



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

MAHATMA EDUCATION SOCIETY PILLAI INSTITUTE OF MANAGEMENT STUDIES AND RESEARCH

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Pillai Institute of Management Studies and Research (PIMSR) is self-financing business school that is affiliated to the University of Mumbai and AICTE. PIMSR was founded on a 16-acre campus that is covered in natural greenery in Panvel, Maharashtra's Raigad district. A total of 180 students have been admitted annually to the institute's Masters of Management Studies program (MMS) and an additional 60 students are admitted to the Master of Business Administration course. The institute has received an "A" grade from the Maharashtra government's Directorate of Technical Education. The institute has been effective in instilling in its students over the past 20 years the value of the symbiotic relationship between strong business theory and real-world applications. PIMSR has the benefit of being in a strategic position because it is close to the industrial districts of Taloja and Thane as well as the Jawaharlal Nehru Port Trust and Navi Mumbai International Airport. PIMSR is an ISO certified institute since 2021 and maintains high quality standards in all its activities.

PIMSR, which began in 1998, had a humble beginning but has since become one of the most well-known and sought-after brands in the Navi Mumbai and Raigad districts. The institute is a lingual minority institute. The institute aspires to achieve accreditation as an important milestone in its journey. The institute offers specialization in Marketing, Finance, Human Resource, Operations and Systems

Vision

Education For All

A revolution is taking place in the world because of globalizing economy, the advent of information technology and aggressive competition. Knowledge and understanding imparted through management education and training should be able to create competitive managers for the international market.

In the emerging global digital environment the millennium managers should acquire zero-time capabilities, the ability to make changes with the speed of light and act swiftly upon them through practical training and application to face the challenges of a 'borderless world'.

Mission

To develop professional managers with respect for the environment and responsible leadership in quest of excellence from an Indian and global perspective.

This objective is fulfilled through education, practical training, and interaction with industry and social organizations.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The institute has a world class infrastructure and is situated on the outskirts of Mumbai City which make the institute easily accessible and at the same time is away from the noise and the pollution.

The institute is able to attract and retain motivated faculty with industry and domain expertise.

The institute has a potent mentoring mechanism through which the mentors are able to assess their mentees and guide them in a manner that facilitates their personal development. This is visible in the gradual increase in placement results over the last few years.

Employability tests is a best practice that is implemented to make students employable and job-ready. This is a unique test that has been tailor made to suit the needs of the students at the institute. The test helps in identifying the strengths and weaknesses of each student and conveying the same to them. The institute, through the various value-added course that have been designed, is able to address the soft-skills based gaps that are highlighted through the employability tests.

The institute has been successful in forging valuable collaborative relationships with companies, NGOs, associations and industry bodies. This has led to higher opportunities to collaborate in placement, internships, training and guest sessions, entrepreneurship, social service and value added courses.

Institutional Weakness

The institute is situated in the outskirts of Mumbai city because of which it attracts more students from the nearby areas as compared to city students. This may also have an impact of companies that recruit from the institute.

Institutional Opportunity

There is an increasing demand for management education among students hailing from Tier II and Tier III cities. The institute is making an attempt to reach out to these students as the institute has a locational advantage in this regard.

There is also a visible shift towards entrepreneurship in the country and this acts like a boost to management education as management education to a great extent orients an individual's mind towards entrepreneurship.

The Indian economy has also been showing favorable signs which can be a boost for management

education.

Institutional Challenge

The institute is located in Navi Mumbai which is gradually transforming into an educational hub with numerous educational ventures being set up in the institutes' vicinity. This may lead to an increase in competition for all resources.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

PIMSR aims to develop professional managers and responsible leaders with respect for the environment. This objective is fulfilled through education, simulation lab activities, practical training and interaction with industry and social organizations. The institute follows a curriculum as prescribed by University of Mumbai. Various committees are formed to ensure holistic learning and development of students. MMS curriculum sensitizes students towards issues related to environment and sustainability, human values and professional ethics.

For each topic in the syllabus the faculty prepares a detailed lesson plan highlighting the teaching methodology that will be adopted. Specific course outcomes are developed using Bloom's taxonomy that ensures that the syllabus is covered in an orderly manner. CBCS The Outcome Based Education model adopted by the institute ensures that curriculum gaps are identified and bridged using supplementary activities like value-added courses, guest sessions, industrial visits, workshops, collaborations with industry, and other such.

As a primer to management education Management Mind-set Orientation Programs are designed and implemented which help students in transitioning from a non-management to a management mind-set.

To ensure holistic development of students various co-curricular and extra-curricular activities are organised in the institute for time to time. Entrepreneurship and other Institution Innovation Council driven activities like seminars on IPR, Accounting workshops for entrepreneurs, motivational talks by entrepreneurs, business plan competitions, demo-days, ideation competitions are conducted from time to time. Students actively participate in social service projects with NGOs that are involved in running orphanages, old-age homes, shelters for destitute, advocacy related activities, green initiatives etc.

Teaching-learning and Evaluation

The admission process of the institute is transparent and regulated by the Directorate of Technical Education (DTE), Mumbai, Maharashtra through the Centralized Process of Admission (CAP). The institute is able to attract a diverse section of students from all across the country. The institute has a

healthy student: full-time faculty ratio of 14.36.

The faculty are highly qualified and 40% of them hold a PhD degree. Many of the faculty come with a rich industry experience. This background of the faculty helps in creating an environment where learning can take place. The faculty have been trained on outcome based education and are implementing the same. Faculty prepares a lecture plan for each course on the basis of the University of Mumbai Syllabus and industry requirements as obtained from the placement cell. The teaching methodology adopted makes use of case studies, discussions, presentations, projects, assignments and simulation games. These methodologies ensure that deep learning takes place. Faculty also makes use of various ICT tools to enhance the teaching learning process. Recorded videos, other videos available on YouTube are also used to enrich the learning process. Project-based learning is an integral part of the management curriculum and students have mentors who guide them through the process. The students are also encouraged to do courses online through Coursera, EdX, Udemy, NPTEL etc. Industrial visits are organised regularly to expose students to functioning of companies. Students are encouraged to read newspapers and articles from the same are used as discussion aids in the class. Internships have to be mandatorily undertaken by students after the first year of the course.

The teaching-learning process at PIMSR is student centric which enables students to develop the ability to reason systematically about critical questions and issues. Every student is empowered to take ownership of his or her learning. Learners are sent for two months summer training during which they undergo actual corporate exposure.

The evaluation process is as per the guidelines issued by the University of Mumbai. The question papers are set in manner that helps the institute in assessing the learning that has taken place. Overall feedback is taken from time to time to ensure that the teaching learning process is in line with the overall objectives of the institute.

Research, Innovations and Extension

The institute has a faculty policy that encourages research. The institute has created Centres of Excellence in Sports and Meditation & Wellness to strengthen research in these areas. Research workshops are regularly conducted in the institute to develop a research mind-set among students. FDPs are organised so that faculty are up to date with the latest development in the corporate world and teaching pedagogy.

The institute has formed the Institution Innovation Council (IIC) under the MHRD & MOE and has conducted numerous activities to foster a culture of entrepreneurship. As a part of this motivational speakers, founders of startups and IPR experts have been invited to deliver talks to our students. Idea generation competitions and demo days are organized to encourage participation in entrepreneurial activities. All these initiatives have resulted in the institute receiving a 3.5 rating out of 5 in the annual performance rating by MOE. The institute has also participated in ARIIA ranking and was placed in the “Promising” band. The Institute has also collaborated with Pillai Centre of Innovation and Entrepreneurship which is an incubation cell with world class facilities. It is a forum to assist in

developing

The institute has always been committed to fostering a spirit of service to society, especially among the local communities around the institute. The institute has an active Social Service Committee that plans and monitors the various extension activities of the institute. The activities undertaken are in the areas of raising funds for the underprivileged, skill development activities, observance of UN days, advocacy etc. Students have to compulsorily take up a project in this space as a part of curriculum completion.

The institute has signed collaborative MOUs with more than 75 organizations to further the cause of research, entrepreneurship, innovation, project work, internship and placement.

Infrastructure and Learning Resources

The Institute fulfills all the norms specified by the statutory bodies in terms of land and building requirements. The campus is spread over 7.15 acres of land. The location of the institute is of strategic nature with its close proximity to JNPT, the upcoming international airport and Taloja Industrial Belt.

The institute has 8 IT-enabled classrooms, 2 well equipped computer laboratories with 60 computers each, 2 conclaves, auditorium, photocopy center, a playground, Faculty Rooms, Boys and Girls Common Rooms etc. To encourage entrepreneurship the institute has set-up an incubation and pre-incubation cell. A biz-lab has been set-up to facilitate business simulation exercises. Computer laboratories and IT system in classrooms are maintained by the departmental staff whereas special and expensive equipment, Generator, UPS, Lifts, Air conditioners, water purifiers, are maintained by empanelled service providers. The institute has a rich collection of management books and resources. There are 21892 books, 35 National Journals (Print), 14 International Journals (Print), 2 E-Resource Databases - J-Gate and EBSCO Business Source Elite+, Proquest eBooks – Ebrary. It has Online Public Access Catalogue and internet browsing area for accessing e-resources.

The institute has state of the art server room where the college hosts its own applications. In addition, the college has a high speed internet connectivity of bandwidth 255 Mbps with campus wide Wi Fi access, free email accounts for its faculty and staff with unlimited cloud storage facilities. The entire campus is under CCTV surveillance for safety and security. The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, and yoga.

Student Support and Progression

The institute attracts a diverse cross-section of students into its program. It is therefore important that support and guidance is provided to them at every stage to ensure success. Student support is extended in the form of mentoring, career counselling, placement and training assistance, grievance cells. Value added courses and skill enhancement initiatives are added to the curriculum to make it relevant to the

industry. Faculty mentors are allocated to all students. Students can approach them for any personal or academic mentoring. Numerous students are supported through the various scholarships (Minority scholarship, EBC scholarship, SC scholarship and free-ship, OBC scholarship, VJNT scholarship, SBC scholarship, ST scholarship, Tribal Post Matric Scholarship Scheme (Government Of India)) that are offered by the institute.

The institute has a training and placement department that provides placement services to the students. Many national and multinational companies recruit from the institute. The institute has a final placement record of around 60%. Faculty members, alumni and guest speakers regularly conduct career counselling sessions for the students.

Students are expected to participate in both curricular as well as extra-curricular activities like sports and cultural activities for their overall development. Alegria, an institute wide event completely powered by students, is considered to be one of the most well-known college events in India. Khelo PIMSR Khelo is a sports event organized at the institute. Days of national importance are celebrated so that students are sensitized towards the cultural diversity that exists.

The institute has a legacy of 20 years and many illustrious alumni hold top positions in different MNCs. Alumni play an active role at the institute. They are invited for guest talks, career counselling session and entrepreneurship activities. They also provide students with internship projects and final placements. “Milaap” is the annual alumni meet organized at the institute.

Governance, Leadership and Management

The institute has a five year strategic plan that has been prepared in consultation with top management, Governing Body, Director and faculty. All decisions in the institute are taken basis the five year plan. Committees are constituted on an annual basis and are empowered to undertake activities in line with the vision and mission of the institute. Committees plan activities and populate the same on the academic calendar at the beginning of each academic year. The Director constantly monitors the activities of the committees and ensures that there is compliance to plans and any deviations are highlighted so that committees are able to make amends wherever needed. Committees have student’s members who also play an important role in organizing the events under each committee.

All faculty members are active participants in the quality improvement process at the institute. IQAC plays a pivotal role in implementing key activities in line with the strategic plan to enhance the level of student engagement.

The institute follows an unbiased process of recruitment by advertising in the newspaper. Annual performance appraisal is undertaken and faculty are given feedback accordingly. Faculty development programs are conducted at the institute to enhance the quality of faculty and ensure updation of knowledge and skills.

The Institute ensures transparency in budgeting and recording expenditure. The balance sheets are audited. The institute attempts to maximize resource mobilization through other sources and also strives to optimally utilize funds.

Institutional Values and Best Practices

The Institute has been consistently making efforts to maintain a safe and secure environment for all students, faculty members, administrative staff and others. Special measures are taken to ensure the safety of female students through initiative under ICC and WDC. The institute has adopted green initiatives and waste management initiatives to reduce its impact on the environment. The institute is extremely sensitive to requirements of differently abled individuals and has taken appropriate measures to address the same. The institute sensitises students about the importance of cultural diversity by celebrating days of national importance. Ethics is another value that the institute deeply ingrains in the minds of the student. The institute has tied up with ONGC to celebrate vigilance week and increase awareness among students regarding ethical practices.

Best practices like establishment of Centres of Excellence have been adopted by the institute to enhance research and training in specific areas. Sports management and Wellness and Meditation are the two areas where the institute visualises a wide scope for research and training opportunities. By establishing centres of excellence in these two areas the institute has deepened its resolve to be committed in these fields.

The institute also places a high level of emphasis on research and conducts numerous workshops to enhance research mind-set among students. Project-based learning is an integral part of management education and provides immense research scope to students, Students can deep dive into their areas of interest through these projects. The SIP workshops have been designed in a manner to increase students' interest in research.

Social service is an integral part of management education and the institute has created a unique event named "Community Service Day" around the same.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	Mahatma Education Society Pillai Institute of Management Studies and Research
Address	Dr. K M Vasudevan Pillai Campus, Plot 10, Sector 16, New Panvel, Navi Mumbai - 410206
City	NAVI MUMBAI
State	Maharashtra
Pin	410206
Website	www.pimsr.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	R. Chandran	022-27456100	7904805742	-	chandran@mes.ac.in
IQAC / CIQA coordinator	Betty Sibil	022-2227456100	9004223454	-	bettysibil@mes.ac.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes Minority Letter.pdf
If Yes, Specify minority status	
Religious	
Linguistic	Malayalam
Any Other	

Establishment Details				
State	University name	Document		
Maharashtra	University of Mumbai	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	13-02-2016	View Document		
12B of UGC	13-02-2016	View Document		
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	15-05-2023	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	Dr. K M Vasudevan Pillai Campus, Plot 10, Sector 16, New Panvel, Navi Mumbai - 410206	Urban	7.15	28912.9

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/ Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
PG	MMS,Management	24	Graduation	English	180	180

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	0				2				11			
Recruited	0	0	0	0	1	1	0	2	5	6	0	11
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	4				5				17			
Recruited	1	3	0	4	3	2	0	5	11	6	0	17
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				27
Recruited	18	9	0	27
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				3
Recruited	0	3	0	3
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	3	0	2	2	0	0	0	0	8
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	1	0	0	0	0	0	1
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
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

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
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
		2		2	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
PG	Male	93	12	0	0	105
	Female	73	9	0	0	82
	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	6	8	6	6
	Female	5	1	2	1
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	1	0
	Others	0	0	0	0
OBC	Male	3	5	3	6
	Female	5	2	3	1
	Others	0	0	0	0
General	Male	81	85	76	84
	Female	84	75	90	83
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		184	176	181	181

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Essentially the focus of Higher Education Institution (HEI), as part of National Education Policy 2020, is to build scholars and peers of eminence, be flexible and develop inter discipline studies and enable students to become well-rounded individuals. The institute offers specializations like Marketing, Finance, Human Resource, Systems and Operations. Within these streams of specialization, offerings in various electives are given as option to students. All courses in management have subjects of humanities and social sciences either as a core subject or as electives. Subjects like Perspective Management, Economics, are core subjects in management whereas subjects like Organizational Behavior, Effective</p>
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Management Communication have been chosen as electives to supplement management education. The institute believes that integration of humanities and social sciences subjects are important for holistic understanding of management. Apart from the curriculum rigor, faculty as well as students are put through exercises in community development and participation in social welfare activities. The participation of students in various community activities through the Social Service Committee and by engaging with NGOs of national and international importance, are exercises, to develop sensitivities and knowledge of the informal sectors. At the post-graduation levels the students are encouraged to mention their social engagements in their curriculum vita and also during the times of their placement interviews. There are mandatory projects works in the area of social relevance that students have to undertake in order to complete the course. The institute has collaborations with social service organizations through which students are encouraged to undertake live projects. The institute is a post graduate institute and is affiliated to university of Mumbai and abides by all the requirements as specified by the affiliating university. As and when policy changes shall be undertaken by the university, the institute will follow the necessary steps. The institute through its research committee regularly conducts workshops to inculcate a research mind-set among its students. The institution also engages various social scientists and entrepreneurs at regular periodicity through seminars, talks, interactions with students to enable them to develop novel and innovative ideas of societal progress and self-development. These talks and interactions are multidisciplinary in nature, wherein the case studies, personal experiences, and scenario analysis are laid before the audience for their comprehension, suggestions and a way forward on practical and do-able formats. The institute encourages students to take up internships and research projects from diverse areas. They have the flexibility to undertake projects with NGOs working in areas of environmental upgradation, social issues and the like. They also have the flexibility to undertake projects with entrepreneurial ventures and startups.

2. Academic bank of credits (ABC):

Our college does not award any academic certificates

on its own. All degrees certificates are awarded by Mumbai University. We are waiting for the directions in this regard from them. We will put all efforts to meet the requirements of the Academic Bank of Credits if the affiliated colleges are assigned any task related to it. We have yet not registered for the same. If the university awarding a degree/diploma or certificate will do itself, then we may not need to register. The institute has collaborated with the FIFA/CIES International University Network to conduct and award diplomas in the Executive Programme in Sports Management. CIES (International Centre for Sports Studies) and FIFA (World's Governing body of Football) are international organizations that have collaborated to provide students the broadest possible vision of management in modern sports. The institute is affiliated to University of Mumbai and follows the curriculum as prescribed by University of Mumbai. The individual faculty have the freedom to design and implement pedagogical tools within the framework of the university that they deem fit for the teaching learning process. The faculty design assessments and assignments that are suitable to each learning outcome and prepare reading material in a manner that elucidates concepts and theories in management. The learning progress of students is measured on a concurrent basis. The institute has create an account on Digilocker. It is also directed to keep itself prepared for the implementation of all decisions of Mumbai University related to NEP and Academic Bank of Credits. If in place of affiliating universities, the affiliated institutions are assigned the task related to the management of the Academic Bank of Credits, we have kept ourselves ready for this situation.

3. Skill development:

The college has multiple initiatives in place to strengthen vocational and soft skills of students. For example the institute has conceived an initiative by the name "Employability Testing" to augment the employability skills of students. In this initiative both soft skills and subject-related skills are tested and on-going feedback is provided to students so that improvements can be made. The institute through the various value-added courses imparts employability related vocational skills to its students. Training programs in Excel, aptitude are regularly undertaken

at the institute to make students job-ready. Simulation activities are organized at the institute to give students a real life experience of decision-making and strategizing. The college offers the following vocational and professional courses: Excel Training Aptitude building Employability Testing Cases and Research Banking and Finance Our institution takes keen interest on value-based education and along with some clubs and societies like Heartfulness have been able to inculcate in students a feeling of positivity. The institute organizes programs on meditation and wellness through its Center of Excellence that goes by the same name. Poster making competition are organized by the Institution to make students aware of the sensitive issues related to human life and the environment. The Social Service Committee engages with NGOs from the nearby community in developing and implementing programs for their betterment. This helps in sensitizing management students towards needs of individuals from marginalized communities. Each year our students take part in several social activities like cleanliness drives, tree plantation, awareness about health, etc The credit structure is based on the specifications as prescribed by the affiliating university i.e. University of Mumbai. The institute on its accord conducts value added courses to inculcate vocational skills among students. These vocational skills are provided on the basis of industry requirements. The institute organizes regular lectures by industry professionals and alumni who enlighten students with respect to the latest trends in the industry and the skills gap that exists. These talks help in identifying the industry skill needs so that students can appropriately up-skill themselves in relevant areas. The students are encouraged to take up courses via Swayam, NPTEL. The institute also has a tie up with Coursera through which the students can enroll for courses offered by world class institutions. The institute has a 360 degree approach while aiming at skill development. While employability skills are given utmost importance an equal amount of emphasis is also given to building a strong value-system. Students are informed of the various avenues that are available to them for constant upgradation and improvement. The employability testing practice is a mechanism that helps bridge the employability gap that exists among

	students. It makes them corporate ready.
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The knowledge systems are all encompassing and move forward beyond the curriculum. The case studies, for instance in economics, these are based on live and real examples and which are contemporary. The initiation of students to the ancient Indian management thoughts – such as that of Kautilya, in economics, is an attempt in integration of the past with the present. This is usually a method in management studies, in an attempt in integration of the past and present. Indian leaders and philosophers are discussed while imparting education. Indian business leaders, their life experiences and case studies are frequently used in classes. The institute also celebrates and observes days of national importance. The faculty is both well versed in English as well as in vernacular. The class room delivery mode as is laid down by the University of Mumbai, currently primarily in English. Considering the vast population of students who come from hinterland and are comfortable with the wide spoken language of the state (which is Marathi), an attempt is made by faculty members to engage with these students through their language of comfort during mentoring sessions. Cultural sensitivity is done through various lectures, sessions and student activities. For example the cultural festivals in the institutions are theme based and encourage students to bring out the best of the Indian culture. Various cultural programs are organised by the committee surrounding these themes.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The institute has implemented OBE to enhance the quality of education that is being imparted. All teaching-learning pedagogies are designed in order to maintain a clear alignment between course outcomes and program outcomes. The level of alignment is measured on an ongoing basis and any changes if required are undertaken from time to time. The outcome statements adhere to the requirements of global bodies. The education imparted is holistic and attempts to encapsulate both job related and socially relevant aspects. Concurrent and continuous evaluation is given due importance and students are regularly assessed on various parameters to ensure that course and programme outcomes are met. Feedback is taken from various stakeholders like students, faculty, alumni and employers to ensure that</p>

the education imparted at the institute subscribes to the required levels as prescribed by the industry and other relevant regulatory bodies. Mentor–Mentee programs are a type of professional development strategy adopted at the institute to connect more experienced faculty members into developmental relationships with student mentees with a primary focus to expand the skills and abilities of the mentees. The institution places immense importance on the mentoring process and believes that mentoring facilitates in providing holistic education to students by understanding student needs at a micro level. The management has developed ‘Employability Test’ for the students of Semester 1 & 2 where these young minds are tried & tested in their curriculum, general knowledge, aptitude test, sentence formation & group discussion. These tests are held once in 2 months & the entire college adheres to this exercise consistently. These tests are specifically designed to enhance employability of students and thereby achieve the outcomes of management education. Management Development Programmes & Leadership Development Programmes are organized in the campus. The students of management participate in these programmes to get a feel of things. PIMSR School had designed varied programmes such as ‘A Teacher is a Leader; A Leader is a Teacher’ & ‘Corporate Culture’ during November & December 2022. The faculty & students experienced a professional thrill & happiness which automatically increase their capacities to deliver.

6. Distance education/online education:

The institute has adopted a blended approach as an integral part of its teaching learning process. Especially when students are on internships and jobs the online approach is adopted for project mentoring sessions. many of the research project workshops are conducted on the online mode to help students to learn from their homes. The institute understands the importance of blended learning and has created an online database that has a video recorded version of all lectures. These videos can be accessed by learners who wish to gain a deeper understanding of a topic at their own convenient pace. This method of asynchronous learning also facilitates slow learners. The institute also uses Google classroom as a learning management system to manage learning resources.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
454	419	409	411	397
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: 35

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

2021-22	2020-21	2019-20	2018-19	2017-18
25	24	24	24	24

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
308.04	392.62	315.96	291.48	392.03

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:

Institute plans for effective implementation of curriculum in the beginning of the academic year, which is prepared in line with University of Mumbai, AICTE and institutional guidelines. Academic Courses are allocated to faculty members as per their expertise. The curriculum for Masters in Management Studies (MMS) laid down by the University of Mumbai is followed by the Institute. Time-Table is prepared well before the start of the academic year for effective execution. After this, the course plan is prepared in line with prescribed syllabus and institutional guidelines. Program Outcomes and Course Outcomes (PO-CO) mapping is done by respective faculty. First session of each course ensures dissemination of course outcomes and program outcomes. The restructured and revised curriculum for MMS is developed by the University considering the current industry needs in terms of skill sets demand under the new business environment. It also endeavors to align the programme structure and course curriculum with student aspirations and corporate expectations.

The College Development committee (CDC) prepares and monitors the timetable on an ongoing basis. The committee also prepares an academic calendar at the beginning of each Academic Year. Preparation of this calendar is a well-thought out process with involvement from all committee heads who contribute by specifying the activities that they wish to undertake during the academic year. Once ready, the calendar is vetted by the Director and approved for implementation. The Director and academic coordinators see to it that activities in the institute are undertaken as per the academic calendar.

The University of Mumbai promotes an evaluation system that is concurrent in nature. The syllabus specifies certain methodologies that can be adopted to undertake these assessments. The subject faculty has the freedom to choose from an array of assessment options like projects, assignment, viva, class tests, quizzes, case study analysis, presentations, role-plays, field work, class attendance and participation, etc. The internal evaluation component comprises 40% of the final assessment.

The University syllabus also prescribes a project-based learning process at the end of Semester II and during Semester IV. The students undertake a summer internship program for which they submit a report for 100 marks. Similarly in Semester IV they prepare three projects on general management, functional and social relevance. Each of these projects carry 100 marks. The Research Monitoring Committee organizes research workshops to equip students so that they may undertake these projects successfully. The students are taken for industrial visits to get an exposure of the industry. The institute believes in holistic education and promotes meditation and

wellbeing of body and mind and conducts sessions for the same.

As a part of equipping students with the right set of skills the institute also conducts employability tests. The tests facilitate in assessing the soft skills and technical skills of each student that are important for placement of students. These tests are conducted on a monthly basis and are critically evaluated by faculty and members of the Corporate Relations Committee (CRC). Each student is given feedback on the basis of these evaluations. Institute also aims to provide soft skills for the students which builds their communication, interpersonal skills and human relations, body language, personality development and business etiquette.

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: 31

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

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: 87.61

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

2021-22	2020-21	2019-20	2018-19	2017-18
413	305	389	360	364

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:

PIMSR firmly believes in incorporating cross-cutting topics related to professional ethics, gender, human values, environment, and sustainability to ensure students' holistic development. In addition to learning how to use logic and make sound decisions under pressure, students must develop into self-sufficient professionals who contribute to the nation's technical and economic advancement.

Cross cutting issues addressed by the different subjects in the curriculum:

Year	Relevance to Gender		Human Values	Professional Ethics	Environment & Sustainability
	I	Organizational Behavior	1.Perspective Management 2.Organizational Behavior 3. Induction Program	1.Perspective Management 2.Organizational Behavior 3. Induction Program	1.Perspective Management

II

Social Relevance Project

Management of Corporate Social Responsibility in organizations

Curriculum of MMS given by Mumbai University includes subjects like Corporate Social Responsibility, Introduction to Creativity and Innovation in Management, Managing CSR in Organizations, Perspective Management, Organizational Behavior, Effective and Management Communication, Business Environment and Labour Laws and Implications on Industrial Relations which certainly sensitizes students towards issues related to environment and sustainability, human values and professional ethics. MMS Specialisation Project in IV Semester expects students to synthesize, integrate and apply skills that they have acquired during the entire program, across all semesters that approximate a professional practice experience. The main aim of this social relevance project is to enable the students to be aware of their social responsibilities and encourage them to explore project areas for finding sustainable solutions to challenges which are social in nature. The student can select any area for study which is in the social realm viz, Environmental Protection, Waste Management, Disaster Management, Saving / Harvesting water, malnutrition, to name a few.

Perspective Management: Core subject in the Semester I of MMS program, the course comprehends the significance and necessity of managing and leading organizations ethically.

Organizational Behavior: An elective offered in Semester I of MMS program, the course provides an understanding of how and why people behave in organizations as they do, either as individuals or in groups and how their values and behaviors affect their performance and performance of the organization as a whole.

Social Relevance Project: A project in Semester IV of MMS program aims to enable the students to be aware of their social responsibilities and encourage them to explore project areas for finding sustainable solutions to challenges which are social in nature.

Corporate Social Responsibility: An elective offered in Semester II of MMS program, the course intends to give a good understanding of the different ways in which CSR can be managed effectively and integrated throughout an organization and acquire the practical skills to develop, manage and measure the impact of a CSR strategy.

Introduction to Creativity and Innovation in Management: An elective offered in Semester I of MMS program, the course intends to make the students aware of their own creative potential and the various ways that each one can contribute to innovation in an organization context.

Business Ethics: An elective offered in Semester I of MMS program gives students in-depth

understanding of the issues concerning Morals, Values, Ideologies and Ethics in personal, professional and business lives

Other than this PiMSR is constantly trying to inculcate better understanding of these issues through various committees and cells.

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: 95.37

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

Response: 433

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: 88.42

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

2021-22	2020-21	2019-20	2018-19	2017-18
244	210	210	200	213

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
249	249	240	240	240

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: 98.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
35	23	17	18	10

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

2021-22	2020-21	2019-20	2018-19	2017-18
35	25	17	18	10

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: 18.16

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:

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

Response:

Teaching learning process is essential to ensure knowledge acquisition, skill development and attitude development for academic success of learners of Management Studies programme (MMS & MBA). The teaching-learning process at PIMSR is student centric which enables students to develop the ability to reason systematically about critical questions and issues. Every student is empowered to take the ownership of his or her learning and reflect on the learning process. Continuous assessment is carried out throughout the assessment period. Also, efforts are made to measure cognitive as well as applied learning.

Participative learning is adopted at PIMSR via news reading, brain-storming sessions, participatory discussion, management games, assignments (theoretical and practical), case studies, critical incidents and active participation in AIMA BizLab business simulation games.

Experiential learning is another teaching learning methodology followed at PIMSR which includes industrial visits, fish bowl activities, role plays, case-studies, project based learning, problem-solving exercises, internships etc. which constitute the different components of the continuous assessment.

Project-based learning is one of salient features of the teaching-learning process. Learners work on projects in different courses. Internship and project-based courses are part of different the curriculum. Students have to mandatorily undertake one project after completion of the first year of MMS and three projects during the semester IV of the MMS curriculum. The first year project is based on the summer internship program that they have undertaken for two months and the Semester IV projects are based on general management, functional management and social relevance related topics.

Information & Communications Technology (ICT) has the potential to transform the nature and process of the learning environment and envision a new learning culture. PIMSR's smart classrooms are equipped with Open Office, MS office, PPT Web techniques, Audio/ Videos, YouTube Channel, Google Form and Google sheets. The faculty effectively utilizes Audio Visual aids, like video clips, CD-ROM materials, web-linked materials to demonstrate the concepts to the students.

PIMSR learning resource, the library is also equipped with sufficient number of books, Journals, e-journals and e-books, and through e-research resources like, EBSCO, NDL-IIT KPG, Blogs, Google Scholar, Jgate, Shodhganga-Repository of e-thesis. Online research journals are also available in the library. The students use EBSCO, Google Scholar, Jgate for preparing the literature review of their projects and assignments.

PIMSR's Seminar hall, the Conclave is well equipped with multimedia facilities using ICT tools, where invited talks, guest lectures, faculty development programs, management development programs, seminars, conferences and webinars are conducted using ICT facilities.

Google Classroom is being used for sharing course content and reference materials with students. Google and Zoom meet are used for conduct of online lectures and guest sessions. Google Calendars are used for scheduling the lectures. The time table for the lectures are shared with the students, along with the Classroom Code and respective links. Case studies, PowerPoint Presentations of the Lectures, Assignments and the Videos are uploaded on the Google Classrooms for the students to assess later on.

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: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
25	24	24	24	24

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	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: 40.5

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

2021-22	2020-21	2019-20	2018-19	2017-18
11	11	10	9	8

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 awarded by UGC recognized universities	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:

PIMSR is a college affiliated to University of Mumbai; it has to follow assessment guidelines as laid down by the University for the MMS program and a similar evaluation criteria has been prescribed for the MBA course as well. The evaluation process includes Continuous Internal Evaluation (CIE) and End Semester Examination. The weightages assigned to CIE and End –Semester Examination are 40 and 60 percent respectively. CIE includes components like Mid-term tests, assignments, group presentations, projects, quizzes, case analysis presentations, role plays etc. Attendance and classroom participation is a compulsory component of CIE. Internal evaluation criteria for each course is communicated to the students by the faculty at the beginning of the semester. The End –Semester Examination is a written paper of three hours and will cover the entire syllabus prescribed for the course. For the successful completion of the course the learner should have completed both internal evaluation and external evaluation and declared passed in both.

The faculty announces the criteria for internal evaluation and the process of the same in the beginning of the semester. Feedback is given to the students on a continuous basis so as to appraise them of the progress they are making and suggestions are given for improvement. Additional inputs are provided to the students who are in need of the same by concerned faculty by way of tutorials and remedial sessions.

The CIE is completed before the end of the semester and in case any student fails to make up the grade or miss some component of the evaluation process, they are given a further chance to make up the deficiency before the commencement of the end-semester examination. The entire process of CIE will be completed and the results taken into consideration in promoting the students to the next semester.

In addition to the above due consideration is given to students for their participation in co-curricular and extra-curricular activities.

Mechanism to deal with examination related grievances is transparent, time –bound and efficient.

1. In case the student has any grievance with respect to evaluation of written papers, they can seek redressal of the same through the revaluation process of the examination department.
2. On receipt of a revaluation request an independent evaluator appointed by Controller of Examination (COE) will reassess the answer sheet and communicate the result to the COE and he in turn to the student. If the student wishes to get a direct feedback from the evaluator the same is facilitated by the Controller of Examination. In case the student is still not satisfied he/she can approach the Director who will look into the grievance and resolve the same taking into confidence the evaluator.

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:

PiMSR adheres to the curriculum prescribed by the University of Mumbai. The Course outcomes articulate the the knowledge and skills sets which a student must develop by the end of a particular assignment, class, course, or programme. The learning outcome approach adopted by the PiMSR has enabled creation of well defined programme and course outcomes. The students gain an

understanding of the purpose of the course and enable them to focus their learning efforts. The

instructional activities and assessment strategies are framed to assess the application and integration of the knowledge and skill sets obtained by the student during the duration of the course.

Programme outcomes state the attainment of knowledge, skills and attitudes the students should have

at the end of a two year management program. Course Outcomes(COs) are the knowledge and skills

the student acquires at the end of a course.

The POs and COs are set through faculty deliberations, in line with the University

of Mumbai requirements. The faculty create the course outcomes(COs) for every subject, which contribute to the attainment of the programme outcome (POs).

Planning

- The allocation of subjects to teachers is made in advance to enable them to prepare before the semester begins.**
- The PO and CO are provided by the faculty to the student at the beginning of the course along with the session plan and the hours allotted for each topic.**
- The academic calendar is prepared at the beginning of the term so that students and teachers are aware of the dates and teachers can plan their lectures.**
- The progress of teaching on all subjects and any deviation from teaching plans are discussed in the departmental meeting.**
- Teachers are made aware of OBE through FDPs and in turn teachers communicate to students and put the process into action through various methods.**

- The faculty members are also encouraged to attend lectures of eminent scholars, corporates for knowing emerging challenges and opportunities in management.

Implementation

The performance of students is tested with continuous evaluation through each semester. There are several co curricular and extra curricular clubs formed with a professor- in- charge and students are allowed to plan and execute various pro-programmes. An attempt is made to train students in entrepreneurship through the “Entrepreneurship Cell”. Students are encouraged and supported to

participate in as many programmes as possible organized by University and other established Institutes.

The effort is made to match the skill sets of the students with the industry requirements to make them industry ready. In addition to academic strategy we try to inculcate the following skills through various activities so that learning can be made more effective and meaningful :

- Communication Ability
- Critical Thinking
- Leadership Quality
- Social Commitments
- Environmental projects
- Ability to use technology

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 institution sets Course Outcomes(COs) for every course and subject. The courses under the revised structure and curriculum fall under two categories of Core (common for all specializations), and Electives (choice for students within specializations) leading towards super specialization.

ASSESSMENT STRATEGIES

The attainment of Programme outcomes and course outcomes are evaluated by mapping COs to POs. Students are continuously evaluated during regular classes and are given feedback regarding their performance so that immediate improvements can be made. T

Attendance of students is monitored every month. Semester end performance of students is communicated through results put up on Notice Board.

Faculty assesses the learning outcomes through methods such as -

A. Continuous Internal evaluation and External evaluation - The college follows the University of Mumbai guidelines with each course having 60 marks for written paper and 40 marks for internal assessment.

B. Case Studies and role plays or suitable assessment components to improve the ability to analyze problems.

C. There are Summer Internship projects at the end of first year and three projects on General management, functional management and social relevance that need to be completed in Semester IV.

D. Communication Skills that are essential for management students are assessed through curricular and extra curricular activities like Debate / Presentation

E. There is an active Social Cell -which undertakes initiatives to make the student socially aware.

F. Value-added courses are used to supplement learning

G. Entrepreneurial Skills are encouraged through Entrepreneurship Cell/IIC and Business Plan competitions.

H. Mentoring of the students is done by the faculty through the duration of the course.

Teaching Pedagogy

Teachers are expected to impart knowledge along-with traditional teaching through new and innovative pedagogical approaches .

Both internal and external evaluation marks are used in CO-PO mapping.

ASSESSMENT COMPONENT (Weight)				
Attendance and CP	Group Assignment	Group Project	Role Play / Other component /Test	Endterm Exam
(10)	(10)	(10)	(10)	(60)

PO attainment using direct tools:

The COs of each course are mapped to the POs. 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.

Monitoring & ensuring the achievement of learning outcome

? **Class tests**

? **Continuous evaluation**

? **Semester examinations**

? **SIP and Sem 4 Projects**

? **Co curricular activities**

? **Extra curricular activities**

? **Through quality teaching**

? **Through corrective action wherever necessary**

? **Through Counseling**

? **Students lagging in studies are assessed through marks obtained in tests.**

? **Weak students are identified and counseled and additional help is provided to them.**

? **Case studies**

? **Teaching pedagogy**

The goal is aimed at to imbibe and enhance the following skill sets

1. Exposure to Global practices

2. Application of technology and enhancement of technological skills

3. Peer-based learning and teamwork

4. Experiential Learning (Learning by Action and Application)

5. Team building basics and its orientation

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: 93.05

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

2021-22	2020-21	2019-20	2018-19	2017-18
190	216	194	198	179

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

2021-22	2020-21	2019-20	2018-19	2017-18
204	216	196	232	202

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

<p>2.7.1</p> <p>Online student satisfaction survey regarding teaching learning process</p> <p>Response: 3.72</p>	
File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0.92

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)

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0.62	0.3	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:

The institute has formed the Institution Innovation Council (IIC) under the MHRD & MOE and has conducted numerous activities to foster a culture of entrepreneurship. As a part of this motivational speakers, founders of startups and IPR experts have been invited to deliver talks to our students. Idea generation competitions and demo days are organized to encourage participation in entrepreneurial activities. PIMSR's Innovation and Entrepreneurship in line with MoE's National Innovation Startup Policy has been formulated, approved and adopted. All these initiatives have resulted in the institute receiving a 3.5 rating out of 5 in the annual performance rating by MOE. The institute has also participated in ARIIA ranking and was placed in the "Promising" band. The Institute has also collaborated with Pillai Centre of Innovation and Entrepreneurship and LaunchpadX which are pre-incubation and incubation cells with world class facilities. It is a platform to assist in developing entrepreneurs and support innovative thoughts from ideation to fruition. The initiatives undertaken by the Entrepreneurship Cell are:

- Incubation Cell - LaunchpadX
- Pre-incubation Cell “PCIE” to nurture ideas for new businesses
- Formation of Entrepreneurs Club for students pursuing MMS
- Consultancy Services
- Mentorship for start-up ventures
- Strategic tie ups with Banks for business finance

An annual Business Plan Competition is also organized for the students of the institute. The winners of the competition are presented with a cash prize of Rs. 1,00,000/- to set up their ventures. The second and third runners up are given cash prizes of Rs. 20,000 and Rs. 10,000 respectively. Students from PiMSR actively participate in these competitions and have reached the final round in 2014. Six start-up’s are currently being incubated and more are being supported under the aegis of the Cell. The cell regularly conducts seminars and workshops on varied topics that are beneficial to prospective student entrepreneurs. The Incubation Cell has state of the art facilities (audio, video, projectors, work spaces, free internet, white boards and books and magazines on Entrepreneurship). The Institute also has in place an active Research and Publication Committee (RPC) which drives research activities among the faculty and students. The committee annually organizes an International Conference on relevant topics. . As a part of its activities it also regularly conducts workshops for students on research and report writing. The MES Research Forum is another annual initiative in the Institute which provides a platform to budding researchers and innovators. Faculty who are working on their Ph.D and others who are carrying out research projects take the Research Forum as an opportunity to present their on-going work and obtain feedback from a cross section of people comprising faculty, researchers and students.

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: 74

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

2021-22	2020-21	2019-20	2018-19	2017-18
34	11	11	9	9

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: 0.14

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	1	1	1	0

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: 0.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	5	1	3	9

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:

Pillai Institute of Management Studies and Research has always been committed to fostering a spirit of service to society, especially among the local communities around the institute. There is a plethora of opportunities to serve the underprivileged in the society especially in India where there is a wide gap between the rich and the poor. The students are exposed to the problems in society bringing them the realization that the upliftment of the less fortunate population is as much their responsibility as it is of the government. The institute has an active Social Service Committee that plans and monitors the various extension activities of the institute. The initiatives taken up by the committee are as follows:

- **Mudita - Joy of Giving Week - fund-raiser**

- **Personality Development Workshops for students of**
- **Society for Nutrition, Education and Health Action (SNEHA)**
- **Jumble Sale**
- **Observance of all important days given by United Nations**
- **Community Service Day**
- **Uber Rang**
- **Guest talks on social issues**

Mudita - Joy of Giving Week - As a part of the larger schema the institute celebrates the week by organizing a number of fund-raising activities like fun fair (where the students put up stalls and raise funds), newspaper drives and other activities like workshops on Zumba etc. The funds raised through these initiatives are used for various social service activities like making donations to NGOs, Seva-sandwich etc.

Few of the faculty of PIMSR are members of a social service organization called Soroptimist International Bombay Chembur (SIBC). These members take up Personality Development Workshops with the nurse-aid students of SNEHA.

PIMSR in association with SIBC organizes the Jumble Sale every year. It is a fund-raising event where old discarded clothes and other articles are resold to the needy. The complete management of this event, right from collecting old stuff to setting up stalls for sale and advertising this sale to the other sections of society is undertaken by the staff and students of the institute.

Observance of all important days given by United Nations

- **International Women's Day**
- **Joy of Giving**
- **International Yoga Day**
- **Environment Day**

Community Service Day is an event where residents of nearby NGOs are invited to the campus for a fun-filled get together. The students of the institute make the necessary arrangements with respect to hospitality and entertainment of the inmates. The institute has tied-up with Ray of Hope Ministries - Ashalay (orphanage) for this initiative.

Uber Rang is an annual Talent Show where some of the most talented students of the group institutes get an opportunity to showcase their talent. The sales proceeds of tickets are used for various social service initiatives. The managerial aspects of organizing this event is undertaken by the students of the institute.

Guests speakers from different fields of social work are invited to the institute to address the students and sensitise them on the various social challenges and opportunities that exist in the environment.

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:

We strongly believe that community service and extension activities along with academics enhances students' valuable academic skills, including communication, team-building, and critical thinking; builds their self esteem; and develops their sense of responsibility for decision making. The focus of our initiatives have been in the areas of SDGs 3, 4, 5, 15 of the United Nations, environment sustainability, waste management and on the various mass movements of the government viz. Swacch Nharat Abhiyan, Beti Padao, Beti Bachao and among others.

We received a letter of appreciation from United Way Mumbai (an NGO that works on community development projects) on 3rd March 2020 for participation by our students on the Mission Mangrove projects. The organisation appreciated the work by the students for these environmental initiatives such as plantation and maintenance of mangroves and advocacy on the importance of the mangrove ecosystem.

Another initiative in line with the Swacch Bharat Abhiyan is the clean-up and beautification drives of railway stations. A letter of appreciation was received from United Way Mumbai for active participation by our students in the monorail clean-up drive organised on 2nd October 2019 on the occasion of Gandhi Jayanti.

Our students actively participate in helping the less fortunate youth by conducting skill enhancement programmes for better employability. One such programme is the Telephonic spoken English programme where our students train and groom less fortunate youth to improve their language skills to enhance employability. Our students received personal appreciation Letters from Kotak Education Foundation for generously devoting time, talent and energy towards this initiative.

Our faculty members provide mentorship and guidance to various social service organisations to help them with strategy, funding and collaboration with stakeholders to alleviate their managerial problems. One such initiative was taking the lead in organising collaborative meetings with important stake holders for providing designs for a proposed incubation lab at Nerul, Navi Mumbai. Efforts were made to coordinate the visits to the site on multiple occasions and ensure delivery of designs for the proposed incubation and entrepreneurship lab at the school. A letter of appreciation was received from the Director, Don Bosco Senior Secondary School in this regard. A letter was received from the NGO, Chathiyara Football Academy, for our mentorship in creating the project titled “Promoting football among underprivileged girls in rural Kerala” a long term project with an aim to develop 25 rural girls in Alapuzha, Kerala. The institute helped with creation of website, project proposals, monitoring of the project and sourcing funding for the same.

Along with social service activities the institute also conducts sessions on universal human values that enhance personal efficiency and effectiveness and inculcate good moral values among students. Numerous wellness initiatives like yoga, meditation and self realisation are conducted for our students to instill healthy living and good thinking in them thereby creating better citizens of India. The institute has received the heartfulness institution award 2020 from the Heartfulness Institute for introducing tools, skills and values in this regard.

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: 70

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

2021-22	2020-21	2019-20	2018-19	2017-18
11	14	19	10	16

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: 43

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:

The Campus of Pillai Institute of Management Studies and Research has an area of 07.15 (Acres) which is 28912.9 sq.m. The institute has ample space provision for academic activities, office administration, and other extracurricular activities. The infrastructure is designed in a manner that facilitates a rich experience for all its stakeholders namely, students, teaching and non-teaching staff, corporates, and management. In other words, the positive ambiance explicitly helps its stakeholders develop academic & social-emotional competencies that are necessary for their success in further education & in life.

The institute is equipped with the latest quality infrastructure and is technologically enabled to provide an environment that facilitates teaching and learning. Each classroom is provided with an audio-visual projector for making the teaching-learning process more engaging for both students and teachers. The classrooms also have ergonomically designed chairs and tables that make the learning experience comfortable. The design of the classrooms enables a direct connection and interaction between each individual student and faculty. The institute also has a fully equipped auditorium that has the latest types of equipment and facilities to create an apt environment to conduct seminars and conferences. The auditorium has a seating capacity of more than 500 people. The institute also has a state-of-the-art Conclave that is fully equipped for gatherings of 100 to 120 individuals.

The Library plays a very vital role in supporting the academic programs of PiMSR. It provides various types of information resources like books, journals, newspapers, e-books, e-journals, video/CDs, and motivational DVDs, which further the knowledge and thought process of the Users.

The library has the latest collection of national & international (management, business, and leadership books) apart from other texts prescribed by the university. It is adequately aided by technology. The library maintains question banks, papers, multimedia CDs, syllabi, business magazines & business newspapers.

PIMSR's vision is 'Education for all' and we as a premier institution are wholeheartedly committed to developing the competencies of our students in all the areas such as education, sports –indoor, and outdoor, that aid in expanding their physical, mental & emotional fitness. This overall 360-degree development will help the students in facing the harsh realities of life.

The institute also houses a pre-incubation cell that facilitates propelling the entrepreneurial culture in the institute. The pre-incubation cell is a resource that students can avail if they are interested in pursuing entrepreneurship.

The institute also has a fully equipped gymnasium with all the latest training and exercise equipment. It also has a facility for indoor and outdoor games, a shooting range, two indoor badminton courts, a playground, and a multipurpose sports ground.

All teachers, mentors, counselors, librarians etc proactively encourage students to make use of the institute facilities so that the student's competencies are built for future managerial and leadership roles.

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: 68.48

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

2021-22	2020-21	2019-20	2018-19	2017-18
213.49	364.83	248.50	164.67	172.80

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

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:

PIMSR Knowledge Resource Center (Library) is housed in 220 sq.mt area & is situated on 1st floor of Pillai Institute of Management Studies and Research. PIMSR Knowledge Resource Centre (Library) has 21800 Books and 50 Print National & International Journals collections of printed and Non-Printed Resources of all Management disciplines.

PiMSR-KRC has also subscribed to 03 Online management databases like EBSCO, J-Gate, E-Book Proquest, E-Library and 10 newspapers spanning all aspects of management etc.

PiMSR-KRC is automated, in areas like circulation, cataloging, report generation, user Management and serial control. PIMSR KRC is also using Koha library software, an internationally accepted Library Management System Version 17.05 since 2014.

The KOHA software provides e-mail alerts for returns or renewals of books before due dates; Reminders to return and renew overdue books.

Name of the ILMS software - KOHA

Nature of automation (Fully/ Partially) - Fully

Version - 21.11.05.000

Year of automation - 2014

Digital Resources:

Library website: <http://www.pimsr.ac.in/library/>

Library OPAC : [http:// http://192.168.0.6:9001](http://192.168.0.6:9001)

Student Attendance System: libpatroninout.pimsr.ac.in/

E-Journals database: (EBSCO Business Source & J-Gate-MS) <http://search.ebscohost.com/>:
<https://jgateplus.com/search/login>

E-book Package: Proquest, E-Library (21,000 Plus titles)

PIMSR-KRC also uses Dspace which helps in providing access to learning content

- 1: (Lecture Notes, Assignments, Syllabus, Question Papers, Video's) contributed by PIMSR faculty.
 - 2: Project Reports, Dissertations
 - 3: Career, Internship and Job related information
 - 4: Book Reviews
 - 5: Competition & Training
- URL link to Dspace : <https://digitallibrary.mes.ac.in/home>

Daily Usage of Library

Library attendance is automated & keeps track of time spent by user in library.

Footfalls:

Faculty Members - 06

Students - 85-90

Library provides the facility to check plagiarism for project reports, thesis and research papers. Library has Turnitin, which is internet-based plagiarism prevention software. The documents submitted by students are stored in a database used to check for plagiarism to avoid duplication of subject contents of a thesis, project report, research papers etc. by identifying matching text between papers.

Books Arrangement

Library follows open access system. Library uses DDC (Dewey Decimal Code) for classification so that books are arranged according to the particular subject for easy access to students.

Library Hours

Library is open from 09 am to 5:30 pm on all working days.

Sunday 10.30 am to 03.30 pm

No. of hours can be increased as per the students requirement.

Circulation Rules

Students are issued - 2 books for 7 days

Faculty are issued - 10 books for a 6 months

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:

IT facilities are available, and are frequently updated in Classrooms, Computer Lab, Library, Faculty room, Admin office, Exam Department and Placement office. These have enabled teachers to go beyond traditional methods and make learning more interesting and interactive. IT facilities provided are as per AICTE norms and are regularly updated as per requirement and change in syllabus.

Details of updation :

- **Internet with Wifi facility:**
 - **In 2015, internet speed was allotted (distributed line) to PIMSR was 32 Mbps, it was upgraded to 64 mbps in 2016. Later upgraded to 250 mbps in 2017. Currently, it has a dedicated leased line from MTNL with 255 mbps speed.**

- **Latest Computers configuration**
 - **Intel i3, i5 Processor, Intel DH66WW motherboard, 20” LCD Monitor LG, 4GB RAM, 500 GB Hard Disk, ATX cabinet with power supply, Microsoft standard Keyboard and mouse.**

- **Smart Classroom**
 - **8 Hi-tech classrooms equipped with LCD projector and Internet Facility. Out of 8 Classrooms – One class room is a smart classroom.**

- **LCD Projectors**
 - **All classrooms are equipped with high resolution LCD projector.**

- **Printer**
 - **Printers are upgraded from dot matrix to laser printers. Latest “HP 1020+ T” printers are available in the administrative office. Printing and scanning facility is available in the Computer lab.**

- **Information Security**
 - **Firewall is available with proper security features**

- **Technical support**
 - **Technical support staff is available to maintain computer systems and networks of Computer Labs, Library, Admin office, staff room, etc. They are responsible for installing and configuring computer systems, identifying and resolving any issues.**

- **System Software and Application software**
 - **Software's are regularly updated as per the course requirements. Computer lab has updated and the latest version of software.**

- **ERP – software:**
 - **Campus care is used for keeping and maintaining detailed data of all the students. Academic record and exam details are maintained.**
 - **Currently using software developed by Pillai center for software Technolog**

- **UPGRADATION OF INTERNET/ WIFI YEAR WISE**
 - **2017-18: 250 MBPS**
 - **2018-19: 250 MBPS**
 - **2019-20: 255 MBPS**
 - **2020-21: 255 MBPS**
 - **2021-22: 255 MBPS**

No. of PCs in Institute	196
No. of PCs in Laboratories	120+25=145
No. of PCs in Library	08
No. of PCs in Faculty Rooms, Office & Staff	35
No. of PCs in Exam cell	04
No. of PCs in CAP	03
No. of PCs for IQAC	01
No. of Printers	11
No. of Switches	09
Projectors	09
Internet Bandwidth	255 Mbps
Licensed System Software	02

Open Source System Software	01
Licensed Application Software	04
Open Source Application Software	02
Connection Ratio	3.3:1

No. of PCs in Institute: 196

No. of PCs in Laboratories: 145

No. of PCs in Library: 08

No. of PCs in Faculty Rooms, Office & Staff: 35

No. of PCs in Exam cell: 04

No. of PCs in CAP: 03

No. of PCs for IQAC: 01

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: 3.13

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

Response: 145

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: 29.69

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)

2021-22	2020-21	2019-20	2018-19	2017-18
101.19	18.67	56.76	105.35	222.87

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

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: 25.5

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

2021-22	2020-21	2019-20	2018-19	2017-18
101	118	129	96	89

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: 93.01

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

2021-22	2020-21	2019-20	2018-19	2017-18
413	390	389	378	374

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

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: 53.94

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

2021-22	2020-21	2019-20	2018-19	2017-18
125	112	103	93	94

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

2021-22	2020-21	2019-20	2018-19	2017-18
190	216	194	198	179

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
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: 0.66

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.)

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	2	1

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

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: 13

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

2021-22	2020-21	2019-20	2018-19	2017-18
5	0	1	3	4

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

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: 47.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
42	37	62	45	53

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:

PiMSR Alumni Outreach Committee (AOC) has a unique platform for alumni to contribute to their alma mater, through career guidance, mentorship, expertise sharing, soft skills training, and networking opportunities, alumni play a vital role in the growth and development of current students. Their support of student placements further strengthens the bond between the institutions. By leveraging the knowledge, experience, and connections of alumni, PiMSR ensures a vibrant and interconnected ecosystem that benefits all.

Leveraging the alumni community can be a win-win for both institution and the alumni. Alumni's willingly 'Give-Back' to their alma-mater as a sign of their gratitude and affinity towards the institution.

1) AOC facilitates and strengthen connections among alumni from every department. Through various activities and events, AOC enables alumni to stay connected, support their institute, and provides valuable networking opportunities for current students.

a. Career Guidance: Career guidance is one such area where alumni play a significant role. With a vast talent pool of experienced professionals, alumni provide guidance and insights in their respective fields of study, helping students make informed decisions about their career paths.

b. Mentorship: Alumni often volunteer as mentors, providing time and expertise to support and guide students in their academic and professional pursuits.

c. Share Expertise: Alumni share their expertise and experiences with current and prospective students. They are invited to the institute to deliver presentations on industry trends or serve as guest speakers. These interactions help bridge the gap between academia and the real world, equipping students with practical insights and skills.

d. Soft Skills Training: Recognizing the importance of soft skills in professional success, alumni assist students in honing these critical abilities. They conduct workshops and training sessions, imparting valuable lessons in communication, teamwork, leadership, and more.

e. Refer Prospective Students: Our alumni serve as unofficial recruiters, taking the time to speak with prospective students about their college experiences. They introduce them to faculty and staff, answer questions, and provide valuable insights to help prospective students make informed decisions. This engagement also opens doors for alumni to serve as mentors to the next generation of students.

2) Placement: Alumni also play a pivotal role in student placements for both final placements and summer internships. Their extensive network serves as a valuable source of job opportunities for students. Alumni leverage their connections with HR departments and hiring managers to advocate for their alma mater and facilitate recruitment. They provide support and guidance to students seeking to enter their industry or company, sharing insights and boosting their confidence. Alumni testimonials and referrals hold weight and can greatly enhance students' chances of securing desirable positions.

3) Alumni Connect & Networking

The Alumni Connect initiative harnesses the power of social networking platforms to maintain a strong connection with past students. Alumni groups on platforms such as LinkedIn and Facebook provide a space for interaction and engagement among alumni, current students, and college management. These platforms serve as networking hubs, allowing students to benefit from the expertise and connections of alumni in various professional fields.

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:

The Vision and Mission statements of PIMSR are given below:

Vision

“Education for All”

Mission

To develop professional managers with respect for the environment and responsible leadership in quest of excellence in an Indian and global perspective.

This objective is fulfilled through education, practical training, and interaction with industry and social organizations. PIMSR was established in 1998. PIMSR has well qualified, competent and experienced faculty, with world-class infrastructure and well stocked library facility. PIMSR conducts Mumbai University affiliated MMS programmes in Marketing, Finance, HR, Systems and Operations specializations.

PIMSR has an effective and decentralized governance mechanism in place to manage various activities. Director is the academic and overall administrative head of the institute supported by the Registrar.

The Governing Body of the institute is the key driver and sets the direction of the institute. The Governing Body meets annually before the commencement of the academic year. The activities undertaken and achievements of the institute are elaborated on during this meeting. Based on these discussions a comprehensive action plan is discussed. This action plan is developed as per the long-term vision and mission of the organization. Another key guiding factor is the Perspective Plan that has been developed by the IQAC Cell. These discussions set the tone for all the upcoming activities that are conducted at the institute.

The goals emphasized upon during the Governing Body meeting are discussed by the Director with the faculty members. All committees are constituted keeping in mind the action points as recommended by the Governing Body. The committees are clearly informed about the short term goals that the institute would like to achieve over the next one year. Each committee during the first meeting plans out their activities and course of action. Each committee draws a rough list of activities that they plan to undertake in the academic year and populates this data onto the

academic calendar that is shared with them by the College Development Committee. There are 17 such statutory and non-statutory committees which help manage various academic, administrative, co-curricular and extra-curricular activities in the institute. Director, Registrar, teaching and non-teaching staff and students are the members of these committees and help carry out the activities that are assigned to the respective committee.

On the academic front, the Director along with a team of coordinators is responsible for the smooth conduct and management of all the programs. The director is assisted by Coordinators (one each for the first year and second year (specialization-wise)). All major decisions impacting academics are discussed at the faculty meetings and appropriate decisions are taken based on consensus and general agreement of the faculty. PIMSR encourages a democratic and participative decision-making process through consensus and consultation.

The director also monitors the activities of each of the above-mentioned committees.

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:

PIMSR follows the service rules as per the specified norms of the University of Mumbai and the Government of Maharashtra. Service rules for faculty and staff are framed and are available through ‘Faculty and Staff Handbook.’ This handbook includes relevant information on procedures to be followed for recruitment, policies, and procedures during appointments, service rules and other related issues. It clearly elaborates on the roles and responsibilities of faculty and all policies that may be applicable to a faculty member during his/her tenure at the institute.

Faculty recruitment is based on stipulated student faculty ratio, introduction of new subjects, availability of existing faculty and the faculty workload. Before the commencement of the academic session, the Director reviews the need for fresh recruitment considering the factors listed above. External experts / industry personnel / resource personnel are also invited for filling the gaps and also for providing guest lectures / regular lectures.

PIMSR follows promotional policies as per the norms of University of Mumbai, AICTE, and Government of Maharashtra which are in place from time to time.

Similar policy documents have also been created for student activities like placement, internship, examination and an overall student handbook has been developed to enhance clarity and eliminate ambiguity of any kind. Attendance and student discipline policies have been prepared to ensure that students are aware of the various standards that have been set for them.

PIMSR is managed by the Governing Body(GB) , constituted as per the AICTE guidelines. It is the supreme body responsible for governing the institute. PIMSR has a strategic / perspective plan in place. This is a blueprint for long term growth, where goals and action plans are identified, which in turn are aligned to the institute’s Vision and Mission. The plans are developed by the Director in consultation with the GB, faculty and IQAC.

The director is the academic and administrative head and is responsible for the day-to-day management of the institute, corporate relations and complying with the statutory regulatory requirements which are in force from time to time.

The Registrar assists and supports the Director in the day-to-day activities. First and second-year coordinators are responsible for smooth class coordination and also for the coordination with the faculty, visiting faculty, students, and non-teaching staff. They are responsible for ensuring various activities are carried out and classes are held as per the academic calendar and semester timetable.

The Controller of Examination is responsible for ensuring all examination-related activities are carried out as per the requirements of the University of Mumbai. The placement head is responsible for maintaining good corporate relations and for assisting students in getting campus placements.

There are numerous committees which help manage various academic, administrative, co-curricular and extra-curricular activities. Faculty are the members of these committees and carry out the activities that are assigned to the respective committee. Committees conduct their meetings at regular intervals and the minutes of such meetings are recorded for review and monitoring purposes.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	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:

PIMSR believes in motivating its employees through effective welfare measures, so that the employee delivers the best. This in turn will have a positive impact on the students, who will then be motivated and take an interest in their studies.

Welfare schemes for teaching staff

- 1.Cash incentive for Ph.D.:** Faculty who complete the doctoral programs successfully are rewarded with a cash incentive of Rs. 5000/- during the annual teacher's day celebration.
- 2.Sponsorship for Research -** The institute through its various collaborations ensures that each faculty has an opportunity to avail at least one developmental activity that is sponsored by the institute. This may be in the form of paper publication registration fee sponsorships, sponsorships for developmental activities and such
- 3.Workload adjustment for attending workshops / paper presentation:** PIMSR encourages its faculty / staff to attend workshops, seminars and to present papers at various recognized forums to acquire or to decimate new knowledge. PIMSR facilitates the process by adjusting the workload of these faculty.

4. **Encouragement to pursue PhD:** PIMSR encourages faculty to pursue and complete doctoral programmes in management. The concerned faculty are extended various facilities like special leave, early leaving or late coming and any other adjustments in the teaching schedule or timetable.
5. **Travel allowance for attending seminars and conferences:** There are instances where faculty travel allowances have been sponsored by the institute for attending seminars, conferences and summits

Welfare schemes for non-teaching staff

1. **Training and developmental workshops** are arranged on a regular basis for the non-teaching staff. Workshops are conducted to enhance mental health and wellbeing; meditation and yoga; interpersonal skill workshops etc
2. **Free campus medical checkup and advice; dental check-up; Covid care and precautions.**
3. **Staff uniform:** To encourage professional appearance, all non-teaching support staff are provided with uniforms.
4. **Performance Appraisal** is done on a yearly basis for both teaching and non-teaching staff.

Feedback is taken from the students in the beginning, midway and at the end of the semester. Any unsatisfactory feedback in the initial stages is shared with the visiting faculty to give an opportunity for improvement. If there is no improvement, the services of the visiting faculty is terminated.

General welfare schemes for all staff

Cooperative credit society: Any employee working in MES group of institutes can become a member of Mahatma Cooperative Credit Society and avail loan at reasonable interest rates. The loan can be repaid in easy monthly installments.

Leave: PIMSR extends various leaves like casual leave, sick leave, summer vocation, maternity leave to women employees, and compensatory leave as applicable.

Provident fund: Staff are eligible for provident fund as per the existing norms.

Counseling services: A professional counselor has been appointed to provide counseling services

Recreational facility: To ensure work-life balance campus has a fully equipped modern Gymkhana with latest gadgets and equipment. The faculty can avail of these facilities free of cost

Physical and mental well-being of faculty and staff: Medical check-up camps are conducted in the campus from time-to-time. Through the institute collaboration with Heartfulness, regular meditation sessions are organized for the mental well-being of faculty and staff

PIMSR believes in the philosophy of nurturing and professionally grooming the teaching and non-teaching staff on a continuous basis to bring out the best in them. This process is used for ensuring individual development and also to identify the areas of improvement.

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: 68.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
17	16	17	16	17

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: 51.94

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

2021-22	2020-21	2019-20	2018-19	2017-18
31	33	23	24	23

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

2021-22	2020-21	2019-20	2018-19	2017-18
31	33	25	24	24

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
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:

PIMSR is a part of Mahatma Education Society (MES) and is supported by MES, which is a non-profit education trust and doesn't receive grants or any kind of financial support / assistance from the government. PIMSR works on the principle of self- sustenance by generating the adequate revenue required to effectively manage its operations.

Since PIMSR is a self-financed institute, revenue generated through fees collection is the major source of funds for generating the necessary financial corpus for running the institute.

Small revenue is generated through conducting training programmes and through industry sponsorships.

To run the institute effectively funds are needed for the following:

- 1. Capital for adding to the infrastructure and for maintaining the infrastructure namely building, computers, supporting equipments and accessories, library resources, furniture and fixtures etc;**
- 2. To meet the recurring expenses, such as salary, petty expenses etc;**

3. **Administrative, operational, maintenance and other expenditures to ensure statutory and regulatory compliances.**

4. **Any other contingency expenses**

Yearly budget estimates are prepared to meet the above expenses. These expenses are to be met by the revenue from the fees.

The optimum fund needed to run the institute smoothly and effectively is worked out meticulously and the total amount that can be raised through the fee collection is estimated. Institute has to abide by the free structure approved by the statutory and regulatory authorities and there is no freedom to increase the fee commensurate with cost escalation. As the main source of income is the fee collection, an annual budget is prepared based on this receipt. Institute prepares budget estimates and is submitted to the Management for approval. If in the eventuality, the essential expenditure exceeds the total revenue receipt, the management will make necessary arrangements to meet the shortfall.

Institute has put in place necessary checks and balances so that every expenditure is monitored, scrutinised and controlled. Budget allocation, compliance to budget provisions, and other financial transactions are closely monitored. Annual income and expenditure is audited internally as well as by the external professionals.

File Description	Document
Upload 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:

The Internal Quality Assurance Cell was formally formed on 1st July 2019 with the objective of nurturing and promoting quality culture in the delivery of management education. It is the endeavor of IQAC to provide high quality management education as per the expectation of all stakeholders by evolving and establishing suitable mechanisms. In order to achieve this objective, PIMSR is making sincere efforts to institutionalize best practices that enhance the quality of transfer of learning and complement the current syllabus to make it more holistic and relevant

Corporate Readiness and Career Pathways (CRCP) and Prayaas

The institute takes into account the curriculum gaps that exist and introduces various measures from time to time to bridge these gaps. Numerous Value Added Courses (VAC) have been designed and implemented to make students corporate ready. VACs like Corporate Readiness and Career Pathways (CRCP) and Prayaas were specially designed to cater to the specific need of increasing industry exposure and interaction of students. The Corporate Relations Committee and Alumni Committee and a few faculty members with industry experience worked in tandem to organize an array of guest talks and interactions to facilitate the objectives of the VAC.

Employability Testing

Another major gap that is experienced is the lack of basic employability skills among students. VAC on Employability testing was launched to bridge the gap. Students are put through a series of aptitude tests, group discussions and personal interviews to help build their confidence and communication skills and subject knowledge.

Improving research aptitude by organizing research workshops

IQAC in collaboration with the Research and Publications Committee has initiated a series of workshops to instill a research mindset among the students. It is important that all MMS/MBA graduates develop the ability to think and analyze problems systematically. A research mindset will

Learning by Doing

Management education is incomplete if students do not get the opportunity to practice management learnings. With this intention the institute has established specialization clubs. These clubs provide an avenue for students to organize events and experience all aspects of executing and managing events

Institution's Innovation Council (IIC)

For holistic development of students the institute has initiated IIC as per the prescriptions of MIC. IIC is a platform for students to develop their entrepreneurial capabilities. IIC also acts as a facilitator for students who wish to initiate their own startups. The institute has pre-incubation facilities that students can avail of. The institute also has facilities like computer labs, Maker labs, Component libraries that can be utilized in preparation of prototypes

File Description	Document
Upload 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
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:

The institute has in nplace a "GENDER SENSITIZATION ACTION PLAN" that encompasses the following:

- Developing quality and capability of future leaders and managers to embed gender equality through classroom training.
- Preventing and responding to gender-based violence through creating awareness on Prevention of Sexual Harassment (POSH) session
- Supporting menstrual health and personal hygiene.
- Emphasizing the need for self-protection and training the girl students in self-defense techniques
- Ensuring safety and security of the girl students within the campus premises

The Internal Complaints Committee that plays an important role for the protection of women against sexual harassment in the work place. There are sensitization sessions on POSH and self-defence that are held regularly. A dedicated mailbox is created to address any issues raised. The Anti-ragging Committee is in place and it is headed by a senior faculty member, to investigate ragging incidents in the campus. The Institute has a mentor-mentee programme in which a specific number of students are allotted to each faculty member. The faculty members (mentors) have been regularly counseling the mentees (students) with regard to academic and non-academic activities. Male/female students facing any challenges can directly approach their mentors, counsellor or the above mentioned committes for redressal.

Safety & Security:

The Institute has been consistently making efforts to maintain a safe and secure environment for all students, faculty members, administrative staff and others. A full-fledged security staff are deployed 24 x 7 hrs basis at all entry points of the Institute. The primary responsibility to ensure safety and security in the campus is vested with the security personnel of the campus. To reinforce the security measures, CCTV cameras are installed at key points throughout the campus. CCTVs are continuously monitored by security staff to ensure round the clock vigil at the campus. Sufficient lighting arrangements are

provided in the class rooms, corridors, stairways and common facilities. The security staff verify the identity card of the students before allowing entry. All the visitors are required to make entry in the Visitors' book kept at the main gate. Fire extinguishers are installed at prominent places to protect against fire hazards. Security staff are well-trained to operate fire extinguishers, in case of eventualities. The administrative office at PIMSR is fully equipped with a first-aid kit to handle medical emergencies at any point of time. There is a doctor's room in the campus and the doctor is available on call, in case of emergency. Hospitals and fire stations are available nearby. Anti-ragging posters are prominently exhibited at all places within the campus and hostel area.

Common Room facilities:

The Institute has separate common room facilities for boys and girls. . There is one separate washroom for gents and ladies on each floor. There are twelve washrooms in all, in the Institute block. In addition, there are separate washrooms for male and female faculty members located inside the faculty rooms. The washrooms are cleaned daily with disinfectants by the house-keeping staff and maintained in hygiene condition. There is also provision for sanitary-napkins vending machine in the ladies washroom.

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 college has a heterogeneous mix of staff and students coming from different states of the country. Various festivals are celebrated with enthusiasm, zeal and fervour in the campus there by promoting integrity in diversity.

The institute celebrates the following days:

Republic Day and Independence Day,

Dussehra

Diwali

Christmas

Birth Anniversary of National Leaders

Teachers Day and Onam celebration

Women's Day celebration

Parakram Divas

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

To ensure good governance, transparency and accountability, the vision, mission and goals are clearly defined at all levels.

1. Transparency in Financial process

Every transaction is done through the bank and a receipt is promptly issued whenever it is necessary. The receipt and payments are done through the bank routed by the accounts department. Owing to the pandemic, students can now make fee payment online too. The details of the same are mentioned in the student handbook.

2. Transparency in Academic process

? Term calendar : The term calendar is prepared for every semester before the commencement of the semester. This enables the staff to prepare a teaching plan for timely completion of the syllabus. This calendar is also shared with the students for their reference. Students are also made aware about their internal test, project submission and viva.

? Time Table: The time tables for each class and faculty is prepared as per the teaching scheme and uploaded on the google drive for easy reference.

? AMS : The Academic Management System comprises of the biometric attendance of each faculty, scheduled lectures, course wise teaching plan, lectures conducted, feedback, Internal Assessment Test mark, assignments, student feedback etc.

? Attendance details are conveyed to every student in a timely manner. The institute also displays on the notice boards, the list of defaulters not meeting the university prescribed minimum percentage of attendance on a monthly basis. Proper counseling is provided to students to avoid attendance shortfalls.

3. Transparency in Administrative process

To avoid impersonation, a biometric profile is captured. Each staff has to sign in their login and logout time using the fingerprint recognition system.

4. Transparency in Admission process

a) Transparency maintained with respect to the fee structure.

b) Admission is given to candidates on merit basis. The Maharashtra State Common Entrance Test result scores are considered for giving admissions.

c) Regular inputs are taken from faculty members during staff meetings for continuous improvement in the system.

d) All circulars regarding, students, teaching and non teaching staff are circulated, read

and displayed on the notice boards. Unique student email ID's are given to students and official communication is done through the same.

e) A course monitoring committee is set up in order to ensure compliance with the rules and regulations prescribed by the University.

Fairness and transparency is maintained in examinations and other evaluations. The values of integrity, maintenance of complete transparency in its financial, academic, administrative and auxiliary functions, etc. are never compromised at the institute.

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:

Title of Best Practice 1: Centres of Excellence - Sports Management

Objectives of the practice:-

With the sole purpose of developing thought leaders in certain areas as well as to focus on emerging trends in the education and research a Centre of Excellence has been established at Pillai Institute of Management Studies and Research. The centres of excellence essentially facilitates research activities, exchange of ideas between the academia and the industry, a workable problem for the industrial partners and also act as a guiding light to the students who are the future decision makers. The COE at PIMSR will provide sturdy platform which will be common for industries

both private and government, as well as to students and all the primary stakeholders in order to strategize very important and responsible business issues for which the partners in the industry may be seeking very viable solutions. One other function of the COE's will be to devise very innovative ways of orienting the primary customers, our students to be responsible managers.

The Context:-

The centre of excellence is an initiative of Skill India affiliated to the Government of India and by its own definition is a body that provides leadership, best practices, research, support, training of trainers, and skill training for a specific sector. The literal meaning of a Centre of Excellence is – “A place where the highest standards are maintained”

The Practice:-

The international centre for sports studies (CIES) and PIMSR signed a partnership agreement on 3.12.2018 in Mumbai .The main objective of the agreement is to organise the FIFA/CIES executive programme in sports management for a country like India which has experienced significant growth in sports related activity over the past few years.

Evidence of Success:-

Feedback from the students who have come from various backgrounds suggest that they are more than happy with the course and the manner in which it is conducted. Aspirants have ended up getting valuable insights into the sports industry and have fully understood the ecosystem of the global sports. The method of conducting the course in module format has also helped the students to take care of their professional commitments and also helps to advance their career by getting exposed to the prominent members of the international sports industry.

The active participation of students in the seminars, conferences and conclaves organised by the institute has contributed to the personality development of individual students and has motivated them to perform well and be ready for the industrial world.

Problems encountered and resources required:-

There is no shortage of resources as all requirements as demanded by the regulatory bodies have been

complied with. The Covid situation has definitely caused some problems wrt to the teaching styles as sports management by its very nature implies a lot of outdoor activities and which had to be curtailed as the outdoor movement of both the stakeholders, the faculty and students had to be restricted. However the outlet provided by the new age technology by way of the various online mediums was implemented to give some sort of guidance to the enrolled students

Title of the Practice: Special Sessions on Summer Internship Project (SIP).

Objective of the Practice: To introduce students to the concept of SIP and also to make them conscious of the purpose and importance of SIP, requirements of excellent research, to instruct them in the application of relevant research tools, questionnaire development framework and finally adequate report writing skills .It exposes them to real life experiences and prepares them for what they will face when they actually enter the industry. It is also an opportunity to apply the theories which they have learnt in the classroom to real life situations which they will come across in industries. It also gives ample opportunity for aptitude and skill display on the part of the students.

The Context: Every management institution affiliated to the University of Mumbai, imparting education for attaining the MMS degree certificate is supposed to ensure compliance in the execution of a Summer Internship Project (SIP) between their II and III semesters. The internship should be over two months duration .The SIP has been introduced to enhance classroom learning with exposure to industry. The process culminates with a viva voce held as soon as the report is completed and submitted. The viva voce is held in the first fortnight of the month following resumption of regular lectures

The Practice: To begin with the students are segregated as per their respective specialisations. A group of 13 to 15 students are formed. Faculty members are allotted as guides for the newly formed groups. The guides are designated as the mentors while the students under them are called as the mentees. A detailed workshop is planned with a proper curriculum planned out which includes guiding the students on doing the industry analysis, company analysis etc. The sessions are conducted by the in-house faculty members. The main focus areas are a) Introduction to the SIP concepts. b) Application of the Research methodology concepts learned in sem II.c) Application of research tools. d) Components of the research draft. A panel

of two faculty members each are appointed and they take the viva of students who are not their mentees. Post viva the viva examiners mark sheet report and the guides mark sheet report are submitted to the examination department.

Evidence of Success: There is a remarkable change in the quality of the SIP projects being submitted post 2018 ever since these sessions were introduced . The emphasis on Industry and company analysis has helped them understand the requirement for the working of a successful business enterprise. There is a growth in their overall knowledge and a marked confidence in their behaviour.

Problems Encountered and Resources Required: The excellent infrastructure at PIMSR ensures that there are no problems with respect to the classroom availability. During the covid pandemic since it was difficult to physically go to the place of work all activities were undertaken online. All the sessions for the workshop were also taken online. It was mostly held post office hours as students were working until 5 pm. The planning of these sessions in the timetable itself ensures smooth execution of the activity

File Description	Document
Any other relevant information	View Document
Best practices as hosted on the Institutional website	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:

“Community Service Day”

Built upon a promise of excellence, Pillai Institute of Management Studies & Research, is a leader amongst its peers and is located in the scenic Panvel area of Navi Mumbai. With a strong aim of developing leaders in Management who are ready to take up challenges in the industries, Pillai Institute of Management Studies & Research offers a two years post graduate course in Masters in Management Studies, approved by AICTE/DTE, affiliated to the University of Mumbai, recognized by the Government of Maharashtra and accredited by the National Board of Accreditation. It also has one more two year post graduate course, Masters in Business Administration approved by the AICTE. The institute has been awarded an A grade by the Directorate of Technical Education, Government of Maharashtra.

The Pillai Institute of Management Studies & Research is one gem amongst the other 48 institutions under the umbrella of the Mahatma Education Society which is the brainchild of the visionary outlook of its founder Dr K M Vasudevan Pillai. From a humble beginning at Chembur the society is now spread over six elegant campuses including Panvel, Rasayani & Gorai. The courses engaged by MES include a wide range of streams from arts, science, Engineering to architecture and hosts a mammoth 30,000 students, 2000 faculty and 1500 non-teaching staff.

The legendary writer of fables Aesop once said “No act of Kindness is ever wasted”

Building upon this theme the unique community service day is organized by the institute, which is the brainchild of our Deputy CEO, Mr. Franav Pillai. First started in 2012, it was started in his opinion to inculcate the value of giving in the minds of young students and which would eventually result in an overall growth of personality. It also gives an opportunity to both students as well as their teachers to serve the cause of the marginalized and underprivileged in the society as well as to help them practice skills such as problem solving, leadership, communication and collaboration. It is a primer for the students specifically which prepares them to be principled global managers of the future. Students by actively volunteering in this initiative come to understand the positive impact their actions have on the world.

Objective :-

The institute strives to impart a spirit of community care among the staff and students of all the 48 institutions to create a better society for everyone to enjoy. It is the belief of the trustees that caring for the less fortunate creates a spirit of unity between all those involved and lays the key foundations of positive holistic social development. The Mahatma Education Society has an established reputation for supporting charitable causes and creating lasting improvements in the local areas of all MES institutions. The combined effort and enthusiasm of Pillai staff and students supports formal education for school dropouts, health education programmes and adult literacy support as just some of the many good works carried out each year in the name of MES.

To take the concept forward, the MES institution follows an evolved charitable approach that has been found effective for long term poverty alleviation. To truly tackle poverty, the Pillai Group of Institutions will continue to create world class education infrastructure which produces socially responsible graduates with the motivation to create a better society. MES Community Service efforts teach a doctrine of self-motivation and self-improvement so that individuals are encouraged to make a better life for themselves through their own efforts. Primarily, the MES key mission is 'Education for All' as true community service takes place in a child's mind in a classroom. Nevertheless, the ever magnanimous Group of Pillai Institutions continues to offer much support to the poor and needy including scholarship programs for students, assistance for handicapped students and financial assistance is given to youth led self-employment projects. MES's exciting annual event, Community Service Day, is the chance to get involved in making a real difference to the local community

Impact & Motivations behind the concept:-

It has been observed from various studies that students participating in such similar activities achieve a high rate of self satisfaction. The very feeling of having given back to the society that we live in induces a feeling of euphoria and at a borderline age between teenage playfulness and adult maturity it also directs the students to take the first initial steps towards being a valuable and responsible member of the society.

First hand exposure to the misfortune of the underprivileged results in enhancing the emotional intelligence of the student, give rise to the latent feelings of compassion hidden due to a materialistic lifestyle and also develop a healthy appreciation of their own fortunate circumstances. It brings the students down to earth and moulds their future personalities as responsible individuals for the near future.

Recent studies have suggested that volunteering has remarkable health benefits as compared to non volunteers. The rate of depression is far lesser and the mortality rates have also gone down steadily leading to overall positive health outcomes.

The most important benefit from such a community service is that potential recruiters view such an altruistic action on the part of a student as one of the foundations of a strong job application.

The student will be developing strong networks with various stakeholders which can very easily translate itself into job opportunities and lifelong associations proving the validity of the saying "Its not what you know but who you know"

Working for a cause even if it is for a few days in a year is a pointer to qualities such as strong commitment and passion which is what employers are looking for in potential recruits.

As a management institution community service day is a very great opportunity to impart many of the skills taught in a classroom to the students a practical angle when they undergo hands on training of the skills like problem solving, resources management mainly financial aspects along with knowing the importance of teamwork for the success of the job in hand.

File Description	Document
Any other relevant information	View Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

The institute's growth has been coupled with the growth and development of the local community as well. The institute has forged collaborative relations with many NGOs, educational institutes, and organizations of repute. These organizations, through the nature of their work aid in the overall development of the students. Students have the opportunity to undertake projects on social relevance through NGO collaborations. The institute, through its social service committee, prioritizes the needs and problems of the local community and devices interventions that help in improving their condition.

MoUs with training institutes provides students with the opportunity to gain access to courses that are industry relevant and facilitate their employment. The institute comes under the jurisdiction of the University of Mumbai and is constrained by the program curriculum as prescribed by the University. In order to supplement the course curriculum, the institute has tied up with renowned institutes that can train students on the requisite skills that are essential for employment.

The institute places immense importance on employability and entrepreneurship and instills each student with the confidence and skillsets that are necessary for corporate success. The institute also recognizes the fact that each student comes from a different background and hence needs to be catered to differently. Each student possesses a unique set of strengths and weaknesses that need to be leveraged for their individual success. For this purpose, each student is assigned a dedicated faculty mentor with the help of whom the mentee must assess he/her true potential and devise an improvement plan/career plan for success.

Concluding Remarks :

Mahatma Education Society's Pillai Institute of Management Studies and Research is in its 25th year of existence. In the past 25 years, the institute has been able to make a significant impact on the life of its stakeholders and society at large. Today, students who have graduated from the institute lead organizations and are in positions of power in many corporate entities. Through their hard work and service, they are able to drive these organizations ethically and in the right direction. Faculty who are serving or have served in the institute have grown and developed both intellectually and psychologically. Both the faculty and students with the institute as a medium have been able to impact society through their social service initiatives, research activities, and entrepreneurial mindset.

Over the last 25 years, the institute has been able to successfully educate and empower thousands of management students. These students come from a vast cross-section of the population that is predominantly comprised of lower to middle-class families. Through the skilling and employability strategies adopted by the institute from time to time, a vast majority of this student population has been successful in finding employment in some of the top-notch companies in the country. Few of them have been able to find international placements as well. The Institution Innovation Council's constant emphasis on innovation, creativity, and entrepreneurship have witnessed quite a few entrepreneurial ventures at the institute. The institute has been instrumental in changing the lives of numerous students through its all-inclusive growth policy.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>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)</p> <p>Answer before DVV Verification : Answer After DVV Verification :31 Remark : DVV has made changes as per the report shared by HEI.</p>																				
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 453 Answer after DVV Verification: 433</p> <p>Remark : DVV has made changes as per the report shared by HEI.</p>																				
3.2.2	<p><i>Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years</i></p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>34</td> <td>22</td> <td>11</td> <td>9</td> <td>9</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>34</td> <td>11</td> <td>11</td> <td>9</td> <td>9</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	34	22	11	9	9	2021-22	2020-21	2019-20	2018-19	2017-18	34	11	11	9	9
2021-22	2020-21	2019-20	2018-19	2017-18																	
34	22	11	9	9																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
34	11	11	9	9																	
3.3.1	<p>Number of research papers published per teacher in the Journals notified on UGC care list during the last five years</p> <p>3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18															
2021-22	2020-21	2019-20	2018-19	2017-18																	

3	1	1	0	0
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Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2	1	1	1	0

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:

2021-22	2020-21	2019-20	2018-19	2017-18
13	5	1	3	9

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
10	5	1	3	9

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
208.905	364.8393	248.5025	126.6220	126.8061
		3	2	8

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
213.49	364.83	248.50	164.67	172.80

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

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:

2021-22	2020-21	2019-20	2018-19	2017-18
117.4116 2	19.29453	58.02081	134.3407 1	231.3371 3

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
101.19	18.67	56.76	105.35	222.87

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:

2021-22	2020-21	2019-20	2018-19	2017-18
125	119	100	94	85

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
125	112	103	93	94

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
190	216	194	198	179

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
190	216	194	198	179

Remark : DVV has made changes as per the report shared 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:

2021-22	2020-21	2019-20	2018-19	2017-18
32	47	59	43	42

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
42	37	62	45	53

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

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:

2021-22	2020-21	2019-20	2018-19	2017-18
17	19	17	16	17

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
17	16	17	16	17

Remark : DVV has made changes as per the report shared 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:

2021-22	2020-21	2019-20	2018-19	2017-18
31	33	22	24	23

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18

31	33	23	24	23
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6.3.3.2. Number of non-teaching staff year wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
31	33	25	24	24

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
31	33	25	24	24

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

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>330.69532</td> <td>388.30383</td> <td>310.54769</td> <td>265.19793</td> <td>362.03141</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>308.04</td> <td>392.62</td> <td>315.96</td> <td>291.48</td> <td>392.03</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	330.69532	388.30383	310.54769	265.19793	362.03141	2021-22	2020-21	2019-20	2018-19	2017-18	308.04	392.62	315.96	291.48	392.03
2021-22	2020-21	2019-20	2018-19	2017-18																	
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