SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

THAKUR INSTITUTE OF MANAGEMENT STUDIES AND RESEARCH

THAKUR INSTITUTE OF MANAGEMENT STUDIES AND RESEARCH, MUMBAI
C BLOCK, THAKUR EDUCATIONAL CAMPUS, SHYAMNARAYAN THAKUR
MARG, THAKUR VILLAGE, KANDIVALI (EAST) MUMBAI-400101
400101
https://timsrmumbai.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Thakur Institute of Management Studies and Research was set up by Thakur Education Group under the aegis of Zagdu Singh Charitable Trust as a world class management institute imparting multifaceted management education since 2002. TIMSR is committed to nourish and nurture mindful leaders with its curated management education in the state of art infrastructure facilities. TIMSR has been awarded with "Best Management College in West India for Infrastructure 2023" by Centre of Education Growth and Research (CEGR). The institute is accredited with A+ grade by the National Assessment and Accreditation Council (NAAC) and ISO 21001:2018 Certified. Full Time program is approved by AICTE, Government of Maharashtra affiliated to the University of Mumbai. The MMS Programme is accredited by National Board of Accreditation (NBA). TIMSR offers MMS programme with specialization in Finance, Marketing, HR and Operations. It also offers MBA programme for working professionals in Financial Management and Marketing Management.

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.

Vision

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• To provide an enabling environment for nurturing mindful leaders and entrepreneurs.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Institutional Strength

1. Patronage of Thakur Education Group, enhancing brand value.
2. State-of-the-art infrastructure meeting global standards
3. Ph.D. Research Centre for Management Studies, approved by the University of Mumbai.
4. Listed under UGC Section 2(f).
5. Permanent affiliation with the University of Mumbai.
6. Consistent compliance with zero deficiencies from statutory bodies such as AICTE, DTE, Government of Maharashtra, and the University of Mumbai.
7. ISO 21001:2018 certified.
8. National Accreditations – NAAC A+ and NBA for MMS programme (3 years)
9. Intellectual Capital
    1. Competent and committed faculty (blend of Industry and Academia)
10. Globalization
    1. MOUs with International organizations
    2. Industry - Academia Interactions
11. Value System
    1. Universal Human Values Course offered as part of curriculum
12. Teaching Learning & Evaluation
    1. Knowledge, Skill & Attitude (KSA) approach
    2. Teaching pedagogy and assessment tools as per outcome based education
    3. Continuous assessment through Concurrent evaluation with emphasis on non-written methods.
    4. Certified training programmes
13. Student involvement through participative learning methods in all cells, committees and activities of the institute.
14. Alumni involvement through Alumni-Student Mentoring, Mock GD & PI, Campus placement and Profile briefing, Industry connect, member of IQAC and Advisory Board, evaluation and assessment, etc.
15. Sponsorship & Awards Scheme that promotes faculty development through research publication, seminars, workshops, conferences, FDP, PhD and motivation through rewards, etc.
16. Consistent student enrollment in Full Time programmes along with initiation of new programmes and increased intake.
17. Mentoring mechanism for holistic career development
18. Transparency and decentralization in academic and administrative processes

Institutional Weakness

Institutional Weakness

1. MDP services
2. FDPs in the area of advancements in the technology area
3. External funding and small amount grants
4. Lack of Autonomy Status

Institutional Opportunity

Institutional Opportunities

1. To strengthen Industry-Institute interaction
2. To work in collaboration with national and global institutions for joint certification programmes
3. Joint research publication with international partners
4. Online courses and short-term programs in contemporary and emerging areas
5. International internships and placements
6. Strengthen entrepreneurial ecosystem

Institutional Challenge

Institutional Challenges

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. Lack of student diversity impacting quality of students
4. 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
5. Complexity due to conflicting regulations of multiple regulatory bodies
6. Filling up seats for Programmes for Working Executives due to duration of the programme

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The curriculum for Masters in Management Studies (MMS), MBA (FM) and MBA (MM) laid down by University of Mumbai is followed by Institute. To bridge the gap in the curriculum, the institute provides value added and certification courses. For designing its curriculum, inputs are collected from all stakeholders and gap analysis is done.

Program calendar is prepared before the start of academic year, aligning with University guidelines and institutional inputs. Courses are allocated to faculty based on expertise, and the calendar includes academic sessions, activities, and evaluation schedules. Timetable is prepared to ensure effective curriculum delivery, faculty prepares the semester plan which is disseminated in the first session of all courses.

The institute employs a Knowledge-Skills-Attitude (KSA) approach, focusing on experiential, participative, and collaborative learning. Continuous Concurrent Evaluation (CCE) is conducted using various tools such as role plays, live projects, and case studies. The HOI and HoDs monitor syllabus completion and attendance for effective delivery.

Students undertake project work, field work, and internships, integrating practical experience with academic learning. The institute uses innovative pedagogy and continuous internal assessments, including attendance, mid-term exams, and CCEs. Program Outcomes (PO) and Course Outcomes (CO) are mapped by faculty, communicated to students, and attainment levels are calculated.

Cross-cutting issues like professional ethics, gender equality, human values, and environmental sustainability

are embedded in various courses through case studies, discussions, and projects. The institute organizes guest sessions, certification programs, and activities such as tree plantations and cleanliness drives to reinforce these themes. Feedback on academic performance and institutional ambiance is regularly obtained from students, teachers, employers, and alumni, with action taken reports made available on the institutional website.

Teaching-learning and Evaluation

The institute is committed to provide high-quality education with student enrolment at around 87%. Maintaining a student-teacher ratio of 1:15, the institute employs student-centric methodologies, including experiential learning through internships, live projects, and industrial visits, as well as participative learning with group discussions, case studies, and Continuous Concurrent Evaluation (CCE). Problem-solving skills are developed through project-based learning, case competitions, and research, supported by ICT-enabled tools such as AV-equipped classrooms, academic databases, and online platforms like Google Classroom.

The faculty comprises around 50% PhDs and NET/SET qualified members, including both academic and industry experts. Institute has a sponsorship policy which supports the faculty to attend FDP, Workshop, seminar, conferences and other avenues for keeping themselves abreast with the latest developments.

Transparent and rigorous assessment is ensured through a CCE (Continuous Concurrent Evaluation) system that integrates diverse tools like case studies, projects, and quizzes, aligned with course outcomes. The question paper is set by an external faculty which is mapped in accordance with bloom taxonomy levels and COs ensuring quality in assessment and evaluation. The institute has grievance redressal and feedback collection mechanism.

Outcome-Based Education (OBE) emphasizes assessing Course Outcomes (COs) and Program Outcomes (POs). COs are evaluated using both direct methods (80% weightage) such as exams and class participation, and indirect methods (20% weightage) via surveys. CO-PO mapping and attainment calculations guide continuous improvements. An online student satisfaction survey helps evaluate the teaching-learning process, reinforcing the institute's commitment to maintaining high educational standards.

Research, Innovations and Extension

The institute promotes research and innovation through its dedicated research cell, supporting faculty in securing grants from government and non-governmental agencies for various research projects and endowments. The TIMSR Centre for Entrepreneurship and Innovation actively nurtures student entrepreneurship with industry workshops and IPR mentoring, while integrating Indian Knowledge System (IKS) into its curriculum to enhance critical thinking and ethical decision-making. The institute also provides co-working spaces for startups by students and alumni.

The Institute has a sponsorship and awards policy for faculty. Faculty is also encouraged to participate in conferences across the country and undertake research work. The research cell promotes erudition in research publication and maintains a record of all papers published and relays information regarding upcoming conferences and seminars.

Over the last five years, the Social Responsibility Cell 'SAMVEDNA' has conducted diverse extension activities like blood donation camps, tree plantation drives, e-waste management, and river clean-ups, in

collaboration with NSS units and NGOs. These initiatives have fostered community engagement and social responsibility among students. The Institute's commitment has been recognized by Kotak Education Foundation and other NGOs for its contributions to community development and education outreach. Awards and certificates for activities such as e-waste management and old age home visits highlights the institute's dedication to societal betterment, inspiring continued efforts in community engagement.

Additionally, the institute has forged a distinguished network through MOUs with prestigious national and international institutions. These partnerships enhance industry-institute collaboration providing global exposure offering valuable opportunities for students and faculty.

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 the compliance of AICTE norms with regards to infrastructure and learning resources. The institute endeavours to maintain adequate infrastructural facilities including hostel facility for students and quarters for staff.

TIMSR library called as "Learning Resource Centre" 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 thereby fostering reading as a powerful habit amongst the students.

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 endeavours
- A separate lecture hall is set for Guest sessions, Faculty development Programs etc.
- Fintech Cell 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. The HODs conducts a number of activities such as academic training, remedial classes, career mentoring, employability preparation etc. which helps students enhance their overall capability. In order to make the students ready for the corporate world the placement cell at the institute conducts regular industry interactions. Students also undergo internship programs which enables them to understand the work environment. This also helps them in choosing the functional field they want employment in.

Students are encouraged to undertake national level certification examinations from platforms such as NISM and MOOC for enhancing their employability skills.

TIMSR has a consistent track record of placements and also encourages young entrepreneurs to express their ideas by providing a platform through TIMSR Centre 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 conducting Mock GD & PI for placements, mentoring, guest sessions and contributing to advisory and IQAC committees.

Governance, Leadership and Management

The institute has a well-defined internal governance structure which helps in effective academic, administration and other activities. It practices decentralization and participative management through the Governing Council, Advisory Board, College Development Committee (CDC), various cells and committees, IQAC, Director, Department Heads, and faculty members in charge of key responsibility areas. Students also have representation in the cells and committees, leading to collective decision-making.

Institution vision and mission has evolved with inclusive decision making. Roles and responsibilities are pre-decided and are included in the ISO manual as well. TIMSR administration is as per the organization chart.

TIMSR's operational strategy revolves around its comprehensive Perspective Plan, meticulously formulated and executed under the leadership of the Head of Institution (HOI), Deputy Director, Heads of Departments (HODs), Controller of Examination (COE), Administrative Officer (AO), Librarian, Placement Officer, and various cells and committees. The Perspective Plan integrates inputs from critical bodies such as the Advisory Board, Internal Quality Assurance Cell (IQAC), and College Development Committee (CDC), ensuring a holistic approach to institutional development. This plan receives final approval from the Governing Council, thereby establishing a structured roadmap for achieving academic and operational milestones.

Institute prioritizes employee welfare and development through its Performance Review and Development Planning (PRDP) system. Conducted biannually, this system includes self-assessment, HOD evaluation, and feedback from the HOI. This approach fosters transparency, accountability, and continuous improvement, with ongoing support from the Head of Institute and HOD for faculty development.

The institute has robust financial management through strategic fund mobilization, efficient budgeting, and

rigorous internal and external audit. The institute employs meticulous monitoring, procurement practices, and financial instruments to maintain stability and transparency.

Institute has established an Internal Quality Assurance Cell (IQAC) since July 2018, playing a pivotal role in enhancing educational quality and fostering a culture of continuous improvement. Comprising members from management, faculty, administration, industry, alumni, and students, the IQAC is dedicated to implementing and institutionalizing effective quality assurance strategies and processes across the institution.

Institutional Values and Best Practices

TIMSR focuses on value-based education. It organizes events to inspire and promote gender equality through Women Development Cell. The Institute also conducts gender Audit every year. It's an effective tool to assess and check our policies and programmes.

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. The Institute is certified with the standards of Energy Management System (ISO 50001:2018) and certified with standards of Environmental Management System (ISO14001:2015).

Institute is equipped with facilities for differently abled which takes care of divyangjan needs. It tries to ensure equal opportunity for all to learn and participate in various activities. Institute takes pride in its Social Responsibility Cell - Samvedna which has taken initiatives to promote Universal, National and Human Values. It also celebrates days of national importance and festivals.

TIMSR's Best Practice of Alumni-Student Interaction and Mentoring Program bridges academic and industry knowledge by connecting students with alumni for career guidance, networking, and skill development. Key practices include personalized mentoring, career advice, and skill enhancement.

TIMSR's another Best Practice of Conclaves: Building Bridges, Fostering Management Skills facilitates dialogues between experts, scholars, and students. These events, featuring discussions on current industry trends and practical workshops, enhance learning and leadership skills. They also strengthen industry connections, enrich the curriculum, and provide valuable insights assisting in student holistic development.

The distinctiveness of the institute is the Academic Ambience which creates an environment encompassing its physical, intellectual, and social aspects. It plays a crucial role in shaping the overall educational experience for students and staff. Well-designed spaces, such as libraries, labs provide the necessary resources for effective learning and research contributing to enhanced academic performance. Additionally, an inviting academic atmosphere encourages social interaction, networking, and collaboration among students, faculty, and researchers, fostering a sense of community and teamwork.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	THAKUR INSTITUTE OF MANAGEMENT STUDIES AND RESEARCH
Address	Thakur Institute of Management Studies and Research, Mumbai C Block, Thakur Educational Campus, Shyamnarayan Thakur Marg, Thakur Village, Kandivali (East) Mumbai-400101
City	Mumbai
State	Maharashtra
Pin	400101
Website	https://timsrmumbai.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Director	Pankaj Ramesh Natu	022-67308201	9920244938	022-2887386 9	timsr.director@thakureducation.org
Associate Professor	Rekha Singh	022-28847445	9920244938	022-2887386 9	rekha.singh@thakureducation.org

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

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

Establishment Details

State	University name	Document
Maharashtra	University of Mumbai	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	06-05-2024	View Document
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	
AICTE	View Document	04-04-2018	12	

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

Location and Area of Campus					
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**	
Main campus area	Thakur Institute of Management Studies and Research, Mumbai C Block, Thakur Educational Campus, Shyamnarayan Thakur Marg, Thakur Village, Kandivali (East) Mumbai-400101	Urban	2023.43	5065.36	

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
PG	MMS,Master Of Management Studies,	24	Any Graduate	English	240	232
PG	MBA,Mba Financial Management,	36	Any Graduate	English	60	60
PG	MBA,Mba Marketing Management,	36	Any Graduate	English	60	20

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	4				7				30			
Recruited	2	2	0	4	1	6	0	7	14	16	0	30
Yet to Recruit	0				0				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				34
Recruited	25	9	0	34
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/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	2	0	1	6	0	0	5	0	16
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	7	8	0	15
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	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	7	3	0	10
UG	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/LLD/DM/MCH	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
UG	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
	22	1	0	23

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
PG	Male	183	10	0	0	193
	Female	111	8	0	0	119
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	5	4	2	4
	Female	3	2	0	0
	Others	0	0	0	0
ST	Male	3	1	0	3
	Female	0	1	0	0
	Others	0	0	0	0
OBC	Male	7	8	12	12
	Female	5	4	4	6
	Others	0	0	0	0
General	Male	120	94	108	116
	Female	73	78	85	93
	Others	0	0	0	0
Others	Male	58	37	42	20
	Female	38	29	22	17
	Others	0	0	0	0
Total		312	258	275	271

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Thakur Institute of Management Studies & Research (TIMSR) adopts a multidisciplinary approach to education, fostering a comprehensive learning environment that integrates diverse perspectives and

disciplines. This approach is carefully structured to align with contemporary educational paradigms and industry demands. Curricular and Extracurricular Integration: TIMSR's curriculum is designed to blend theoretical knowledge with practical insights from multiple disciplines. The institute's academic calendar is synchronized with Mumbai University to ensure coherence in delivering a well-rounded education. This synchronization facilitates the planning and execution of various curricular and extracurricular activities that enrich students' learning experiences. Innovative Learning Initiatives: The institute offers a wide array of learning initiatives beyond traditional coursework. These include bridge courses, certifications, guest speaker series, field visits, internships etc. Such initiatives are conducted in collaboration with industry partners and academic institutions, enhancing students understanding of real-world challenges and preparing them for dynamic professional environment. Conclaves and Panel Discussions: TIMSR organizes conclaves featuring prominent industry speakers and experts. These events serve as platforms for discussing contemporary issues at the intersection of business, technology, finance, and sustainability. Recent themes have included topics like business technology integration, emerging financial markets and circular economy, green business practices, and the impact of online streaming platforms. These discussions not only broaden students' perspectives but also encourage critical thinking and innovative problem-solving. Ethical Values and Social Responsibility: The institute places a strong emphasis on ethical values and social responsibility through specialized courses such as Universal Human Values and Indian Ethos in Management. These courses aim to instil in students a sense of integrity, empathy, and ethical leadership, essential for responsible managerial roles in society. Additionally, TIMSR's Social Responsibility Cell actively engages in community service projects, reinforcing the importance of giving back to society. Multidisciplinary Research Endeavours: TIMSR actively promotes multidisciplinary research endeavours that address complex real-world challenges by integrating knowledge across various domains. The institute's Research Cell fosters collaboration among faculty, students, and industry experts, encouraging

	innovative research that spans disciplines such as management, finance, technology, and social sciences. This approach not only broadens the scope of inquiry but also enhances the relevance and impact of research outcomes. Additionally, the institute provides resources like digital library equipped with advanced tools and software, facilitating high-quality research that contributes to both academic scholarship and practical solutions in diverse fields.
2. Academic bank of credits (ABC):	The institute is affiliated with the University of Mumbai and follows the guidelines from the university. The institute is also registered on National Academic Depository (NAD) to fulfil the requirements of Academic Bank of Credits.
3. Skill development:	Value Added and Certification Courses- The institute offers multidisciplinary value added and certification courses such as Financial Modeling, Digital Marketing, Advance Excel, Six Sigma, HR Analytics etc to students for enhancing their technical skills. Personal Grooming and Effectiveness - The institute runs the certification course on Personal Grooming and Effectiveness to strengthen the soft skills among the students. Universal Human Values- The institute is providing Value-based education during induction programmes through Universal Human Values to inculcate positivity amongst the learners that include the development of humanistic, ethical, constitutional and universal human values. TIMSR's Centre for Entrepreneurship and Innovation (TCEI) – TIMSR's Centre for Entrepreneurship and Innovation (TCEI) fosters skill development through workshops, mentoring, and practical initiatives, equipping students with entrepreneurial skills and innovation-driven mindsets for future success. Co-Curricular activities – Co-curricular activities at TIMSR play a vital role in skill development, offering students opportunities to engage in seminars, workshops, competitions, group projects, sports and cultural activities etc. These activities enhance leadership, communication, teamwork, and problem-solving skills, complementing academic learning and preparing students for professional challenges.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Thakur Institute of Management Studies and Research (TIMSR), as a Hindi Minority institution, embraces students from diverse linguistic and cultural backgrounds while actively preserving and

	promoting Indian culture. Key initiatives include: • Courses on Indian Ethos in Management, Universal Human Values, and Business Ethics. • Celebrations of National Days, Festivals, International Yoga Day, and International Women's Day. • Hosting the TIMSR Fest featuring cultural and sports activities. • Encouraging faculty and students to enrol in MOOC courses. • Promoting the use of management books available in Indian languages.
5. Focus on Outcome based education (OBE):	Thakur Institute of Management Studies and Research (TIMSR) is dedicated to implementing Outcome-Based Education (OBE) in alignment with the National Education Policy (NEP). OBE focuses on clearly defining learning outcomes, ensuring that students gain the necessary skills, knowledge, and attitudes for success. At TIMSR, courses are designed with specific learning objectives, which are measured through continuous assessments, projects, and practical applications. The curriculum is regularly updated to meet industry needs, and faculty members employ innovative teaching methods to enhance student engagement. By prioritizing outcome-based learning, TIMSR ensures that graduates are well-prepared for the dynamic demands of the professional world.
6. Distance education/online education:	Thakur Institute of Management Studies and Research (TIMSR) aligns with the National Education Policy (NEP) by ensuring readiness for distance and online education to enhance accessibility and flexibility in learning. The institute is equipped with state-of-the-art technology, including high-speed internet, interactive classrooms enabling seamless online course delivery. TIMSR offers a range of online programs through MOOCs (Massive Open Online Courses) platforms such as Swayam and NPTEL that cater to diverse learner needs. Faculty members are trained to deliver engaging virtual lectures ensuring a high-quality educational experience that transcends geographical boundaries.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	YES, The Electoral Literacy Club (ELC) has been set up in the College on 20th December 2023 consisting

	of the following members: a) Faculty coordinators b) President (Youth) c) Vice President (Youth) d) Campaign Coordinator (Youth) e) Documentation Coordinator (Youth)
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	YES, Students' co-ordinator and co-ordinating faculty members are appointed by the College and the ELCs are functional. Yes, the ELCs are representative in character as they- a) Promote Knowledge b) Encourage Participation c) Foster Democratic Values d) Engage in Community awareness
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The following activities were undertaken by the Electoral Literacy Club- 1. Organized a Guest Session on the topic "The Constitutional Perspective on Human Values" on September 04, 2023. The speaker of the session was Ms. Beatrice Fernandes -Transformation Life Coach, and Mind Power Trainer, Potentiara, who explained the constitutional view and the importance of the Human Values. 2. Organized a Session on the topic, "VOTE: It's your Civic Duty" on 12th September 2023. The speaker of the session was Ms. Prachi Chaturvedi, Assistant Professor, TIMSR. During the event, the topics like the power of democracy, the importance of voting and selecting the right representative were explained. 3. A session on awareness on "Mera Pehla Vote Desh ke Liye" campaign on 11th March 2024. The campaign was launched by the Ministry of Education (MoE) in collaboration with Ministry of Youth Affairs. The aim of the session was to propagate Electoral Literacy amongst youth. The session covered by the student (Mr Yatharth Shah) on topics like the aims and objectives of Ministry of Education and Ministry of Youth Affairs and importance of voting. The students were guided on the process of application for a voter's id and links for the same was displayed. 4. A Group discussion on the topic 'Importance of Voting' was conducted on 11th March, 2024. The aim of the activity was to spread awareness on the voting process, importance of voting among youth and to enhance the communication skills and thinking capacity of the students. Mr. Anmol Dixit, Assistant Professor-TIMSR guided the students on the Do's & Don'ts of Group Discussion and significance of casting a vote as a youth representative of the nation. The students were directed to go through the Election Commission

	website and have a healthy discussion among them regarding election process in India.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The following initiatives were taken: a) An activity on "Creating Awareness amongst students and citizens with regards to voting" was conducted on 21st March, 2024. Students took a pledge and a rally was conducted that focused on spreading awareness of voting among youth which is very crucial in fostering civic engagement and participation. Students took a pledge to vote, which signified their commitment to civic engagement and the democratic process. By pledging to vote, students demonstrated their recognition of the importance of their voices in shaping the future of their communities and the nation at large. The rally served as a platform to educate young individuals about the importance of exercising their democratic right to vote, empowering them to become active contributors to their communities. Through these interactive activities, and informative material, the rally aims to dispel apathy and instill a sense of responsibility in young voters. By highlighting the impact of their voices in shaping policies and electing representatives who align with their values, the rally ignites a passion for civic involvement and encouraged students to make informed choices. The students participated with great enthusiasm. b) The Club is actively using digital content to raise awareness about voting. Through platforms on social media like Instagram, Facebook and LinkedIn we share informative post. A post on facts about the "Election Year" was posted on 26th March 2024 and post on 19 May 2024 was made to encourage citizens to vote for the upcoming elections. These efforts aim to educate citizens on their voting responsibilities. By reaching a broad audience, the ELC promotes democratic values and encourages active participation in elections. Digital initiatives by the ELC play a crucial role in enhancing electoral literacy and fostering informed decision-making among citizens.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	A Google Form campaign among students to gauge awareness of the Indian Constitution, their rights, and voter registration status. The digital initiative aimed to assess the level of understanding among the student community regarding fundamental rights guaranteed by the Constitution of India and their knowledge about the electoral process. By collecting

	data through this form, the ELC seeks to identify areas where educational outreach can be strengthened and where students may require additional information or support in registering for voting. The data was collected and was observed that 86.8% of the students are registered as a voter and rest were advised to registered themselves for the same. The registration process was explained to them via videos.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
623	606	660	764	860

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

2 Teachers

2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 64

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

2.2

Number of teaching staff / full time teachers year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
33	30	26	24	33

3 Institution

3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2023-24	2022-23	2021-22	2020-21	2019-20
167.83	1024.76	1105.34	847.22	937.90

File Description	Document
Upload Supporting Document	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

Curriculum Planning and Process

The curriculum for Masters in Management Studies (MMS), MBA (FM) and MBA (MM) laid down by University of Mumbai is followed by Institute. To bridge the gap in the curriculum, the institute provides value added and certification courses. For designing its curriculum, 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 additions are then made by the Head of Departments (HoD) in coordination with faculty members. The final curriculum is approved by the Governing Council which is made accessible to students through Library (Learning Resource Centre-LRC).

Before the start of the academic year, program calendar is prepared in line with University of Mumbai guidelines and institutional inputs are disseminated through the institution's website, induction and orientation program for the students. Courses are allocated to faculty members as per their expertise. The program calendar earmarks dates for academic sessions, activities, and internal & external evaluation components. Time-Table is prepared before the start of academic year for effective execution and is placed on the notice board. Further, the semester plan is prepared in line with prescribed syllabus and institutional guidelines. The dissemination of semester plan takes place in the very first session for all the courses.

Effectiveness of Curriculum Delivery

TIMSR adopts Knowledge-Skills-Attitude (KSA) approach in its lecture delivery which are essential constituents for the development of the students to enhance employability. The pedagogy carries experiential, participative, collaborative learning methodology. Semester plan specifies weightage of assessment tools and faculty conducts Continuous Concurrent Evaluation (CCE) as per plan which includes parameters such as role plays, live projects, presentations, research, case study, field visit, viva-voce, industry analysis, news analysis to choose from thereby keeping a constant check on effectiveness of learning. The Director and HODs verify timely completion of syllabus in documented semester plan and monitor attendance at regular intervals. Students validate the syllabus coverage in the semester plan.

Lecture span is of 75 minutes, and the 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.

Conduct of Continuous Internal Assessment

The Institute ensures effective curriculum delivery through innovative teaching pedagogy and assesses the learning level by continuous internal assessment. The internal assessment is divided into four components including attendance, mid-term examination and two continuous concurrent evaluations ensuring the conduct of assessment on a continuous basis. Program Outcomes and Course Outcomes (PO-CO) mapping is done by respective faculty and disseminated to the students. At end of the semester, the faculty calculates attainment level for Course outcomes & Program outcomes.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 67

File Description	Document
List of students and the attendance sheet for the above mentioned programs	[View Document](#)
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Evidence of course completion, like course completion certificate etc. Apart from the above:	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Other Upload Files	
1	[View Document](#)

1.2.2

Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 58.5

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
412	371	369	426	477

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum

Response:

The curriculum has addressed cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability.

Cross cutting issues relevant to Professional Ethics:

The cross cutting issues on professional ethics is covered through various pedagogy in respective courses such as Perspective Management covers Professional Ethics through case study. Financial Accounting covers Ethical issues in accounting and ethical practices. Business Ethics course includes various topics like corporate governance and need for ethics in reducing corporate scams which are covered as a part of classroom presentations by students. Legal Aspects of Business and Business Communication courses teaches the importance of practicing professional ethics. As part of the curriculum, faculty utilizes cases on ethical dilemmas to further the understanding of professional ethics. Business Research Methods covers the ethics in research and Marketing Strategy covers professional ethics through case studies.

Cross-cutting issues relevant to Gender:

Labour Laws and Implications on Industrial Relations course covers issues pertaining to working women in rotational shift through case study. Business Ethics includes a segment on acts pertaining to gender

equality. The curriculum includes Vishakha Committee report which directs private or public sector to establish a mechanism for redressal of sexual harassment complaints. Entrepreneurship Management covers Gender bias and women entrepreneurship. Managerial Economics covers the gender issues at global level through an HBR article. 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. Beyond the curriculum, Women Development Cell and Social Responsibility Cell constantly sensitize this issue by organizing guest sessions on Prevention of Sexual Harassment (POSH), Digitalization among women, celebrating International Women's Day, etc.

Cross-cutting issues relevant to Human values:

Institute has conducted certification program on "Universal Human Values" to create an awareness and commitment to values for improving the quality of life. Organization Behaviour, Perspective Management courses cover human values and importance of mutual respect. Course like Ethos in Indian Management teaches importance of values system through mythologies and Indian value system. Business Ethics course covered topics like virtue theories which talks about care and character-building. Institute annually organizes various guest sessions and celebrates festivals with a focus on value-based education.

Cross-cutting issues relevant to Environment and Sustainability:

Business Ethics covers Environmental issues in the Indian context, Green Judicial Activism, Green Tribunal as well as Economic & Environmental Sustainability. Cost and Management accounting covers Environmental costing. Organizational Behaviour course addresses issues pertaining to environment and sustainability through case study on green leadership. HRM course included role play and discussion on green HR practices. Ethos in Indian Management includes topics related to sustainability, judicial activism, and National Green Tribunal. Moreover, students in their final semester undertake a project on topics of social relevance. In addition to this, various departments have organized conclave with the Green Theme, which includes "Green HRM Practices: A Drive towards Sustainability" and "Green Finance and Sustainability". Institute conducts activities on Tree Plantation, E-Waste management, and Cleanliness Drives regularly.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.3.2

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

Response: 76.57

1.3.2.1 **Number of students undertaking project work/field work / internships**

Response: 477

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.4 Feedback System

1.4.1

Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

Response: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Feedback analysis report submitted to appropriate bodies	[View Document](#)
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	[View Document](#)
Action taken report on the feedback analysis	[View Document](#)
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 87.98

2.1.1.1 **Number of seats filled year wise during last five years (Only first year admissions to be considered)**

2023-24	2022-23	2021-22	2020-21	2019-20
312	253	270	264	379

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

2023-24	2022-23	2021-22	2020-21	2019-20
360	300	300	300	420

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 66.01

2.1.2.1 **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)**

2023-24	2022-23	2021-22	2020-21	2019-20
87	66	64	45	41

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

2023-24	2022-23	2021-22	2020-21	2019-20
122	92	92	92	61

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	[View Document](#)
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.2 Student Teacher Ratio

2.2.1

Student – Full time Teacher Ratio
(Data for the latest completed academic year)

Response: 18.88

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 and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

Institute employs various student centric methodologies to enhance learning experiences, focusing on experiential learning, participative learning and problem-solving methodologies.

Experiential Learning

- Institute facilitates internships and live projects with industry partners, providing students with hands-on experience and real-world business insights.
- Institute regularly organizes industrial visit to companies and institutions, allowing students to observe and learn from actual business operations.
- Institute organizes an annual activity named Padyatra which gives the practical exposure to the world of small-scale businesses.
- Field work in Research Methodology is assigned to MMS 1st year students.
- Students participate in business simulations and role-playing exercises to understand management concepts and decision-making processes in a practical context.
- Dissertation on social relevance, functional and general management is a part of the curriculum.

Participative Learning

- Students engage in group discussions and analyze case studies, fostering collaboration and the exchange of diverse perspectives.
- Continuous Concurrent Evaluation provides an opportunity for participative learning. It includes, classroom debates, group presentations, role plays, news analysis, field assignments, report writing, case discussions, etc.
- Institute supports various student-centric activities through cells and committees. It includes Student Council, Social Responsibility Cell (SAMVEDNA), Placement Committee, TCEI Cell, Alumni Cell, Fintech Cell and so on. These cells and committee regularly organizes academic and cultural activities, promoting active student participation and leadership development.

Problem-Solving Methodologies:

- Institute encourages project-based learning for the students.
- Students participate in national and international case competitions challenges where they develop strategic solutions for complex business scenarios.
- Students also write research papers in national and international conferences along with faculty members.
- Institute organizes competitions where students tackle real-world problems, fostering innovation and creative thinking. TCEI cell organizes competition on social entrepreneurship named BIZDOM, Business Week – Market Research of SME's and panel discussion by students on entrepreneurship.

Use of ICT-enabled tools:

Institute facilitates the following ICT enabled tools for effective teaching-learning process:

- AV equipped class rooms, tutorial room, seminar hall and auditorium
- Wi-Fi enabled campus
- Use of PPTs, Videos, Web Links
- Use of software such as SPSS, Turnitin, MATLAB
- Use of academic database such as ACE Equity, ProQuest
- FinTech Lab
- Research Lab
- Computer Lab
- Use of Google Classroom, Eklavya Software to assign and submit assignments
- Online platforms such as Microsoft Teams, ZOOM
- Video Conferencing facility
- Library Management System
- NISM approved examination center

Student Centric Activities at TIMSR

- Visit to NSE, SEBI, BSE, NSECO Exhibition Center, Reliance Distribution Center, Yakult Danone Pvt. Ltd., Annamrita Foundation
- Conclaves
- PADYATRA
- TIMSR Fest
- Focus Group Activity
- Field Work in Research Methodology
- BIZDOM – Social Entrepreneurship Competition
- Placement Preparedness Session – Mock GD, Aptitude Test
- Group Discussions and Presentations
- Live Streaming of Finance Budget
- Coffee with Alumni
- Management Games

These student centric activities and use of ICT-enabled tools in teaching-learning process not only enhance the learning experience, but also prepare management students to fulfill the dynamic demands of the business world by equipping them with practical skills, critical thinking abilities and collaborative experience.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1

Percentage of full-time teachers against sanctioned posts during the last five years

Response: 86.9

2.4.1.1 **Number of sanctioned posts year wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
33	30	30	33	42

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.4.2

Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)

Response: 63.01

2.4.2.1 **Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
24	20	16	14	18

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	[View Document](#)
Institution data in the prescribed format	[View Document](#)
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awareded by UGC recognized universities	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)	

2.5 Evaluation Process and Reforms

2.5.1

Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient

Response:

In higher education, the assessment of students' performance is a pivotal aspect that shapes the academic landscape and ensures the integrity of educational programs. Institute exemplifies this standard through a meticulously designed evaluation mechanism. This system not only ensures the integrity of internal and external assessments, but also incorporates a time-bound and efficient grievance redressal process.

Transparent Assessment Mechanisms

TIMSR employs a Continuous Concurrent Evaluation (CCE) system, which goes beyond traditional examination methods by incorporating diverse assessment tools such as case studies, group projects, presentations, and quizzes. This system provides a comprehensive evaluation of students' skills and knowledge throughout the semester. CCE parameters are mapped to specific course outcomes, ensuring that assessments are aligned with learning objectives. This continuous assessment framework allows faculty to monitor students' progress and implement timely interventions to address any learning gaps.

Rigorous Question Paper Setting

To uphold transparency in assessments, TIMSR implements a rigorous question paper setting process. External faculty members design question papers that evaluate not only students' understanding of the course material, but also their ability to apply knowledge in practical scenarios. The process includes:

- **Strict Adherence to Guidelines**: Faculty follow strict guidelines to ensure the quality and fairness of question papers.
- **External Paper Setters**: External paper setters are involved for semester-end exams to maintain impartiality.
- **Random Selection**: Randomized selection of question sets is done to prevent bias and ensure a comprehensive evaluation.

This meticulous process guarantees that assessments are balanced, fair, and reflective of students' true capabilities.

Technological Integration

TIMSR leverages technology to enhance the efficiency and transparency of its examination practices. Key initiatives include:

- **Online Grievance Redressal**: An online platform for students is available to raise and resolve grievances promptly.
- **Continuous Feedback**: TIMSR ensures that regular feedback collection from students and faculty is taken to identify and implement best practices.

By embracing technology, TIMSR ensures that its processes remain dynamic and responsive to the needs of the academic community.

Efficient Grievance Redressal System

A robust grievance redressal system is essential for maintaining the integrity of the assessment process. The system is designed to be transparent, time-bound, and student-centric. Key features include:

- **Clear Communication**: Rules and regulations are clearly communicated to students, and any updates are promptly shared with them.
- **Prompt Issue Resolution**: Grievances related to hall tickets and other examination matters are addressed on the same day, by the examination department
- **Unfair Means Committee**: A dedicated committee is formed which handles instances of unfair practices, ensuring due process and appropriate sanctions.

Post-examination, students can access their evaluated answer scripts and seek clarifications through revaluation process, further reinforcing the transparency of the assessment process.

External Validation and Continuous Improvement

TIMSR is committed to continuous improvement through external validation. Regular audits by ISO and

Academic and Adminstrative Audit organizations provide valuable insights that drive ongoing enhancements. Additionally, vigilance squad from the University of Mumbai, External Supervisors, and industry partners are actively sought to refine examination practices.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1

Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website

Response:

The Outcome Based Education (OBE) focuses on students' learning. In the OBE process, importance is given to learning by students after completion of course and program. The Course Outcomes (COs) and Program Outcomes (POs) are assessed.

Program Outcomes are defined for its MMS, MBA (FM) and MBA (MM) Program in line with University of Mumbai guidelines. POs are framed taking into consideration the Programme Educational Objectives (PEOs) defined by the Institute and Graduate Attributes (GAs) defined in the NBA guidelines manual. Input from stakeholders such as faculty, alumni, industry professionals and parents are taken into consideration while framing POs. The POs are published and disseminated via multiple means viz.

- Institute website (https://timsrmumbai.in/mms-course.html)
- Displayed at prominent places in the Institute - Director Office, Staff Room, Notice Boards, Classrooms and Computer Labs.
- Verbal information in Orientation / Induction programme and during the subject orientation.
- First Session of each course in each semester

Course Outcomes are defined for every subject, keeping in mind the learning levels defined by Bloom's Taxonomy. The course outcomes defined are mapped with the POs. COs are defined for every course by the concerned course faculty and are approved by the subject expert and the HoD. CO attainment values along with CO-PO mapping help to evaluate the PO attainment. The PO attainment is calculated for each course as per its CO attainments. This is subsequently done for all the courses of the MMS, MBA (FM) and MBA (MM) Program.

The COs are published and disseminated via multiple means viz.

- Print Media - Faculty Handbook
- Physical displays - Classrooms and computer labs

- Verbal information during the induction, orientation and first session of each course.

Feedback and Improvement

The results are analyzed to determine the level of attainment of each Course Outcome and Program Outcome. Results are also used to provide feedback to students and faculty. This helps in identifying areas of improvement. Based on the analysis, action plans are developed for continuous improvement. This might include revising course content, teaching methods or assessment strategies.

Process of Calculation of Attainment Levels

Table A: CO - PO Mapping (Mapping of Course Indicators with relevance to High, Medium and Low levels)

Table B: CO / PO Mapping (Auto-Generated Sheet) (CO Level helps to evaluate the set mapping level with final CO Attainment)

Table C: CO / PO Mapping (Weightage) (Weight assigned to the levels)

Table D: Mapping Assessment Tools and Processes with CO (Mapping of Assessment Tools and processes such as Attendance and Participation, Conduct of CCEs i.e. assignments, Mid Term Examination and Semester End Examination with Course Outcome)

Table E: CO Attainment Levels as per Assessment Tools and Processes (Course Outcome values as per the Assessment Tools and Processes defined in Table D)

Table F: Direct and Indirect CO Attainment Level (CO Attainment level comprises of 80 % Direct CO Attainment Level and 20 % Indirect CO Attainment Level)

Table G: CO and PO Attainment Levels

Table H: Improvement Sheet comparing set levels with attainment levels

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The institute ensures the systematic evaluation of Program Outcomes (POs) and Course Outcomes (COs) to confirm that educational objectives are met, and that students are equipped with the necessary skills and knowledge for their professional careers. This process involves clear definition, rigorous assessment, feedback and continuous regular improvement to maintain high standards of professional education.

Learning Outcomes for every course in the MMS Program are defined in the syllabus by the University. Based on the learning outcome, faculty has defined Course Outcome (COs). The attainment of COs is based on Direct and Indirect assessment. CO attainment values along with CO-PO mapping helps to evaluate the PO attainment. As per the calculations of attainments of individual COs of each course, the PO attainment is calculated for that course and subsequently for all the courses in that programme.

CO attainment is based on the following components:

Direct Attainment (80% weightage)

- Mid-Term Examination
- Semester End Examinations
- Continuous Con-current Evaluation – 1
- Continuous Con-current Evaluation – 2
- Attendance and Class Participation

Indirect Attainment (20% weightage)

- Course Outcome Survey

Process of Calculation of Attainment Levels

Table A: CO - PO Mapping (Mapping of Course Indicators with relevance to High, Medium and Low levels)

Table B: CO / PO Mapping (Auto-Generated Sheet) (CO Level helps to evaluate the set mapping level with final CO Attainment)

Table C: CO / PO Mapping (Weightage) (Weight assigned to the levels)

Table D: Mapping Assessment Tools and Processes with CO (Mapping of Assessment Tools and processes such as Attendance and Participation, Conduct of CCEs i.e. assignments, Mid Term Examination and Semester End Examination with Course Outcome)

Table E: CO Attainment Levels as per Assessment Tools and Processes (Course Outcome values as per the Assessment Tools and Processes defined in Table D)

Table F: Direct and Indirect CO Attainment Level (CO Attainment level comprises of 80 % Direct CO Attainment Level and 20 % Indirect CO Attainment Level)

Table G: CO and PO Attainment Levels

Table H: Improvement Sheet comparing set levels with attainment levels

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.6.3

Pass percentage of Students during last five years (excluding backlog students)

Response: 95.38

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

2023-24	2022-23	2021-22	2020-21	2019-20
198	246	296	363	342

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

2023-24	2022-23	2021-22	2020-21	2019-20
245	256	300	368	346

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	[View Document](#)
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.75

File Description	Document
Upload database of all students on roll as per data template	[View Document](#)

2.7.1

Online student satisfaction survey regarding teaching learning process

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.2 Innovation Ecosystem

3.2.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS),including awareness   about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

TIMSR Centre for Entrepreneurship and Innovation

The centre has been instrumental in nurturing intrapreneurial and entrepreneurial calibre of students by conducting a gamut of activities to foster innovation mind-set for eg. a workshop on "Entrepreneurship" was conducted in which professionals from industry came to guide on entrepreneurial topics like IPR. Session on "Entrepreneurship Awareness" in association with C. B. Kora Institute of Village Industries (KVIC) was conducted to guide our students on start up in areas like fashion industry, "Mentoring Session from Alumni" (Alumni from entrepreneurial background) guided the students' on business plan in one-to-one conversation. "Faculty Mentoring - A Guidance Towards Entrepreneurship"- faculty member guided students on the initial stage of business idea and check viability of the start-up. Students visited TCEI co-working space and explored the infrastructure provided by TIMSR.

A movie was screened on success story of Ray Kroc, founder of McDonald's, which motivated the students on how to start a business, overcome the hurdles in business and build a successful business. Students visited to local SMEs' to have an idea about how the business works in area of their interest. Later a panel discussion on "Challenges & Opportunities of SMEs" was conducted to discuss the opportunities and challenges faced by SMEs', and how government is helping small business by introducing various schemes for start-ups.

TCEI had organised "Bizdom - Social Entrepreneurship Quiz Competition", to enhance the knowledge of students regarding business and social entrepreneurship. A Seminar on Entrepreneurship was conducted in association with MSME of India to create awareness about various support and scheme provided by Government of India in various sectors for start-ups. 'Entrepreneurial Mela' was organized by TIMSR where student got an hands-on experience to setup and run a business by launching their own business stalls for 3 days.

Indian Knowledge System (IKS)

TIMSR also helps students to learn about Indian Knowledge System (IKS) by teaching a course on Indian Ethos in Management fostering value based learnings from Vedas and Upnishads. Lessons from religion provide cultural sensitivity and inculcating leadership skills. Concept of Karma & Dharma guide ethical decision making in the business. Kautilya's principles provide strategic insights. Mahabharta and Ramayana teach leadership, solving conflicts and also resilience to our management students.

Session on IPR

TIMSR conducts awareness session on IPR which gives students a handful knowledge of patent, copyright, trademark, design, trade secret, etc.

Incubation Centers

TIMSR provides co-working space to its alumni to run their entrepreneurial ventures. A dedicated space has been created for students to run their ventures in the campus itself.

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

3.2.2

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

Response: 66

3.2.2.1 **Total number of workshops/seminars/conferences including programs conducted on**

Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years

2023-24	2022-23	2021-22	2020-21	2019-20
17	19	13	09	08

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3 Research Publications and Awards

3.3.1

Number of research papers published per teacher in the Journals notified on UGC care list during the last five years

Response: 2.91

3.3.1.1 **Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
39	33	29	50	35

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	[View Document](#)
Link to re-directing to journal source-cite website in case of digital journals	[View Document](#)
Links to the papers published in journals listed in UGC CARE list or	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.3.2

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

Response: 1.64

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

2023-24	2022-23	2021-22	2020-21	2019-20
5	21	8	70	1

File Description	Document
List of chapter/book along with the links redirecting to the source website	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4 Extension Activities

3.4.1

Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

Response:

Over the last five years, the Social Responsibility Cell 'SAMVEDNA' has been actively engaged in a myriad of extension activities aimed at fostering a sense of community engagement and social responsibility among our students. Social Responsibility Cell has conducted activities that promote social well-being through charitable work like blood donation camp, Tree plantation activity, Drive on E-waste management & recycling, Cleanliness drive, River cleaning drive, medical camp, activities related to gender sensitivity, knowledge enhancement activity, visit to old age home, etc. These activities are conducted in collaboration with NSS units of various institutes and NGOs.

The objectives of these activities are to: -

1. Identify the requirements and issues of the community and involve the students in problem solving processes.

2. Develop a sense of social and community responsibility

3. Acquire leadership qualities

All these activities create a favourable impression on the students and strengthen the student community relationship which enhance leadership skills and communication skills, etc.

In the academic year 2019-20, institute conducted extension activities like Road Safety: 2020 in collaboration with Mahindra & Mahindra, Blood donation Camp in collaboration with Meena Tai Thackeray Blood Bank, Women Safety and Security in association with Mumbai Police Cyber Cell and Samata Nagar Police Station, etc.

In the academic year 2020-21, due to the pandamic, institute faced the challenges in organising the extension activities.

In the academic year 2021-22, institute conducted various extension activities like Knowledge enhancement program for underprivileged students of various semi-vernacular schools in collaboration with Kotak education Foundation, Health Checkup Camp in association with Thyrocare, Mask Making and Distribution Activity, Tree Plantation and Blood Donation Camp in collaboration with NSS units of various institutes and E-awareness session on E-waste Management.

In the academic year 2022-23, institute conducted various extension activities like Blood Donation Camp, Tree Plantation Activity in association with NSS unit of various institutes, Awareness Session on Menstrual Health and Hygiene Management in association with Whisper, Free Eye Checkup Camp in collaboration with Specs Bazar , Mock interview sessions and telephonic spoken English programs for underprivileged youth and students of various semi-vernacular schools in collaboration with Kotak Education Foundation, Drive on E-waste Management & E-waste Recycling in collaboration with Praanvaayu Awareness Foundation and Book my Junk, Mithi River cleanliness drive in association with Beach Please.

In the academic year 2023-24, institute conducted various extension activities like Tree plantation activity, Blood donation Camp, Cleanliness drive, Visit to Pushpmanohar Old Age home and Jyoti Seva Sangh Centre for Special kids.

The outcome of extension activities over the last five years reflect a commitment to creating a positive impact on the neighbourhood community while sensitizing our students to various social issues. The holistic development of our students, encompassing academic, social and emotional growth, has been a central focus of these initiatives. These activities have not only created a positive impact on the neighbourhood community but have also played a pivotal role in shaping socially conscious and responsible citizens.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

3.4.2

Awards and recognitions received for extension activities from government / government recognised bodies

Response:

At Thakur Institute of Management Studies and Research, our commitment to community engagement and social responsibility has been recognized through awards and accolades from government recognized bodies. These acknowledgements stand as a testament to our unwavering dedication to making a positive impact beyond the classroom.

The Institute's commitment to community engagement has been acknowledged by Kotak Education Foundation. This award recognizes our institute's outstanding contribution to community development, education outreach, and innovative approaches to addressing societal challenges.

Our institute has received certificates of appreciation from Non-Government Organizations for its exemplary extension activities like a drive on E-waste management from Book My Junk, Old Age Home Visit from Hum Saya Welfare Sanstha, Spoken English Program for underprivileged students from Kotak Education Foundation, Mithi River Cleanliness drive from Beach Please, Knowledge Enhancement Program for underprivileged students from Kotak Education Foundation etc. Such local recognitions serve as a source of inspiration for our ongoing efforts to be a responsible community partner.

The awards and recognitions received for the extension activities symbolize the institution's unwavering commitment to societal betterment. These honours motivate us to continue pushing boundaries, exploring innovative solutions, and fostering a culture of service and community engagement. As we celebrate these achievements, we look forward to further contributing to the well-being of our communities and inspiring future generations to embrace the spirit of social responsibility.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

3.4.3

Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.

Response: 37

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

2023-24	2022-23	2021-22	2020-21	2019-20
9	10	7	2	9

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.5 Collaboration

3.5.1

Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.

Response: 14

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	[View Document](#)
List of year wise activities and exchange should be provided	[View Document](#)
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

- **teaching – learning, viz., classrooms, laboratories, computing equipment etc**
- **ICT – enabled facilities such as smart class, LMS etc.**

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc

Since its establishment in 2002, the Thakur Institute of Management Studies and Research (TIMSR) has been dedicated to providing an enriching educational environment that adheres to AICTE norms. The institute ensures a comprehensive range of infrastructural and educational resources, aimed at fostering the holistic development of its students.

Infrastructure and Educational Resources

TIMSR is committed to maintaining sufficient infrastructural facilities, which include accommodations for students and staff quarters. One of the standout features is the TIMSR Library, also known as the "Learning Resource Centre (LRC)". This library boasts a curated collection of books, e-books, journals (including electronic resources),magazines, and online databases. To manage its resources efficiently, the library uses KOHA software. Additionally, a digital library equipped with ICT facilities enhances the utilization of electronic resources. The library regularly monitors resource usage and incentivizes top readers, promoting a strong reading habit among students.

Academic and Support Facilities

The institute provides state-of-the-art classrooms and seminar halls equipped with ICT to facilitate modern teaching methods. A dedicated co-working space supports students and alumni, while an Ideation Room serves as a hub for project discussions and preparations. On-campus E-labs are available for students' entrepreneurial endeavours, providing a practical environment to develop their business ideas. The Consciousness Lab is designed to help students practice self-management and offers sessions in mindfulness, yoga, and meditation.

A well equipped Study Skill Center is available for guest sessions, faculty development programs, and other academic activities. The Fintech Lab is another key facility, offering practical learning opportunities in financial technology. Recreation rooms are also available, featuring indoor sports facilities like chess, table tennis, carrom, and a pool table. Additionally, a first aid room is on-site to address any immediate health concerns.

Cultural and Sports Activities

TIMSR encourages students to participate in sports and business games to enhance their business acumen and sportsmanship values. The institute provides both indoor and outdoor sports facilities. The indoor sports facility includes two recreation rooms spanning 167.71 square meters, equipped for activities such as snooker, table tennis, chess, carrom, and Zumba. Institute has one play ground for outdoor sports activities.

Cultural activities also play a vital role at TIMSR. The institute boasts a 600-seater auditorium used for organizing cultural events like the TIMSR Fest and other Intercollegiate events. These activities not only provide a break from academic rigor but also helps in fostering a sense of community and cultural awareness among students.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

4.1.2

Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years

Response: 43.96

4.1.2.1 **Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

2023-24	2022-23	2021-22	2020-21	2019-20
8.52	159.94	1592.10	2.75	31.52

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

The Thakur Institute of Management Studies and Research (TIMSR) is renowned for its state-of-the-art library, known as the "Learning Resource Centre" (LRC). This library is a cornerstone of the institute, providing extensive resources and fostering a strong reading culture among students, crucial for developing leadership traits.

Extensive Collection and Facilities

The LRC spans 381 square meters with a seating capacity of 132. It houses an impressive collection of 57699 volumes, both in hard copy and e-book formats, far exceeding the AICTE requirements of 28,000 volumes. The library also subscribes 36 journals, 6 magazines, 9 newspapers, and contains 148 CDs. A notable feature is the dedicated book stand for Harvard Business Review publications, promoting high-quality business literature among students.

Advanced Digital Resources

To manage its vast collection efficiently, the library employs KOHA software, a comprehensive library automation package that supports an integrated, multi-user network. KOHA software includes modules for acquisition, cataloging, circulation, member facilities, article indexing and abstracting, book reservations, web OPAC, and report generation. The software's capabilities streamline library operations, making it partially automated. The current version used is 23.05.02.000.

The digital library is equipped with ICT facilities, enhancing the utilization of electronic resources. Students and faculty have remote access to ProQuest, EBSCO e-books, and ACE Equity, ensuring they can access crucial academic resources from anywhere. All physical books are RFID-tagged, allowing for an open access system that simplifies the borrowing process. The Web OPAC is available at TIMSR Library, providing an online catalogue of available resources.

Promoting Reading Habits

TIMSR places a strong emphasis on cultivating a reading habit among its students, recognizing it as an essential leadership trait. The library regularly monitors resource usage through a weekly Library Usage Report (LUR). This initiative tracks the reading habits of students and rewards the best readers each semester, thereby encouraging consistent engagement with library resources.

To boost current affairs reading, the institute subscribes to leading newspapers such as Mint, Economic Times, and Business Standard. This initiative ensures that students are well-informed about global and

economic events, further enhancing their educational experience.

Automated Library Services

The majority of library operations and services at TIMSR are automated, providing users with efficient and user-friendly access to resources. The Online Public Access Catalogue (OPAC) allows users to search for and locate books and other materials within the library's extensive collection. This system is integral to the library's operations, ensuring that users can easily navigate and utilize the available resources.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

TIMSR is dedicated to enhancing the teaching and learning experience through continuous upgrades in technology and infrastructure. This commitment is reflected in the array of Information and Communication Technology (ICT) features and facilities available at the institution.

Advanced ICT Features and Facilities

The Study Skill Centre (Seminar Hall) at TIMSR is equipped with state-of-the-art video conferencing and live streaming facilities. These features enable remote lectures, guest speaker sessions, and collaborative projects with institutions and experts from around the globe. TIMSR boasts 3 computer labs and a total of 213 computers. These labs are integral to the learning environment, offering students and faculty access to necessary technological resources. The labs are available for student use for 8 hours on three days a week and 12 hours on the remaining three days, ensuring ample time for academic activities.

The institution has upgraded its Tata Teleservice leased line, providing robust internet connectivity. The bandwidth speed was increased from 55 MBPS to 100 MBPS, significantly enhancing the speed and reliability of internet services across the campus. Students and faculty have remote access to library databases, facilitating research and study from any location. This feature ensures that learning resources

are always within reach, supporting the academic goals of the community. TV display screens are strategically placed within the institute to provide real-time updates on the stock market and placement achievements. This ensures that students are always informed about the latest developments in these critical areas.

The entire campus is under CCTV surveillance with recording facilities. This ensures the safety and security of all students, faculty, and staff, providing a secure learning environment. The institute's server infrastructure is protected by a firewall and includes a data backup facility. This ensures that all institutional data is secure and recoverable in case of any unforeseen events. An in-house developed software is used for online attendance, generating monthly attendance reports. This system ensures accurate tracking and reporting of student attendance. TIMSR utilizes an Enterprise Resource Planning (ERP) system to automate various administrative and academic processes. This improves efficiency and reduces manual workload, allowing faculty and staff to focus on their core responsibilities.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

4.3.2

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

Response: 2.92

4.3.2.1 **Number of computers available for students usage during the latest completed academic year:**

Response: 213

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	[View Document](#)
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)

Response: 49.34

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

2023-24	2022-23	2021-22	2020-21	2019-20
387.15	406.95	471.37	335.94	413.20

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 68.15

5.1.1.1 **Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
527	421	445	469	532

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.2

Following capacity development and skills enhancement activities are organised for improving students' capability

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

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	[View Document](#)
Report with photographs on ICT/computing skills enhancement programs	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.3

Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 58.5

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

2023-24	2022-23	2021-22	2020-21	2019-20
412	371	369	426	477

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.4

The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

1. **Implementation of guidelines of statutory/regulatory bodies**
2. **Organisation wide awareness and undertakings on policies with zero tolerance**
3. **Mechanisms for submission of online/offline students' grievances**
4. **Timely redressal of the grievances through appropriate committees**

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	[View Document](#)
Proof related to Mechanisms for submission of online/offline students' grievances	[View Document](#)
Proof for Implementation of guidelines of statutory/regulatory bodies	[View Document](#)
Details of statutory/regulatory Committees (to be notified in institutional website also)	[View Document](#)
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students and students progressing to higher education during the last five years

Response: 59.52

5.2.1.1 **Number of outgoing students placed and / or progressed to higher education year wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
120	150	190	210	190

5.2.1.2 **Number of outgoing students year wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
198	246	296	363	342

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	**View Document**
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	**View Document**
Institutional data in the prescribed format	**View Document**
Provide Links for any other relevant document to support the claim (if any)	**View Document**

5.2.2

Percentage of students qualifying in state/national/ international level examinations during the last five years

Response: 0

5.2.2.1 **Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)**

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	**View Document**
Institutional data in the prescribed format	**View Document**
Provide Links for any other relevant document to support the claim (if any)	**View Document**

5.3 Student Participation and Activities

5.3.1

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

Response: 0

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

File Description	Document
Upload supporting document	[View Document](#)
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3.2

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

Response: 4

5.3.2.1 **Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
4	4	4	4	4

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

Registered Alumni Association

The Institute has a registered Alumni Association, Registration No – F72096 (Mumbai). At present, the institute has 13 members as part of the TIMSR Alumni Association. Director and Deputy Director of the Institute will be ex-officio member holding the position of Secretary and Joint Secretary respectively in the Association. The constitution of the committee includes President, Secretary, Joint Secretary, Treasurer and Members.

The members of the Association include people having varied background from Industry as well as academics, thereby facilitating different perspectives and opportunities for Institutional development.

Alumni Association meetings are organized twice a year with the objective to connect and collaborate with the Alumni thereby seeking and incorporating their feedback to improve the functioning and services of the Institute.

Alumni Engagement

TIMSR is having a dedicated platform to connect with the Alumni and current batch of students on TIMSR Alumni Portal. Institute is regularly engaging the alumni with the institute's events and activities, which help the students to build strong professional network, leading to good career opportunities and progression. TIMSR Alumni portal serves as a platform to maintain an updated database of alumni for networking and promoting valuable interaction among the faculty members, alumni & existing students of the institute.

Alumni contributes significantly to the development of the Institute through various Alumni Institute engagement activities, which include the following-

- Profile Briefing sessions
- Mock Group Discussion and Personal Interview
- Alumni Involvement in Placement Preparation
- Alumni Support in Placements through Industry connects
- Alumni Involvement in Project Viva

- Alumni Participation in Guest Sessions
- Alumni assistance in building Network

Alumni are contributing through participation in various Bodies/Committee viz. Advisory Board and IQAC thereby aiding to improve the academic and administrative performance of the Institution.

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

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

Response:

Governance and Leadership aligned with Vision and Mission of the Institution

Thakur Institute of Management Studies and Research (TIMSR) exemplifies robust institutional governance and leadership that harmoniously aligns with its vision and mission. Founded with a vision to emerge as a world-class management institute imparting multifaceted management training with a passion for excellence, TIMSR is dedicated to nurturing future-ready leaders and entrepreneurs through a holistic educational approach. The Institute is governed by the Board of Governing Council & headed by the Chairman of the Board and supported by the Director, Deputy Director, and Heads of Departments and operates within a clearly defined organizational structure. This structure delineates roles and responsibilities, empowering leaders to effectively implement decisions that uphold the institute's mission and vision.

NEP Implementation

TIMSR's governance framework is fundamentally committed to implementing the objectives of the New Education Policy (NEP), which promotes holistic and multidisciplinary education. This commitment is reflected in TIMSR's practices, which include regular conclaves featuring eminent industry speakers who engage in panel discussions on contemporary issues. These events not only enrich academic discourse but also provide students with practical insights into real-world challenges and solutions.

Sustained institutional growth through Perspective Plan

Sustained institutional growth is a cornerstone of TIMSR's strategic initiatives. The institute continuously strives to expand and improve its offerings, ensuring it meets the goals outlined in its Institutional Perspective Plan. This plan, approved by the Governing Council, serves as a roadmap for the institute's development across various dimensions, including academic programs, student intake, research initiatives, and infrastructure enhancement.

The Perspective Plan developed by HOI, Deputy Director, HODs, COE, AO, Librarian, Placement Officer, and committees, incorporates inputs from the Advisory Board, IQAC, and CDC. Approved by the Governing Council, it provides a structured roadmap for achieving academic and operational milestones.

Decentralization and participative management

Decentralization and participative management are integral to TIMSR's operational philosophy. The institute has established a structured governance model that empowers various stakeholders, including the Governing Council, Advisory Board, College Development Committee (CDC), Internal Quality Assurance Cell (IQAC), and department heads. This framework facilitates collective decision-making and ensures that all voices are heard in the governance process.

Mindfulness and innovation are nurtured through specialized programs and initiatives such as the Centre of Creativity and Innovation. These initiatives encourage students to cultivate critical thinking, creativity, and innovation, essential traits for thriving in today's dynamic business environment.

TIMSR's commitment to excellence extends beyond academic excellence to encompass research and innovation. The Institute encourages faculty members and students alike to engage in research activities that contribute to knowledge creation and industry advancement. This research-driven approach enhances the quality of education and strengthens TIMSR's position as a thought leader in management education.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

TIMSR's Perspective Plan

TIMSR's operational strategy revolves around its comprehensive Perspective Plan, meticulously formulated and executed under the leadership of the Head of Institution (HOI), Deputy Director, Heads of Departments (HODs), Controller of Examination (COE), Administrative Officer (AO), Librarian, Placement Officer and various cells and committees. The Perspective Plan integrates inputs from critical bodies such as the Advisory Board, Internal Quality Assurance Cell (IQAC) and College Development Committee (CDC), ensuring a holistic approach to institutional development. This plan receives final approval from the Governing Council, thereby establishing a structured roadmap for achieving academic and operational milestones.

Under the Perspective Plan, TIMSR has implemented significant initiatives aimed at enhancing its educational offerings and infrastructure. These include obtaining ISO 21001:2018 certification, expanding student intake in its MMS program from 180 to 240 students for the academic year 2023-2024, establishing a Ph.D. Research Centre, improving placement packages, increasing research

publications, launching new academic programs, establishing Alumni chapters, and creating a state-of-the-art FinTech Lab. These initiatives underscore TIMSR's commitment to continuous improvement and innovation in response to evolving educational and industry demands.

Effectiveness of Perspective Plan and it's deployment in administrative setup, appointment, policies and procedures etc.

TIMSR's governance structure is robust and participatory, comprising key bodies such as the Governing Council, IQAC, Advisory Board, College Development Committee and Staff Selection Committee. Each committee plays a vital role in decision-making processes, ensuring transparency, accountability, and adherence to regulatory norms set forth by bodies like AICTE, UGC, DTE, University of Mumbai, FRA & ARA. The institute's adherence to these norms is reflected in its policies, administrative setup, appointment procedures, and service rules, meticulously crafted to foster an environment conducive to academic excellence, research, and holistic development.

The recruitment and appointment of staff members is done as per the guidelines prescribed by AICTE and University of Mumbai. Furthermore, TIMSR places a strong emphasis on faculty and staff welfare and development. The Institute's Service Rules Policy, available on its LAN, outlines procedures for recruitment, induction, and ongoing professional development. It emphasizes a conducive work environment that supports teaching-learning processes, research endeavors, consultancy projects, Industry interactions and administrative efficiency. A comprehensive code of conduct ensures discipline and efficient functioning among faculty and staff members.

TIMSR is committed to fostering a supportive and inclusive campus environment evident through various committees and cells, i.e. Grievance Redressal Cell, Unfair Means Committee, Womens Development Cell, Student Council, etc. There are encouraging schemes for faculty development including sponsorship for research resulting in publication, conferences, workshops, seminars, industry interaction, consultancy projects and membership of professional bodies. These initiatives underscore the institute's dedication to promoting a safe and respectful atmosphere for all stakeholders.

File Description	Document
Upload Additional information	[View Document](#)
Institutional perspective Plan and deployment documents on the website	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.2.2

Institution implements e-governance in its operations

1. Administration
2. Finance and Accounts

3. Student Admission and Support

4. Examination

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	[View Document](#)
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	[View Document](#)
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

Performance Review and Development Planning (PRDP) system

Thakur Institute of Management Studies and Research (TIMSR) demonstrates a strong commitment to employee welfare, career development, and performance enhancement through its comprehensive Performance Review and Development Planning (PRDP) system and supportive staff initiatives.

The PRDP system at TIMSR is designed to rigorously evaluate and support faculty and staff performance. Conducted biannually, this system ensures regular feedback and improvement opportunities for employees. Faculty members submit their Appraisal Form to the HOD for assessment, which is further reviewed by Deputy Director and Director. Feedback, including areas for improvement and recommendations, is then provided to faculty, emphasizing transparency and constructive dialogue. The process includes a three-level analysis involving self-assessment, HOD evaluation, Deputy Director and Director remarks, ensuring thorough and fair evaluation aligned with institutional goals.

Key aspects evaluated under PRDP include teaching-learning effectiveness, research contributions, student mentoring, project guidance, student feedback, participation in FDP / MDP, consultancy asignments and overall contribution to institutional development. This structured approach not only enhances accountability but also fosters a culture of continuous improvement among faculty members. Institute encourages the faculty members for further development in academics and research. HOI and

HOD are regularly providing their guidance and support to the faculty members for necessary value addition.

Welfare Initiatives for Teaching and Non-Teaching Staff

In addition to performance appraisal, TIMSR prioritizes employee welfare with various support measures and career development opportunities. The Institute ensures a conducive work environment characterized by IT-enabled facilities, cleanliness, security, and green spaces, fostering a positive atmosphere for both teaching and non-teaching staff. The Institution's open-door policy encourages transparency and accessibility, facilitating effective communication and problem-solving.

TIMSR's commitment to employee welfare is further underscored by specific measures such as the provision of 180 days maternity leave, sponsorship policy and engagement initiatives like celebrating birthdays and festivals. The institution also maintains dedicated cells for women's development and grievance redressal, ensuring a supportive and inclusive workplace environment for all staff members.

Financial security is prioritized through benefits like Employee Provident Fund and Gratuity, offered in accordance with regulatory requirements. These measures contribute to employee satisfaction and well-being, reinforcing TIMSR's reputation as an employer of choice in the educational sector.

Career development is a cornerstone of TIMSR's employee support initiatives. The institute offers regular training programs, seminars, and workshops aimed at enhancing professional skills and knowledge across all staff categories. These initiatives not only promote personal growth but also ensure that staff remain updated with industry trends and best practices, thereby enhancing overall institutional effectiveness.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.3.2

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

Response: 34.25

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**

2023-24	2022-23	2021-22	2020-21	2019-20
12	12	10	9	7

File Description	Document
Policy document on providing financial support to teachers	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	[View Document](#)
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.3.3

Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Response: 28.7

6.3.3.1 **Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP),** *Management Development Programmes (MDPs)* **professional development /administrative training programs during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
20	28	22	24	03

6.3.3.2 **Number of non-teaching staff year wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
38	38	37	39	40

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of the certificates of the program attended by teachers.	[View Document](#)
Annual reports highlighting the programmes undertaken by the teachers	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)	

6.4 Financial Management and Resource Mobilization

6.4.1

Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

Mobilization and Utilization of Resources and Funds

The Thakur Institute of Management Studies and Research (TIMSR) exemplifies sound financial management practices through its strategies for resource mobilization, optimal utilization of funds, and rigorous financial auditing procedures. As an unaided self-financed institute, TIMSR primarily generates funds through tuition and development fees paid by students. These funds are strategically mobilized to meet the institute's operational and developmental needs while maintaining financial stability and adherence to regulatory norms. Our future goal is to mobilize funds through a strategic focus on alumni contributions, consultancy services, research and development initiatives, government and non-government projects, and philanthropic support.

The Institute meticulously prepares budget estimates to forecast income and expenditure, ensuring that financial resources are allocated efficiently to support various departments and maintain educational standards. The budgeting process incorporates projected fee collections and revenue from other sources, providing a clear financial roadmap that is submitted to the management for approval. TIMSR ensures full admission to optimize fee mobilization, aiming to cover operational costs effectively.

In cases where essential expenditures exceed revenue projections, TIMSR utilizes financial instruments such as Trust funds or Bank Overdraft facilities to bridge the deficit, demonstrating prudent financial management practices. Expenditures are carefully monitored and controlled through structured processes. Salary and allowance statements undergo rigorous scrutiny by the Director before disbursement, while

bills and vouchers for maintenance and procurement are meticulously checked by relevant units to uphold transparency and fiscal discipline.

The institute adheres to a well-defined procurement process, which includes inviting quotations and selecting vendors based on quality and cost-effectiveness criteria. This approach ensures that funds are spent judiciously on goods and services that meet the institute's standards and operational requirements, as evidenced by detailed financial statements that reflect optimal fund utilization.

Conduct of Internal and External Financial Audit

TIMSR implements both internal and external audit mechanisms to uphold financial integrity and accountability. Internal audits are conducted continuously throughout the year to assess financial processes comprehensively. These audits monitor both recurring and non-recurring income and expenditures, ensuring adherence to budgetary allocations and regulatory requirements. Structured reporting and monitoring mechanisms keep management informed about financial inflows and outflows, facilitating proactive decision-making and corrective actions as needed.

External audits are conducted annually by qualified auditors to certify TIMSR's financial statements for compliance with regulatory and statutory standards. These audits provide an independent assessment of the institute's financial condition, verifying the accuracy of financial records, assets, liabilities, and provisions. Audited reports are made available on the institute's website to promote transparency and accountability to stakeholders, including students, faculty, staff, and regulatory bodies.

TIMSR's commitment to financial prudence and transparency underscores its reputation as a responsible educational institution. By adhering to stringent financial management practices, including effective budgeting, prudent expenditure control, and regular auditing, TIMSR ensures sustainable operations and maintains trust among its stakeholders. These practices not only safeguard the institute's financial position but also support its mission of delivering quality management education and fostering a conducive learning environment for all the stakeholders.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

Internal Quality Assurance Cell

The Thakur Institute of Management Studies and Research (TIMSR) has established a robust Internal Quality Assurance Cell (IQAC) since July 2018, playing a pivotal role in enhancing educational quality and fostering a culture of continuous improvement. Comprising members from management, faculty, administration, industry, alumni, and students, the IQAC is dedicated to implementing and institutionalizing effective quality assurance strategies and processes across the institution.

Review of Teaching-Learning Process

One of the primary functions of TIMSR's IQAC is the systematic review and enhancement of the teaching-learning process which is quarterly reviewed in IQAC meetings. These reviews assess the effectiveness of teaching methods, curriculum relevance, and overall learning environment. Feedback from stakeholders, including students and faculty members, guides the IQAC in identifying areas for improvement. Over the years, initiatives such as integrating liberal arts, drama, literature, sports, and technology in teaching (e.g., Zumba sessions, movie-based case discussions, live streaming of significant events) have been implemented to enrich the learning experience and promote innovative pedagogical approaches.

Quality Initiatives on Curricular and Co-Curricular Activities

Furthermore, TIMSR's IQAC actively promotes industry-institute interactions through conclaves, seminars, and webinars on pertinent topics like risk management, finance, marketing, and sustainability. These initiatives not only bridge the gap between academia and industry but also enhance students' practical knowledge and employability skills. Special attention is given to identifying and supporting both slow and advanced learners through mentoring programs and tailored academic interventions, ensuring inclusive educational outcomes.

Operational efficiencies are also a focal area for the IQAC, which evaluates and enhances administrative structures and methodologies. Initiatives such as upgrading technological infrastructure (e.g., Zoom licenses, Turnitin plagiarism software, SPSS, MATLAB), conducting energy and environment audits, and implementing ISO standards demonstrate TIMSR's commitment to operational excellence and sustainability.

Review of Learning Outcomes

Evaluation of learning outcomes is rigorously conducted by the IQAC, ensuring that program objectives are met and improvements are recorded. This includes analyzing examination results, attainment levels of program outcomes, placement data, and student achievements. The IQAC's efforts in promoting a quality culture extend beyond academic realms to encompass faculty development programs, research publications, entrepreneurship initiatives, alumni engagement, and gender-specific programs.

The IQAC also administers compliance with accreditation requirements and external quality assurance standards, ensuring transparency and accountability through regular reporting and audits. External audits by qualified auditors certify the institute's adherence to regulatory and statutory norms, further enhancing its credibility and trustworthiness.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.5.2

Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
2. **Academic and Administrative Audit (AAA) and follow-up action taken**
3. **Collaborative quality initiatives with other institution(s)**
4. **Participation in NIRF and other recognized rankings**
5. **Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	[View Document](#)
NIRF report, AAA report and details on follow up actions	[View Document](#)
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)
Link to Minute of IQAC meetings, hosted on HEI website	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

Gender Audit

The Institute conducts gender Audit every year. It's an effective tool to assess and check our policies and programmes. The gender audit reviews the following:

- Summary of Gender Data
- Number of committees for women
- Amenties provided for women
- Representation of girls on various cells and committees
- Maternity break availed for faculties

Promotion of Gender Equity

The gender equity promotion programs cover a wide spectrum from movie-based case discussions to creating awareness about various other aspects associated with POSH Act, Cyber laws, Vishakha guidelines and available legal resort. The Institute believes in equity in its conduct and processes and encourages active participation across various cells and committees without gender discrimination. The institute aims to foster a safe, secure, and healthy environment on campus.

Curriculam Integration

Gender equity and sensitization are seamlessly integrated into the academic curriculum at TIMSR. Courses such as Business Ethics, Organizational Behavior, Training & Development, Human Resource Management, and Human Resource Planning include sessions, role plays, case studies, and management games that explore gender dynamics. These activities not only educate students but also challenge stereotypes and promote inclusive practices within organizational settings.

Co-curricular Initiatives

The institute organizes a wide array of co-curricular activities aimed at gender sensitization and empowerment. These include seminars, panel discussions, awareness sessions, and movie screenings focusing on themes like POSH (Prevention of Sexual Harassment), digitalization, equity and inclusion, self-defence, health and hygiene, and the role of women in sustainability. Events such as International Women's Day celebrations feature diverse themes that highlight women's achievements and challenges in

today's society.

Campus Safety and Facilities

The institute prioritizes the safety and security of all individuals on campus. Initiatives include a comprehensive high-tech monitoring system with CCTV cameras throughout the campus, well-defined boundary walls, and medical facilities equipped with a sick room and first-aid kits. Each floor is staffed with attendants, and emergency contact numbers are prominently displayed, ensuring a safe environment conducive to learning and personal growth

Facilities for Women on Campus

TIMSR encourages creative expression through initiatives like the "Sakhi Box" in the girls' common room, allowing students to voice concerns anonymously. Additionally, competitions such as poster making and photo collage contests on themes of women empowerment and gender equity foster a creative dialogue among students.

Supportive Cells and Committees

TIMSR has established various cells and committees such as the Women Development Cell, Anti-Ragging Committee, Grievance Redressal Cell, Internal Complaint Committee, etc.. These bodies actively raise awareness and provide support to both staff and students on issues related to gender equality, harassment prevention, and grievance resolution.

Awareness of Gender Sensitization

The institute utilizes media such as movies to stimulate discussions on gender equity. Movie-based case discussions on films like Mary Com, Gunjan Saxena – The Kargil Girl, and English Vinglish help dissect gender roles and stereotypes, promoting critical thinking and empathy among students.

TIMSR is committed to nurturing a safe, inclusive, and empowering environment for all its members. The staff members and students are sensitized towards all these initiatives taken by the institute.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

7.1.2

The Institution has facilities and initiatives for

1. **Alternate sources of energy and energy conservation measures**
2. **Management of the various types of degradable and nondegradable waste**
3. **Water conservation**

4. Green campus initiatives
5. Disabled-friendly, barrier free environment

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	[View Document](#)
Geo-tagged photographs/videos of the facilities.	[View Document](#)
Circulars and report of activities for the implementation of the initiatives document	[View Document](#)
Bills for the purchase of equipment's for the facilities created under this metric	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.3

Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

1. Green audit / Environment audit
2. Energy audit
3. Clean and green campus initiatives
4. Beyond the campus environmental promotion activities

Response: A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	[View Document](#)
Policy document on environment and energy usage Certificate from the auditing agency	[View Document](#)
Green audit/environmental audit report from recognized bodies	[View Document](#)
Certificates of the awards received from recognized agency (if any).	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

The Thakur Institute of Management Studies and Research (TIMSR) demonstrates a strong commitment to fostering an inclusive environment that embraces cultural, regional, linguistic, and communal diversity. The institution's initiatives aim to create a harmonious atmosphere and sensitize both students and employees to their constitutional obligations, values, rights, duties and responsibilities as citizens.

Inclusive environment

TIMSR practices an inclusive approach across all its activities involving staff members and students. Despite being a Hindi Minority Institute, the institution ensures no differentiation in opportunities to students & staff from diverse backgrounds. The inclusive environment is built through various initiatives and practices.

Celebration of Festivals

TIMSR acknowledges the importance of cultural celebrations in building a strong sense of community. Festivals such as Diwali, Christmas, Makar Sankranti, Teachers' Day, Ganesh Festival, and Navratri are celebrated with enthusiasm. These celebrations promote an inclusive culture and foster a sense of unity and mutual respect among students and staff from diverse cultural and regional backgrounds.

Initiatives for Gender Sensitization

The institute has established a Women Development Cell that undertakes numerous initiatives for gender sensitization. Sessions and movie screenings that promote gender equity are organized regularly, ensuring that students develop an understanding of gender issues and the importance of equality.

Universal Human Values Certification

TIMSR conducts a certification program on "Universal Human Values" as prescribed by the All India Council for Technical Education (AICTE). The course encourages respect for people from different cultural, regional, linguistic, and communal backgrounds, promoting an environment of mutual respect and understanding. It aims to improve the overall quality of life by instilling values that support peaceful coexistence.

Constitutional Obligations: Values, Rights, Duties, and Responsibilities

TIMSR places a significant emphasis on educating students and staff about their constitutional obligations, promoting an environment of tolerance, harmony, and civic responsibility through various activities:

Celebration of National and International Commemorative Days

The institute celebrates numerous national and international days, fostering a sense of global awareness and cultural appreciation among students. Events such as Janjatiya Diwas, Constitutional Day, World Senior Citizens Day, International Day of Peace, National Flag Day, and National Unity Day are celebrated to sensitize students about constitutional duties and human values. Days of patriotism like Republic Day, Independence Day, Constitution Day, and Unity Day are marked with enthusiasm, engaging both teaching and non-teaching staff alongside students.

Awareness Sessions, Events, and Courses Promoting Civic and Ethical Conduct

TIMSR organizes sessions on human rights and constitutional perspectives on human values to develop students' awareness of these critical issues. Courses such as Business Ethics are integral to the curriculum, fostering ethical conduct among students. Additionally, initiatives like establishment of Electoral club creates awareness about constitutional obligations, the Amrit Kalash Yatra as part of the Meri Maati Mera Desh campaign, which includes an oath ceremony, are organized to pay tribute to freedom fighters and instill a sense of patriotism and civic responsibility among students.

Through these concerted efforts, TIMSR ensures that its stakeholders are well-informed, culturally sensitive, and ethically responsible, thereby contributing to the creation of a harmonious society.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

7.2 Best Practices

7.2.1

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

Response:

TIMSR Best Practice - 1

1. Title of the Practice: Alumni-Student Interaction and Mentoring Program

2. Objectives of the Practice: The primary objective of the Alumni-Student Interaction and Mentoring Program is

- To foster meaningful engagement between alumni and students.
- To provide students with valuable insights into industry trends, career guidance, and professional networking opportunities.

- To leverage alumni expertise to enhance students' academic and professional development.

3. The Context: The context for implementing this practice stemmed from the need to bridge the gap between academic learning and practical industry knowledge. TIMSR recognized that direct interaction with alumni who have successfully navigated the professional world could significantly benefit students. Although several challenges including creating a structured framework for sustained alumni engagement, ensuring relevance of mentoring activities, and overcoming logistical constraints in organizing interactions are encountered which requires meticulous planning and coordination.

4. The Practice: Alumni from diverse industries and roles are invited to participate in mentoring sessions, workshops, guest lectures and networking. The unique features include personalized mentoring relationships formed between alumni and students. These interactions provide students with insights into career paths, industry expectations and professional skills development.

Key Practices:

- **Career Guidance**: Alumni offer profile briefings and expert advice on job roles, market trends, and industry-specific strategies, helping students navigate placement opportunities and make informed career decisions.
- **Networking Opportunities**: The alumni portal connects students with over 4,000 alumni globally, facilitating strategic networking and the establishment of meaningful professional relationships.
- **Skill Development**: Alumni contribute to students' growth through group discussions, mock interviews, and guidance on essential competencies like communication, leadership, and problem-solving.
- **Alumni Recognition**: Alumni are honoured for their contributions with awards and appreciation letters.
- **Alumni Mentoring**: The structured Alumni Mentoring Program pairs students with industry mentors, ensuring continuous guidance and support, enhancing career decision-making and domain understanding.

Constraints: Challenges like alumni availability and geographical dispersion are mitigated through virtual interactions and flexible scheduling, with the program's success hinging on active alumni participation and institutional backing.

5. Evidence of Success: The Alumni Interaction and Mentoring Program at Thakur Institute of Management Studies and Research has led to increased alumni engagement, resulting in higher student placement packages, improved acceptance of diverse job roles, and enhanced insights into industry trends. Alumni support has been pivotal in students' academic and career decision-making.

- More than 4000 Registered Alumni on portal
- Alumni support in career progression of the students has led to gradual rise in Placement packages and number of placement activities.
- More than 75 companies referred by the Alumni for internship and final placements.
- Alumni - Student mentorship comprising alumni-student ratio of 1:1 for Marketing, HR and Operations and 1:2 for Finance domain.
- Increase in Alumni engagements in other activities such as guest sessions, conclaves, student evaluation for project viva and guidance on entrepreneurship.

6. Problems Encountered and Resources Required: Securing consistent alumni participation is challenging due to varying availability. Sustaining engagement requires ongoing efforts, a robust alumni portal for communication and strong administrative support for coordinating sessions and events.

Financial resources are needed for recognition programs to incentivize involvement. Additionally, dedicating staff time and expertise to program coordination and outreach is crucial for maintaining the program's long-term success and impact.

TIMSR Best Practice - 2

1. Title of the Practice – Conclaves: Building Bridges, Fostering Management Skills

2. Objectives of the Practice

- To facilitate dialogue and collaboration between industry experts, academic scholars, and students.
- To provide participants with insights into evolving practices, strategies, and challenges faced by industries today
- To develop leadership, team building skills and critical thinking among students.
- To provide holistic education that prepares students to excel in a rapidly changing global business environment

The underlying principles of organizing Conclaves at TIMSR revolve around fostering a dynamic interface between academia and industry. It is organized in the context of a panel discussion, which is a structured gathering where experts and stakeholders convene to discuss and deliberate on the theme of the conclave. The conclave is attended by graduate / postgraduate students, alumni, academicians and corporate representatives.

3. The Context: Designing and implementing Conclaves at TIMSR involves aligning themes with current industry trends and navigating logistical challenges within the academic calendar. It requires extensive research, brainstorming, and meticulous planning to select themes, coordinate industry experts, and ensure their participation. Faculty must train and guide student teams for effective event execution.

4. The Practice: TIMSR's Conclaves are strategically planned events that unite industry experts, academic scholars, and students to explore relevant business topics like "Customer Centricity," "Green Business Practices", "Risk Management" and "Online Streaming." Each Conclave features panel discussions, keynote addresses, workshops, and networking sessions, providing practical insights that complement classroom theory.

The practice is distinctive due to its integration of current industry trends, offering students exposure to the latest developments and preparing them to meet industry demands. The multidisciplinary approach includes Finance, Marketing, HR, and Operations, enhancing the learning experience through real-world examples and case studies. This dynamic learning environment fosters critical thinking, problem-solving, and leadership skills.

Conclaves facilitate collaboration between academia and industry, enhancing the curriculum's relevance

and providing students with practical skills and insights. Students gain valuable experience in event management and leadership through their involvement in organizing and participating in these events. Additionally, the focus on sustainability drives discussions on integrating environmental practices into business models.

Constraints/Limitations:

Challenges include coordinating schedules, managing logistics, and maintaining stakeholder engagement. Continuous innovation is required to keep content relevant and avoid repetition across multiple Conclaves each year.

5. Evidence of Success: TIMSR's Conclaves deliver valuable insights through guest speakers from various domains, enriching students' learning experiences. Post-event Learning Outcome Reports (LORs) reflect high satisfaction rates among students, faculty, and industry participants. These Conclaves foster strategic partnerships with industry leaders, enhancing curriculum relevance and providing internship and placement opportunities, demonstrating their effectiveness in meeting educational and professional development needs.

6. Problems Encountered and Resources Required

- Coordinating schedules of industry speakers, faculty, and students amidst academic calendars and external stakeholders' availability poses logistical challenges.
- Engaging participants effectively in hybrid formats during pandemic was challenging.

File Description	Document
Best practices as hosted on the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

"INSPIRE" - Elevating Academic Excellence at TIMSR

TIMSR is committed to transforming the academic experience and fostering excellence by providing quality education, state-of-the-art infrastructure, and a supportive learning environment in a distinctive way. The "INSPIRE" approach at TIMSR integrates all essential elements - **I**nnovation, **N**urturing Professional and Social Environment, **S**tudent-Centered Learning, **P**artnerships, **I**nfrastructure, **R**esearch-

orientation and **E**ngagement into a cohesive framework that drives academic excellence and holistic development of students.

Innovation at TIMSR is spearheaded by the TIMSR Center for Entrepreneurship and Innovation (TCEI), which drives creative thinking and business development. The institute nurtures professional and social growth through its Fintech Lab and the Social Responsibility Cell, SAMVEDNA. TIMSR's commitment to student-centered learning is evident in its mentoring programs, experiential and participative learning methods, and career guidance from alumni. Industry-institute interactions and access to digital resources and ICT tools further enhance the educational experience. The research centre, equipped with advanced software, fosters critical thinking and analytical skills. Together, these initiatives create an academic environment that excels in innovation and supports comprehensive personal and professional development.

Innovation

- TIMSR Centre for Entrepreneurship and Innovation: TIMSR Centre for Entrepreneurship and Innovation plays a pivotal role in cultivating entrepreneurial spirit among students through a diverse array of initiatives. These include workshops led by industry professionals on topics like IPR, entrepreneurship awareness programs and mentoring sessions from alumni with entrepreneurial backgrounds, business weeks along with events like entrepreneurial quizzes and entrepreneurial melas, further enrich students' practical understanding and readiness for entrepreneurship.

Nurturing Professional and Social Environment

- **Fin Tech Cell:** The Financial Technology (FinTech) Industry is growing at a rapid pace where technological innovation is powering this growth. The institute's Fin-Tech lab is funded by Seneca College, Canada. Institute organizes regular sessions on FinTech awareness and students also actively participates in seminar and conferences on financial technology.
- **SAMVEDNA - Social Responsibility Cell:** 'SAMVEDNA' has been actively engaged in a myriad of extension activities aimed at fostering a sense of community engagement and social responsibility among our students. Social Responsibility Cell has conducted activities that promote social well-being initiatives like blood donation camp, Tree plantation activity, Drive on E-waste management & Recycling, Cleanliness drive, River cleaning drive, medical camp, activities related to gender sensitivity, knowledge enhancement activity, visit to old age home etc.

Student-Centered Learning

- **Faculty as a mentor:** A strong academic ambience often begins with qualified and experienced faculty members who are experts in their respective fields imparting high quality education with innovative teaching learning practices. The institute has mentoring program where the faculties are engaged to provide career guidance to the students on continuous basis. This mentorship fosters academic excellence and supports students in achieving their professional goals.
- **Career guidance by Alumni:** Alumni - student mentoring helps in bridging the gap between academic learning and real-world applications, guiding students on resume building, job interviews, placement preparedness and workplace dynamics. By inspiring current students

through their journeys, alumni assist in setting realistic goals and developing strategies for success. Additionally, alumni networks can facilitate access to internships and job opportunities, enhancing students' professional readiness.

- **ICT Enabled Campus**
  - Fully Wi-Fi-enabled campus
  - Well-equipped classrooms
  - Computer labs are integral to the learning environment, offering students and faculty access to necessary technological resources.
  - TV screens installed on various floors provide real-time updates on placements and market trends.
  - State-of-the-art Study Skill Centre with video conferencing facility, live streaming
  - Well-equipped library with remote access to all its e-resources like ProQuest, EBSCO, e-books and ACE Equity and reading room facility

Partnerships

Industry-Institute Interaction: Collaboration with industries and businesses can provide students with practical insights, internships, and placement opportunities. Institute organize guest lectures, workshops, and seminars conducted by industry professionals to enhance the relevance of academic programs. TIMSR has established Memorandums of Understanding (MOUs) with various industry partners to further enrich these interactions.

Infrastructure: The institute ensures a comprehensive range of infrastructural and educational resources, aimed at fostering the holistic development of its students. TIMSR is dedicated to enhancing the teaching and learning experience through continuous upgrades in technology and infrastructure.

State-of-the-art classrooms and seminar halls equipped with ICT support modern teaching methods. The institute has a well-equipped library LRC(Learning Resource Centre). The library boasts a curated collection of books, journals (including electronic resources), and magazines.

Key amenities include a co-working space for alumni entrepreneurs, an Ideation Room for project discussions, and E-Labs for entrepreneurial activities. The yoga room provides facilities for yoga and meditation, supporting overall well-being. A designated lecture hall Study Skill Centre (SSC) hosts guest sessions and faculty development programs, while the Fintech Lab delivers practical learning in financial technology. Recreation rooms feature indoor sports like chess, table tennis, carrom, and a pool table, and a first aid room addresses immediate health needs. Additionally, the 600-seater auditorium hosts cultural events such as TIMSR Fest and intercollegiate activities, highlighting the institute's commitment to a well-rounded educational experience.

Research-orientation

- Research: Institute is an approved PhD Research Centre in Management Studies of University of Mumbai. The Research Cell motivates faculty and students to publish high quality research papers and case studies with reputed journals. It focuses on developing advanced research skills through comprehensive training and resources, promoting the translation of research into practical applications, and encouraging industry partnerships. The availability of software such as SPSS

and Turnitin enhances the quality of research, supporting faculty members and research scholars in their scholarly activities.

Engagement

- Alumni Engagement: The alumni portal serves as a robust platform facilitating interactions and engagements among students and over 4000 alumni across diverse industries and global locations. Alumni introduce students to professionals within their network, enabling students to expand their connections strategically. This initiative not only enhances networking opportunities but also supports students in establishing meaningful professional relationships tailored to their specific career aspirations and goals.
- TISMR FEST: Cultural activities are pivotal at TIMSR, with the auditorium serving as the venue for events like the TIMSR Fest and various intercollegiate gatherings. These events offer students a refreshing break from academics while promoting community spirit and cultural awareness.

File Description	Document
Appropriate web in the Institutional website	[View Document]()
Any other relevant information	[View Document]()

5. CONCLUSION

Additional Information :

1. State-of-the-art infrastructure meeting global standards.
2. Ph.D. Research Centre for Management Studies, approved by the University of Mumbai from A.Y. 2024-25.
3. Recognition of college under Section 2(f) of the UGC act 1956 w.e.f. 6th May 2024.
4. Permanent affiliation with the University of Mumbai from the Academic Year 2023-24
5. Consistent compliance with zero deficiencies from statutory bodies such as AICTE, DTE, Government of Maharashtra, and the University of Mumbai.
6. Institute is ISO 21001:2018 (EOMS), ISO 51001:2018 (Energy Management System) and ISO 14001:2015 (Environmental Management System) certified.
7. National Accreditations – NAAC A+ and NBA for MMS programme
8. TIMSR was awarded with "Best Management College in West India for Infrastructure 2023" an award for outstanding and exemplary contribution to Education, Skill development and Research.
9. Introduction of 2 New Programme from AY 2024-25 i.e. MMS for Working Professionals and BMS
10. Appreciation letter by Pushpmanohar Old Age Home in AY 2023-24 for the efforts taken under Social Responsibility Cell.
11. ÜMANG Partner Recognition Award 2021-22 by Kotak Education Foundation in AY 2021-22 for conducting Knowledge Enhancement Activity for under privileged people under Social Responsibility Cell.
12. TIMSR got 3-star Rating in the Annual Performance: University Category for the A.Y 2020-21 by AISHE Institution Innovation Council, MoE's Innovation Cell, Government of India.
13. TIMSR Examination department received an Appreciation letter from University of Mumbai for efficiently conducting examinations in the pandemic situation for the A.Y 2020-21.
14. Listed under PLATINUM CATEGORY Institutes in AICTE-CII Survey of Industry – Linked Technical Institutes – 2020.
15. Robust network of registered 4000+ Institute Alumni.
16. Alumni-Student Mentoring Programme
17. Modern building with state-of-the-art Class Rooms, Computer Labs, LRC (Library), Study Skill Centre
18. Sponsorship & Awards Scheme that promotes faculty development through research publication, seminars, workshops, conferences, FDP, PhD and motivation through rewards, etc.

Concluding Remarks :

TIMSR has undergone a significant educational transformation, embracing innovation, inclusivity, and holistic development. Listed under UGC Section 2(f) and permanently affiliated with the University of Mumbai, TIMSR is recognized as a PhD research centre. It promotes multidisciplinary projects and a culture of innovation to address complex societal challenges.

TIMSR offers comprehensive skill development initiatives. These include industry-relevant certification programs, hands-on training sessions with industry experts, and extensive internships. The institute also emphasizes placement training and entrepreneurship development programs, equipping students with practical skills and enhancing their readiness for the professional world. A notable practice is the organization of conclaves, which not only enrich the curriculum but also provide students with valuable experience in event

management and leadership.

Governance at TIMSR features a decentralized, participative structure, guided by a comprehensive Perspective Plan and supported by the Internal Quality Assurance Cell (IQAC). This structure ensures high educational quality and robust financial management practices. TIMSR's commitment to value-based education, sustainability, and community engagement reflects its mission to deliver a well-rounded, high-quality educational experience.

Faculty members are dedicated to undertake research work, as evidenced by their publications in UGC-listed journals. The institute actively supports faculty participation in national and international conferences, enriching their expertise and enhancing the academic environment.

TIMSR has also been recognized for its strong commitment to community engagement and social responsibility. Acknowledgements from organizations such as the Kotak Education Foundation and NGOs like Book My Junk, Hum Saya Welfare Sanstha, and Beach Please underscore the impact of initiatives like educational programs for underprivileged students, e-waste management, old age home visits and beach cleaning drive. These awards reflect TIMSR's dedication to making a difference beyond the classroom and inspire continued efforts in fostering a culture of service and societal betterment.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)** Answer before DVV Verification : Answer After DVV Verification :67 Remark : DVV has made changes as per the report shared by HEI.
2.1.2	*Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years* 2.1.2.1. **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)** Answer before DVV Verification: 	2023-24	2022-23	2021-22	2020-21	2019-20
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107	84	82	66	46 | Answer After DVV Verification : | 2023-24	2022-23	2021-22	2020-21	2019-20
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87	66	64	45	41 | 2.1.2.2. **Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years** Answer before DVV Verification: | 2023-24	2022-23	2021-22	2020-21	2019-20
---	---	---	---	---
122	92	92	92	61 | Answer After DVV Verification : | 2023-24	2022-23	2021-22	2020-21	2019-20
---	---	---	---	---
122	92	92	92	61	 Remark : DVV has considered the given input as per the supporting documents provided by HEI
3.1.1	*Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)* 3.1.1.1. **Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)** Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
7.52	10.04	2.12	00	12.43

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

Remark : DVV has considered the given input as per the supporting documents provided by HEI

3.3.1	**Number of research papers published per teacher in the Journals notified on UGC care list during the last five years**

3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
60	42	61	63	38

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
39	33	29	50	35

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
18	57	33	79	08

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
5	21	8	70	1

Remark : DVV has made changes as per the report shared by HEI.

3.4.3	*Number of extension and outreach programs conducted by the institution through organized*

forms including NSS/NCC with involvement of community during the last five years.

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
11	13	09	03	11

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
9	10	7	2	9

Remark : DVV has made changes as per the report shared by HEI.

3.5.1 | *Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.*

Answer before DVV Verification :
Answer After DVV Verification :14
Remark : DVV has considered only functional MOUs.

4.4.1 | *Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)*

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
935.17	967.50	1045.74	831.57	914.29

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
387.15	406.95	471.37	335.94	413.20

Remark : DVV has made changes as per the report shared by HEI.

5.2.1 | **Percentage of placement of outgoing students and students progressing to higher education during the last five years**

5.2.1.1. **Number of outgoing students placed and / or progressed to higher education year**

wise during the last five years

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
197	200	236	283	202

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
120	150	190	210	190

5.2.1.2. **Number of outgoing students year wise during the last five years**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
198	246	296	363	342

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
198	246	296	363	342

Remark : DVV has considered the given input as per the supporting documents provided by HEI

5.2.2 | *Percentage of students qualifying in state/national/ international level examinations during the last five years*

5.2.2.1. **Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
12	8	4	3	7

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

Remark : DVV has considered the given input as per the supporting documents provided by HEI

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

2023-24	2022-23	2021-22	2020-21	2019-20
22	14	14	08	04

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

Remark : DVV has considered the given input as per the supporting documents provided by HEI

| 5.3.2 | **Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)** |

5.3.2.1. **Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
37	38	21	12	09

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
4	4	4	4	4

Remark : DVV has considered the events undertaken on relatively closer dates under one single event.

| 6.3.2 | **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:

2023-24	2022-23	2021-22	2020-21	2019-20
24	27	19	15	13

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20

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12	12	10	9	7

Remark : DVV has considered the given input as per the supporting documents provided by HEI

6.3.3	***Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years***

6.3.3.1. **Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP),** *Management Development Programmes (MDPs)* **professional development /administrative training programs during the last five years**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
64	64	57	59	65

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
20	28	22	24	03

6.3.3.2. **Number of non-teaching staff year wise during the last five years**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
38	38	37	39	40

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
38	38	37	39	40

Remark : DVV has considered the given input as per the supporting documents provided by HEI

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of teaching staff / full time teachers during the last five years (Without repeat count):** Answer before DVV Verification : 71 Answer after DVV Verification : 64
1.2	**Number of teaching staff / full time teachers year wise during the last five years** Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
41	35	32	29	38

	Answer After DVV Verification:				
	2023-24	2022-23	2021-22	2020-21	2019-20
	33	30	26	24	33

2.1	**Expenditure excluding salary component year wise during the last five years (INR in lakhs)**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
976.36	1184.70	2697.44	849.98	969.42

Answer After DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
167.83	1024.76	1105.34	847.22	937.90

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