[View Document](#)
IQAC link	[View Document](#)

6.5.4 Quality assurance initiatives of the institution include:

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A. Any 4 of the above

File Description	Document
e-copies of the accreditations and certifications	[View Document](#)
Details of Quality assurance initiatives of the institution	[View Document](#)
Annual reports of institution	[View Document](#)

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

Response:

1.   Internationalization Process

2014 marked the beginning of the internationalization process of TIMSR with Memorandum of Understanding signed with four different institutions in three countries. Since then the partnerships have grown exponentially to include 12 MOUs with various government bodies, Universities and institutes in countries like UAE, Canada, Singapore, Australia, Spain, United Kingdom, New Zealand, and USA. This has given TIMSR a platform for exploring joint research ventures, student and faculty mobility programmes. It has opened doors for collaborative work and global exposure through global immersion programmes, certifications, guest lectures by invited faculty from abroad and cross-cultural exchange.

2.   Global Immersion Programme

The Global Immersion Programme (GIP) was launched in the year 2013 to provide a global perspective and a new lens to students to understand the business environment in the international context. Therefore, a robust programme that immerses students in different cultures, takes them outside their comfort zone and helps broaden their horizons was implemented. Since then, each year GIP has been conducted in collaboration with foreign partners to locales like Dubai, Singapore, and London with many other counties in tow.

3.   TIMSR CAP- Career Action Plan

In 2017, TIMSR instituted a new career action plan that helps prospective leaders gain insights and wisdom through a six-step process:

1.   Know yourself

2.   Access your capability

3.   Design your career plan

4.   Get in action

5.   Review your action

6.   Lead mindfully

4.   ERP

In 2018, the institute upgraded to ERP - enterprise resource planning (ERP) software which is a cloud-based automation system/ software which manages the entire administration, campus operations, and academic management in an efficient way.

5.   Average Package

The average package of students has gone up from 3.3 Lakh in 2014 to 4.5 Lakh in 2019 and the highest package has increased from 7.2 Lakh in 2013-15 to 10 Lakh in 2017-19.

6.   Number of Companies

The number of companies coming for placement has gone up from 92 in the year 2014 to 226 in 2018.

7.   Educational Architecture

The institute upgraded its infrastructure in the year 2014 with addition of smart class rooms, ideation rooms, common rooms for students, separate faculty rooms for each domain, conference rooms, and Study skill centre equipped with advanced recording and videoconferencing facilities, FinTech Lab, and Consciousness Lab. The campus today boasts of a truly world class, cutting-edge infrastructure with great learning ambience.

8.   International Placement

Students of TIMSR have been placed internationally as well in countries like Dubai and Canada and many others have moved to senior positions abroad.

9. Faculty Cadre Ratio

The faculty cadre ratio has improved tremendously in the last 5 years with the present ratio including 2 Professors, 5 Associate Professors and 23 Assistant professors.

10. Research

The number of faculty with PhD has gone from six in the academic year 2014-15 to fifteen in 2018-19.

11. Foreign Language

Foreign language training to include multiple languages like German, Spanish, Chinese Mandarin, and Japanese.

File Description	Document
Any additional information	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 10

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

2018-19	2017-18	2016-17	2015-16	2014-15
4	2	2	1	1

File Description	Document
Report of the event	[View Document]
List of gender equity promotion programs organized by the institution	[View Document]

7.1.2

  1.Institution shows gender sensitivity in providing facilities such as:
    1.Safety and Security
    2.Counselling
    3.Common Room

Response:

The institute does not differentiate between male and female students/staff and faculty and provides equal opportunity to all. Adequate care is taken to ensure 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.

Safety and Security – Following measures are taken to ensure staff and student safety at all times:

·   Display of emergency contact numbers

·   Sick Room with first aid kit

·   CCTV Surveillance throughout the campus including in lifts for safety and security purpose

·   Robust security system with multiple checks at entry points, manned by both male and female security personnel, for all persons and vehicles

·   High boundary walls and gated campus ensure safe and carefree environment free from external nuisance

·   Peons 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 etc.

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

Counselling

The institute has a designated counsellor who is adept at handling the routine issues pertaining to personal and professional spheres of students. Other than that, a vigorous mentoring programme keeps the students connected with their mentors who can keep tabs on their academic and professional growth thereby addressing problems and helping their mentees reach their goals. The weekly meetings and mentoring-on-the-go (MOG through WhatsApp), ensures that mentors are apprised of any challenges that their mentees may be facing and can provide real-time solutions to them. Counselling sessions are provided to help students unburden themselves and shed baggage to keep striving for greater achievements. Personal grooming tips given by the mentors allow students to get personalized feedback towards improvement.

Common Room

Adequate space is available for 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, 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 to students to partake in activities like carrom, 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	Document
Any additional information	View Document

7.1.3 Alternate Energy initiatives such as:

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

Response: 0

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

7.1.3.2 Total annual power requirement (in KWH)

Response: 384

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document
Any additional information	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 44.76

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

Response: 23.37

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 52.211

File Description	Document
Details of lighting power requirements met through LED bulbs	View Document
Any additional information	View Document

7.1.5 Waste Management steps including:
- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

Response:

Solid Waste Management:

The institute has taken measures to ensure that the solid waste items generated in the campus including waste paper, plastic, wood, metals, glass etc items are collected in the dustbins marked as DRY WASTE 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. Old news papers, discarded pamphlets, books etc. are donated to charitable organizations. To save environment the tree leaves are not burnt.

Liquid Waste Management:

The Institute does not generate any dangerous liquid waste. The waste water from wash rooms 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.

On the basis of the regulations issued by the Ministry of Environment, Forests and Climate Change, the Maharashtra Pollution Control Board (MPCB) have prescribed guidelines for management of E-waste through firms registered and authorized to handle e-waste disposal/recycle. The Institute has disposed of the relevant items through one of such firms, namely, Envirocare Recycling Private Limited.

Also, a team of the Institute conducted an e-waste Collection Campaign in collaboration with CROMA (Infinity Retail) and handed over the e-waste items to CROMA for disposal.

File Description	Document
Any additional information	[View Document](#)

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

Rain water harvesting

Storing rainwater from roof-tops is one of eco-friendly method of augmenting ground level water. The rainwater that falls on institutes roof top and property is stored in tank to utilise it for various purposes like watering plant and firefighting. With depleting groundwater levels and fluctuating climatic conditions, the rain water utilisation method goes a long way to help reduce these effects. Rainwater storage helps to reduce the dependency on treated water from corporation, which is needed for more important and appropriate use.

Rally for Rivers

The institute took part in the rally conducted by Isha foundation as a part of campaign.

Water conservation in the campus

- Institute emphasizes on the significance of water conservation and explains to all students, faculty and staff members the importance of preserving and saving it by way of poster displayed in washrooms notifying to use water consciously.
- The institute has launched a video on 'save water' on digital media platform to build awareness among the students.
- The rainwater that falls naturally on the roof and ground is stored in the underground water tank around the building. The tank size is 244.63 m?2. This stored water is used for gardening and washing, fire fighting, etc. in turn reducing the need for water from corporation.
- Students at our campus are encouraged to use water wisely and only when necessary. The staff also acts vigilantly upon witnessing any wastage and take necessary action to stop it.

File Description	Document
Any additional information	[View Document](#)

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

Response:

The Institute follows green practices to contribute towards improvement in environmental quality, decrease waste and conserve natural resources and energy. Running an environment friendly institute helps positive impact on the environment as well provides training for students, faculty and staff to become responsible citizens of the world. The following steps contribute towards adoption of Green Practices:

Transportation

a) Bicycles - Institute encourages use of bicycles as an eco-friendly mode to commute. Institute provides support staff with Bicycles for official work. Nearly 80% of supporting staff and some students ride bicycles for coming to the institute.

b) Public Transport - Nearly 80% of staff (teaching and non-teaching) use public transport like city buses, local trains, auto-rickshaws and taxis instead of using their own vehicles

c) Pedestrian friendly roads – The city has marked pedestrian walkways and the individuals living nearby are encouraged to walk rather than use their motored vehicle for a short distance travel.

These measures lead to reduction in the number of motored vehicles on the road. These options not only help the environment but also turn out to be a pocket friendly Living in the city.

Plastic free campus

The faculty, staff and students have been informed that the use of Plastic is banned in the campus except the permitted quality as prescribed in the government norms. They are advised to adopt this environment friendly practice.

Paperless office

The use of papers leads to deforestation and has adverse effect on the environment. The Institute, therefore, decided to develop 'paperless office' by use of ICT for its work flow, correspondence, compilation, retrieval and storage of data. A few advantages of use of electronic documents include:

· Fast transmission by email etc.

· Saving of time and improves effeciency

· Saving of space for storing paper files.

· Avoid misplacement of files / documents

· Encourages all concerned to be computer savvy

Accordingly ERP system is installed in the Institute to have paperless office for processes like planning and development, administration, finance and accounts, student admissions and examination etc. The printing is done for essential documents. The most important impact is on the tools and pedagogy of teaching learning process and development of soft ware. The other steps taken include e-newsletter, e-brochure for placements, e-brochure facility for admission, E-library etc. The institute has devised its own staff developed software program to track students' attendance making it robust.

Green landscaping with trees and plants

Institute's vision is to provide world class environment and in TIMSR one of the parameter to accomplish the same is green environment. Hence, the entire campus is lush green with lots of trees and plants not only outside the building but also beautified with potted plants on each floor. Unique feature is the 'snake' plant whose property is to purify the air, which curbs pollution on campus.

File Description	Document
Any additional information	[View Document](#)

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

Response: 0.04

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

2018-19	2017-18	2016-17	2015-16	2014-15
0.144	0	0	0	2.62

File Description	Document
Details of expenditure on green initiatives and waste management during the last five years	[View Document](#)
Any additional information	[View Document](#)

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

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

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: B. At least 6 of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document
Any additional information	View Document
link to photos and videos of facilities for Divyangjan	View Document

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

Response: 3

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

2018-19	2017-18	2016-17	2015-16	2014-15
1	2	0	0	0

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	View Document
Any additional information	View Document

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

Response: 2

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	2

File Description	Document
Report of the event	View Document

7.1.12

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

Response: Yes

File Description	Document
Any additional information	[View Document](#)
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	[View Document](#)

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

Response: Yes

File Description	Document
Provide URL of website that displays core values	[View Document](#)

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

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	[View Document](#)
Any additional information	[View Document](#)

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

Response: Yes

File Description	Document
Any additional information	[View Document](#)

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

Response: Yes

File Description	Document
Any additional information	View Document
Provide URL of supporting documents to prove institution functions as per professional code	View Document

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

Response: 25

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

2018-19	2017-18	2016-17	2015-16	2014-15
10	7	3	4	1

File Description	Document
List of activities conducted for promotion of universal values	View Document
Any additional information	View Document

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

Response:

Independence Day & Republic Day - 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 followed by skits/ plays by students on national and social themes. All the faculty, students and staff were served snacks and tea after the program.

Constitution day - Constitution Day i.e. 'Samvidhan Diwas' is celebrated at TIMSR on the 26th November. There is oath ceremony followed by activity like essay writing competition to promote ideation on the principles and values laid down in the Preamble.

Youth day - On Birth Anniversary of Swami Vivekananda, we celebrates National Youth Day on January 12

Gratitude Day – The TEG has decided to celebrate 12th April as Gratitude Day every year. The Trustees along with the family members join the employees to celebrate and reaffirm their commitment to improve the image of Group and Institutions. Management organized grand lunch for faculty and staff on that day.

Teachers' day - Teachers' day is celebrated on 5th September, students acknowledge the contribution of teachers in their lives to shape and prepare them to serve the society, and salute them for their selfless services.

Yoga day - TIMSR celebrates Yoga Day on 21st June, every year to bring peace, harmony and happiness to the participants. This includes performance of yoga asanas by faculty members under faculty guidance to reinforce the benefits of yoga for physical and mental well-being

Women's Day - The day is celebrated with an aim to highlight global drive to eliminate discrimination against women. It focuses on the women's participation and contribution in Nation Building activities. Eminent women personalities are invited for sharing experiences.

Diwali - Diwali is celebrated as festival of lights and gifts. TIMSR Management had arranged for gifts for all faculties's and staff and then celebrated this auspicious day with traditional sweets, music, games, diyas and Rangoli. After the celebration management had organized refreshments and snacks for the faculty and staff.

Christmas – TIMSR celebrates Christmas with the students, faculty and staff, including events of fun and games followed by music and dance. The gifts are distributed by the Santa.

Navratri - Staff and Students congregated in the campus to celebrate Navratri by partaking in Garba dance.

Ganpati Festival –The faculty, staff and students celebrate 'Ganpati Festival' with joy and devotion. An

important aspect of the festivity is the dance with Dhol music.

National Unity day - Rashtriya Ekta Diwas or National Unity day is celebrated every year on 31st October to commemorate the birth anniversary of Sardar Vallabhbhai Patel who played a great role in unifying the country.

Holi – The festival of colors was celebrated with great enthusiasm by faculties and staff. They had lots of fun playing with organic color. Celebrations were accompanied by refreshments and snacks. Holi strengthens the bond of unity and makes us stronger as a family.

File Description	Document
Any additional information	[View Document](#)

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

Response:

Financial

TIMSR is Un-aided Private Institute, with fee collected from students as the main source of income. The amount of fee is regulated by Fee Regulating Authority for MMS Program and institute fixes the fee for PGDM program based on the similar norms. These fees are announced in the institute brochure and website accessible to stake holders and are collected through DD. Based on the requirements of all departments / sections including administrative, academic and auxiliary activities, the institute prepares budget which is approved by CDC and Governing Council and finally by the management. The salary and non salary components are as per standard norms for incurring expenditure. Salary is paid directly to the bank accounts of the employee. The income and expenditure accounts are subject to internal and external audit.

Academic

The curriculum of MMS program is prescribed and published by University of Mumbai and displayed on their website. The PGDM curriculum is prepared by the institute in consultation with the Advisory board (Including stakeholders feedback), and Governing council. These are displayed on the institute website and printed in the brochure.

The Academic calendar is prepared by Heads of department and academic co-coordinator followed by preparation of Semester Plan. The same is reviewed and duly approved by HODs and HOI. The same is implemented as per following criteria:

a)   Prescribed syllabus

b)   Dissemination of Program and Course outcome

c)   Resource Mapping

d)   Time Table

e)   Pedagogy

f)   E learning tools used

g)   Continuous Internal Evaluation

h)   End Semester Examination

The answer sheets are shared with the students in a transparent manner. The students' feedback is taken for the academic process for improvements.

Administration

Follow Regulations of Statutory, Regulatory and Affiliating bodies.

TIMSR maintains transparency in all its administrative processes which includes annual returns for continuation & extension of approval from AICTE and affiliation from University of Mumbai (UOM) from.

Recruitment /Appointments

As per processes laid down by AICTE/UGC / University and DTE which includes issue of advertisements as per prescribed qualification, experience, pay scale; Selection process; appointments including service rules.

ISO

All institution processes are followed as per ISO 9001:2015. Internal and external audits are conducted as per procedure to maintain transparency.

Auxiliary

Auxiliary functions supplement the academic function and outcome in long run. The objective of auxiliary functions is to enhance overall capability of the students by supporting the objectives of curricular activities with co-curricular and extracurricular activities, includes Conference, Seminar, workshops, training sessions, Industrial Visits, Competition, cultural programs and sports. The activities are planned by concerned teams and the information for the same is shared via circulars, Notices and promoted on the website and digital media with external stakeholders. Students actively participate in these activities. For transparency the student council conducts all the above activities and these are reported CDC and Governing Council.

File Description	Document
Any additional information	[View Document](#)

7.2 Best Practices

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

Response:

1. **Joyful Working Environment**

Objectives of the Practice

Concerted efforts are made by the institute to provide the best and most congenial working atmosphere to its employees with the objective of making TIMSR the most preferred institute to work with. The practice aims:

- To provide an opportunity for learning and growth
- To strengthen and appreciate the human assets by providing a conducive work environment
- To provide facilities and ambience to nurture employees in a family-like atmosphere
- To achieve effective utilization of human resource, stability of employment and an increased Happiness Quotient

The Context

Teaching is no longer a swivel-chair job and requires strenuous efforts on the part of faculty and staff to keep up with the many regulations and standards of UGC, AICTE and other governing bodies. The dynamic nature of the management programme makes it even more intensive. It also requires a faculty mix of academicians and industry experts. To attract the best talent into the sphere poses many challenges. Therefore, it was necessary to create a culture that promotes 'joyfulness' and allows people to work in a healthy, and happy environment that enables them to balance their work and personal lives. In the VUCA world and particularly fast-paced Mumbai life, it is essential to have stress-free work environment. The institute aims to promote overall well-being of its employees through a well-designed program that puts people before tasks.

The Practice

Following are some of the ways through which Joyfulness is practiced:

- Mindfulness Sessions: All faculty and staff gather regularly in the Consciousness Lab to spend 15 minutes together practicing mindful breathing exercises to energize mind, body, and soul to enable them to anchor their thoughts in the present moment allowing a sense of calm to pervade their being. It creates a positive energy field in the collective consciousness of the team that enables them to work effectively throughout the day.

- Celebrating Special Moments: Each employee's birthday and anniversary begins with warm wishes flooding in from all staff members through mails. A special cake-cutting ceremony is held every month to collectively celebrate the birthdays. Special luncheon meets happen frequently on special occasions like 'Gratitude Day' etc. because 'a family that eats together, stays together.' Special festivals like Diwali, Navratri, Christmas, Holi etc are celebrated with pomp and show that include unique activities, games, and fun-filled moments for all.

- Off-Site: Special off-site visits are planned for faculty and staff to allow them to bond, unwind and reconnect in an informal, joyous setting.

- Sponsorships, Awards & Incentives: Various sponsorship and awards schemes motivates faculty to participate in reputed national and international conferences. The schemes facilitate growth and learning by providing various avenues for exploration and excellence. It keeps the team on the continuous path of life-long learning.

- New Roles & Challenging KRAs: Staff members are constantly motivated to take-on newer, challenging roles to help them grow in academic and administrative spheres making their transition to senior positions possible. It prevents ennui which is the biggest factor that propels people towards a change. Greater responsibility instils a deeper sense of purpose and commitment in people.

Various other small and large gestures make for the joyful environment that the institute is trying to promote: tea with colleagues twice a day, yoga and zumba sessions and an open-door policy keeps the fun alive by allowing a positive force-field of right energy.

Evidence of Success

The endeavour has been successful and it can be measured by the following points:

1. Active participation of all members in institutional activities
2. More camaraderie among employees
3. A positive feedback about the various initiatives of the institute

Problems Encountered and Resources Required

No endeavor is problem free and creating a joyful working environment, which is a big ask, posed a few

challenges too:

1. Scheduling Problems: Whether it is the mindfulness sessions or the off-site visit, taking time out for such activities is always a challenge considering the short length of the program and the diversity of activities to be managed. This impacts the frequency of the activity. For outbound activities, many constraints like lecture schedule, weather and availability of all members is a challenge.
2. Budget: With the intellectual capital that has been amassed, it gets challenging to provide full reimbursements for various research activities for all staff. Also, planning off-site visits very frequently is not possible due to monetary constraints.
3. 100% participation: Since the working hours are staggered to accommodate the part-time programme, 100% participation of staff becomes a challenge.

But the institute is working to counter such problems and provide the best possible facilities to the staff.

II World Class Academic Ambience

Objectives of the Practice

In 2014, the management upgraded the infrastructure with the following objectives in mind:

- Create a state-of-the-art infrastructure that compares to any best B-school in the world, not just the country making TIMSR a preferred place to work in terms of security, safety, cleanliness and green environment
- To provide its students a learning ambience that is second to none to put best facilities in place for teaching-learning like Seminar Hall, Smart Classrooms, Laboratories, flexible ideation rooms etc
- To foster a culture and atmosphere of fun-based teaching learning by protecting surrounding environment from negative emotions

The Context

Michael graves said, "Architecture is not all about the design of the building and nothing else, it is also about the cultural setting and the ambience, the whole affair." Realizing the importance of cultural setting and ambience, the management of the institute decided to upgrade the academic ambience and infrastructure of the institute to provide a best-in-class learning experience to its students. A B-school is like a second home for students as they spend most of their day studying, ideating, discussing, and reading in the premises. It is important therefore, to create a space that screams 'welcome' and is cozy and comfortable and equipped with all modern conveniences. The management firmly believes that good education is more than textbook knowledge as that can be gained from anywhere, what an educational institute needs to do is go further and provide an immersive experience that students carry for a lifetime.

The Practice

1	ICT Enabled
2	Safe and Secure
3	Clean, Green, and Hygienic Campus
4	Great Ambience

ICT Enabled

- Fully WiFi enabled campus
- Classrooms equipped with Desktops, wired LAN and internet, white boards, Audio/ Video (A/V) systems and EPSON HD Overhead Projectors), and Interactive Projector with smart Pen
- Four computer laboratories with 233 Personal Computers
- TV screens on various floors for updates on placements and markets
- State-of-the-art Study Skill Center (Seminar Hall) with video conferencing facility, live streaming, and accent lighting. SSC is digitally controlled with a touch panel, recording facilities and six display screens and fitted with CCTV
- Upgraded labs like Fintech and NISM to aid teaching learning
- Well equipped library with remote access to all its e-resources like ProQuest, J-Gate, EBSCO e-books and ACE Equity, reading room with a capacity of 132. All the books are Radio-Frequency Identification (RFID) tagged with open access system.

Safe & Secure

- The campus has full CCTV surveillance
- Security guards at all entrances
- Sufficient peons on all floors for vigilance
- Dedicated common room space for girls
- Gated campus with high boundary walls

Clean, Green and Hygienic Campus

- Professional cleaning services outsourced for maintenance
- Green landscaping at multiple locations
- Chosen potted plants on each floor to absorb air pollution and purify air
- Spotlessly clean, well maintained spaces

Great Ambience

- Ideation rooms with flexible space, Common rooms for boys and girls
- Indoor sports facility
- Consciousness lab for mindfulness sessions
- Entrepreneurship Labs
- Out-of-campus incubation space for start-ups

All the above points contribute to creating a world-class infrastructure that allows students to revel in a creative and innovative learning environment.

Evidence of Success

Sustained positive feedback from all stakeholders is a testament to the services that the institute provides. The ambience, space, and infrastructure along with the culture of maintaining it has been appreciated by the recruiters, parents, as well as students.

Problems Encountered and Resources Required

Creating an ultra-modern space with top-of-the-line facilities requires a huge investment both of time and money. But the management is committed to the cause as they firmly believe that beautiful spaces spark joy and if our physical space is beautiful, we can tend to our psychological space better. Some of the challenges include:

- Heavy investment in maintenance for the upkeep of the place
- Support of all stakeholders in maintaining the sanctity of the space and objects
- Investment in repairs due to wear and tear
- Continual upgradation of facilities (hardware and software)

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

7.3 Institutional Distinctiveness

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

Response:

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 any 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 the Business Education to play a pivotal role in the 21st century.

With this objective, in January 2017, the institute amended its mission statement to:

"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.

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 training methodologies. The institute has devised a strategy to methodically incorporate the practice of mindfulness by making it a habit. Following efforts have been taken to crystallize it:

- **DMS (Daily Mindfulness Sessions) & Attitude of Gratitude**

Mindfulness is a habit that needs to be coached-in and to accomplish that daily mindfulness sessions through meditation have been incorporated in the time-table where faculty and students both concentrate on their breath and bring on purpose the attention to the present moment. The same session is also conducted for all faculty and staff every Wednesday morning in the Consciousness Lab where after a meditation session, all members also write a gratitude message to practice contentment.

- **Self Management Course**

The institute has also incorporated the component through a well-designed, value-added, half credit course for two semesters in the PGDM curriculum. The course focuses on methods of introspection by asking students questions like 'Who are you?' and gently putting them on the path of self-discovery. Activities like JOHARI Window helps students to know about their characteristics, personality, attitudes and behaviour which they may or may not know, by receiving feedback from others. This helps bridge the gap between one's perception of oneself and others' perception of self thereby reducing the conflict and inducing more self-belief and confidence.

- **KSA approach with focus on attitude building**

The curriculum hinges on the Knowledge-Skills-Attitude approach to teaching-learning with a special focus on attitude development. All B-schools endeavour to impart skills to their students as that enables

them to procure employment but TIMSR endeavours to develop the right attitude also that makes them employment worthy as well as responsible citizens. The attitude component is developed not only through specialized courses like Self Management but is interwoven with each course components' delivery. For instance, while teaching Cross Cultural Communication, the attempt is not just to equip students with the knowledge of Hofstede's 6 D Model but to inculcate an attitude of acceptance and respect for cultural differences and sensitivity in their dealings with people across the globe.

- **Open Door Policy**

The management of the institute is a stickler for Open-door policy and they encourage immediate discussion with faculty, staff, students and all other stakeholders to resolve problems and grievances, if any, in real time. This allows people to expunge themselves of toxic emotions which if allowed to fester shall be harmful for their health and wellbeing thereby also impacting efficacy.

- **Yoga, Zumba Classes & Sports**

Special sessions for students and staff are conducted on Yoga and Zumba. These activities have proven effective in bringing the mind in the present moment for if the mind is engaged in a pleasant activity, it is less likely to wander thereby enabling people to concentrate for longer. Concentration, thanks to the technological advances and the constant toggling back and forth between multiple devices is definitely a problem with the present generation. Physical activities that help focus on breath help improve mindfulness.

- **Nourish Board**

Hugely inspired to contribute and transform the leadership landscape the institute initiated a Nourish Board that shall comprise conscious leaders in their respective domains who would be partners & collaborators in the vision to nurture conscious leaders, to elevate the current consciousness of businesses, and thereby elevate the human race through conscious capitalism.

Under the Nourish Board the focus will be on nurturing conscious leaders mastering the science & art of unlocking their peak human potential hugely empowered to contribute & deliver wellbeing for themselves, organizations & the planet at large. The first step is to start from oneself and then allow the cascading effect to spread wide and deep.

All the programs designed under the guidance of the Nourish Board will be on a fundamental premise and a shift from 'Having – Doing – Being' to 'Being- Doing- Having'

1. Having- What are the results & outcomes?
2. Doing- What are the Actions?
3. Being-Who am I and what is important to me?

The self management course is the best example of Nourish Board's efforts and in future, the institute aspires to take this knowledge to the corporate by conducting MDPs and trainings on the same as well as launching a short-term certificate programme in Self Management and Mindfulness.

File Description	Document
Link for Additional Information	View Document

5. CONCLUSION

Additional Information :

Thakur Education Group, established TIMSR to create a niche in the field of management education. TIMSR has evolved as a unique Institute of its kind where, besides running the normal programmes specified by the regulatory bodies, a plethora of learning experiences will be inculcated to educate and nurture mindful leaders. This was thought necessary to meet the future requirements of volatile world throwing challenges of managing resources, finances, materials to satiate the future needs of the humanity. Such leaders need to demonstrate social commitment and ethical values for success. The entrepreneurs among them would in turn create environment for future leaders and entrepreneurs. The institute is endeavoring to create a niche in this distinctive area by making concerted efforts to promote conscious capitalism.

Concluding Remarks :

The institute is committed to providing an enhanced academic ambience that allows students to flourish and become mindful leaders, dutiful citizens, and hence nation-builders. At TIMSR we aspire to transcend VUCA with Visionary Intentions, Deeper Understanding, Clarity and Innovation and Agility in Navigation.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.3	Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years 1.1.3.1. Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years Answer before DVV Verification: 	2018-19	2017-18	2016-17	2015-16	2014-15
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07	09	0	01	01 | Answer After DVV Verification : | 2018-19	2017-18	2016-17	2015-16	2014-15
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0	0	0	0	0	 Remark : Provided supporting documents not relate to BOS or Academic Council.
1.2.1	Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years 1.2.1.1. How many new courses are introduced within the last five years Answer before DVV Verification : 312 Answer after DVV Verification: 275
1.3.2	Number of value added courses imparting transferable and life skills offered during the last five years 1.3.2.1. Number of value-added courses imparting transferable and life skills offered during the last five years Answer before DVV Verification : 30 Answer after DVV Verification: 28
2.1.3	Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years 2.1.3.1. Number of actual students admitted from the reserved categories year-wise during the last five years Answer before DVV Verification: 	2018-19	2017-18	2016-17	2015-16	2014-15
---	---	---	---	---
07	03	01	02	04	 Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
4	5	2	3	1

Remark : DVV made the changes as per provided Admitted Student list indicating reserved category in MMS by HEI.

2.2.3	Percentage of differently abled students (Divyangjan) on rolls 　2.2.3.1. Number of differently abled students on rolls 　Answer before DVV Verification : 1 　Answer after DVV Verification: 0

2.4.4	Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years 　2.4.4.1. Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years 　　Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
8	10	1	5	3

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	2	2

2.6.3	Average pass percentage of Students 　2.6.3.1. Total number of final year students who passed the examination conducted by Institution. 　Answer before DVV Verification : 324 　Answer after DVV Verification: 233 　2.6.3.2. Total number of final year students who appeared for the examination conducted by the institution 　Answer before DVV Verification : 338 　Answer after DVV Verification: 346 Remark : DVV made the changes as per annual report of examination for 2018-19 provided by HEI.

3.3.4	Number of research papers per teacher in the Journals notified on UGC website during the last five years 　3.3.4.1. Number of research papers in the Journals notified on UGC website during the last five years 　　Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
68	5	3	1	1

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
68	5	3	1	0

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
6	21	15	21	07

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	01	02	00	03

3.4.2 — Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
4	3	2	1	1

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15

| 92 | 90 | 81 | 54 | 30 |

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
64	61	44	34	29

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

3.5.2.1. Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
11	14	13	8	6

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
11	13	12	8	6

Remark : DVV has not considered collaboration agreement and work contracts here. |
|---|---|

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
809	30.5	55	750	26.41

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
13.22	8.35	25.51	12.05	416.22

Remark : DVV made the changes as per budget allocation for infrastructure augmentation, excluding salary in audited statement for 2017-18 and 2018-19 provided by HEI. |

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
13.98272	11.1204	9.18397	7.8314	6.35029

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
21.56	17.24	7.40	22.36	22.21

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

4.2.6.1. Average number of teachers and students using library per day over last one year
Answer before DVV Verification : 223
Answer after DVV Verification: 109

Remark : DVV made the changes as per logbook entries of teachers and students using library provided by HEI. |

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

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

2018-19	2017-18	2016-17	2015-16	2014-15
648.41	444.43	396.60	538.86	543.54

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
105.93	50.56	31.60	140.28	147.56

Remark : DVV made the changes as per expenditure of Air Conditioner Maintenance, Repair Maintenance, Classroom Maintenance, Electrical Maintenance, Furniture Maintenance, Lift Maintenance, Sound Maintenance, Playground Maintenance, Bore well Maintenance, Canteen Maintenance, camera Maintenance, Website Maintenance, Projector Maintenance, flat Maintenance, computer Maintenance, printer Maintenance duly signed by CA. |

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

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

last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
15	8	5	2	4

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
12	0	0	0	0

Remark : DVV has not considered award certificate received from university.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
33	23	24	35	31

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
2	2	2	2	2

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
10	14	03	03	01

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
8	10	03	03	01

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
20	27	39	34	09

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
6	1	0	1	4

Remark : DVV has not considered one day program. DVV has not considered those teachers attending professional development programs organised by TIMSR institution.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
07	02	02	01	01

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

Remark : DVV has not considered prospectus here.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
4	2	3	1	2

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
4	2	2	1	1

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7.1.8	Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years 7.1.8.1. Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs) Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
0.744	0.1	0	0.031	0.288

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0.144	0	0	0	2.62

Remark : DVV made the changes as per Garden expenses in audited statement for 2014-15 and 2018-19 provided by HEI.

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

2018-19	2017-18	2016-17	2015-16	2014-15
2	2	0	0	1

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
1	2	0	0	0

7.1.11	Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere) 7.1.11.1. Number of initiatives taken to engage with and contribute to local community year-wise during the last five years Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
2	2	0	0	1

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	2

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
14	15	6	8	4

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
10	7	3	4	1

Remark : DVV has not considered International Womens Day for 2014-15, 2015-16, 2016-17, 2017-18 and 2018-19.

2.Extended Profile Deviations

ID	Extended Questions
1.1	Number of courses offered by the institution across all programs during the last five years Answer before DVV Verification : 1621 Answer after DVV Verification : 1122
2.2	Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
07	03	01	02	04

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
4	5	2	3	1

| 2.3 | Number of outgoing / final year students year-wise during the last five years |

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
323	309	328	362	386

	Answer After DVV Verification:				
	2018-19	2017-18	2016-17	2015-16	2014-15
	346	338	328	362	386

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
30	38	38	38	38

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
34	38	39	38	38

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
1610.90	1212.32	998.06	1172.99	1223.35

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
1610.73	1212.32	998.06	1172.99	1223.35

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