



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

MARATHA MANDIR'S BABASAHEB GAWDE INSTITUTE OF MANAGEMENT STUDIES

MARATHA MANDIR ANNEX BUILDING DR A B NAIR ROAD MUMBAI

CENTRAL

400008

www.mmbgims.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Maratha Mandir originated from the Bombay Education League that was formed way back in 1947 by highly motivated Police Officers to help and assist the families fleeing without food, shelter, or money from Karachi and elsewhere in Pakistan during the partition to their homeland India, particularly in Maharashtra.

At the relevant time education being scarce and privilege of few, these Police Officers embarked upon a mission to educate the rural masses. Maratha Mandir was registered as a company under Section 25 of the Companies Act, 1956 and a Public Charitable Trust registered under the Bombay Public Trust Act, 1950.

Maratha Mandir embarked on the mission of educating the masses, providing healthcare, promoting performing arts, assisting the unemployed, and so on.

Presently, Maratha Mandir Trust runs schools and colleges in rural Maharashtra and in cities. The Babasaheb Gawde Institute of Management Studies was set up at Mumbai Central.

The existing branches of Maratha Mandir are:

1. Babasaheb Gawde High School.
2. Shree Shahaji Raje High School, Akkalkot, Solapur.
3. Shree Ramrao Vidyamandir High School & Jr. College, Jat.
4. Maratha Mandir Night School.
5. Shrimant Rani Nirmalaraje Kanya Prashala, Akkalkot, Solapur.
6. S. R. Desai Adhyapak Vidyalay, Ratnagiri.
7. New English School & Jr. College, Pali, Ratnagiri.
8. A.K. Desai High School, Ratnagiri.
9. Babasaheb Gawde English Medium School.
10. Maratha Mandir Wonder Kidz, Ratnagiri.
11. Babasaheb Gawde Institute of Management Studies.
12. Babasaheb Gawde Charitable Hospital.
13. Maharashtra Dnyanpeeth.
14. Vanita Vishwa.
15. Kala Kendra.
16. Vidya Vardhini.
17. Pragatik Sangh.
18. Free Legal Aid Centre.

Maratha Mandir's Babasaheb Gawde Institute of Management Studies (MM BGIMS) was inaugurated on 31st July 1997.

MM BGIMS fosters an environment of academic excellence and for over 23 years has gained a reputation as a leading Management Institute offering premier Management Education. Our belief in creating a dynamic and free-thinking culture has enhanced the academic, personal, and social participation of the students.

The Institute has focused on moving beyond the traditional case-study-based pedagogy and providing more avenues for students to observe the practical application of management concepts in a real-time business environment.

Vision

To be an excellent Management Institute of higher learning in Management education, inculcating ethical and cultural values, to create enterprising professional decision-makers, who will make valuable contributions to the business, society, and professionals at large.

Mission

1. To inspire the aspiring youth to become global decision-makers, by providing ethical and value-based learning with a global mindset.
2. Holistic development of students and faculty members.
3. Achieve academic excellence to nurture creativity and encourage entrepreneurship.
4. Collaboration with the industry and society to build industry-ready leaders/ managers and create better employment opportunities.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Maratha Mandir Trust managing the college is renowned in the field of education and social activities.
2. Strategically located in the commercial capital of India next to Mumbai Central Railway Station and upcoming Metro Station.
3. PG and Ph.D. level programs offered.
4. Learner centric Teaching-learning process and excellent academic results
5. Holistic development of students
6. Extensive use of advanced ICT infrastructure
7. Supportive administrative setup
8. Excellent extracurricular activities and social outreach programs
9. Well-qualified full-time faculty
10. Life-long center for learning for faculty and the students.

Institutional Weakness

1. Space constraints
2. Inadequate infrastructure for sports and games.
3. Limited linkages with industries/ institutions for research promotions and consultancy services
4. Few MOU for placements and internship.
5. Lack of research culture in faculty and students.
6. Non-availability of financial support from funding agencies for faculty for further learning.

Institutional Opportunity

1. Since the Institute is centrally located, it can take the location advantage to start new courses as per the requirement of the industry.
2. Taking the Institute's age into account and experience, it can go in for few foreign university tie-ups.

Institutional Challenge

1. Professional coaching for slow-learners.
2. Pursue aggressive promotion to overcome competition.
3. Getting Industry-funded projects.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The Institute is affiliated with the University of Mumbai and follows the syllabus and course curriculum provided by the University. The program syllabus is revised by the University every five years. The Institution has well-defined curriculum planning, implementation, monitoring, and evaluation mechanism for the delivery of course curriculum with a strong focus on achieving desired outcomes.

The planning, implementation, monitoring, and evaluation mechanism has the following elements; preparation of academic calendar, preparation of lecture plan for each subject by the faculty, exposition lecture by each faculty before the beginning of the semester, lecture logs planning, scheduling, and budgeting of co-curricular (Projects, Internships, Guest Lecture, Seminars, etc.) and extra-curricular activities (Competitions, participation, Cultural, engagement with society and local as well as outbound study tours) supported by students and faculty committees.

The review of syllabus coverage is taken in the faculty meeting. Every semester the feedback of the stakeholders is taken on the teaching-learning process adopted as well as the syllabus set by the University of Mumbai.

Regular faculty meetings are held to take a review of the situation and desired action. Additional courses are offered to the students in skills areas in demand in order to enhance their employability. Faculty members participate in various committees at the university level such as the LIC committee. The Institute takes various steps to sensitize the students on gender issues, environment, human and moral values, and professional ethics.

Teaching-learning and Evaluation

The Institute understands the critical importance of evaluation in any form of education. Especially in the case of post-graduate management education, evaluation is important not only to gauge the student's understanding of the subject matter but also to understand the skill level and approach each student keeping in mind their skills and competencies.

The Institute has a firm belief in giving equal opportunities to achieve excellence to all students. A robust

mechanism of identifying slow and advanced learners for each course is implemented and faculties are directed to take special care to ensure the slow learners are developed and readied to be at par with the rest of the batch. At the same time, the advanced learners are encouraged to enhance their skillsets through additional training and industry projects.

Continuous Internal Evaluation helps to understand the student's skills, strengths, and weaknesses, etc. The Institute maintains a transparent and robust evaluation process. Continuous improvement and delivery of quality content are ensured with accurate mapping of Course Outcomes (COs), Program Outcomes (POs) & Programme Specific Outcomes (PSOs) with every course in the program.

The POs are laid down by the University of Mumbai and they provide a brief outline of the knowledge, skills, and attitude that the student is expected to develop through the program. COs are derived keeping the POs in mind. The Institute has utilized Bloom's Taxonomy as the foundation on which each CO is based. These CO's detail the skills students are expected to acquire after the completion of each course.

The Institute maintains total transparency in its evaluation and examination process. Students are communicated about the course outcomes and break up of internal assessment marks at the beginning of the semester. The grievance redressal mechanism set up by the Institute helps students with all their issues pertaining to examinations and evaluation methods. The process and its transparency have proven their efficacy by the mere fact that there has hardly been any grievance brought forward by students in terms of the Institute's Continuous Internal Evaluation process.

Research, Innovations and Extension

Quality research forms the foundation for several innovations. The Institute has its prime focus on developing its research capabilities. The annual national research conference conducted by the Institute provides a platform to research scholars across the country to share their ideas. The bi-annual research magazine Think Quest International Journal of Technology and Management (TQIJTM) features contemporary research works of stalwart researchers across the globe.

The Institute has two recognized Ph.D. guides. The faculties regularly conduct independent research activities and publish papers in UGC-approved journals. They also, present research papers in national and international conferences. The students are also encouraged to participate in research activities throughout the duration of the program. These activities can either be part of their course curriculum or industry projects.

Being a part of the prestigious Maratha mandir trust the Institute is constantly engaged in activities focused on community service and upliftment. The objective of the institute while engaging in such activities is to motivate students to make contributions towards the community and instill in them the qualities of a good corporate citizen. The institute organizes multiple activities like National Level Awareness Program, Unnat Bharat Abhiyan, and Tree plantation drive, International Women's Day, Swachh Pakhwada, National Education Day, Sadbhavna Diwas, and Disaster Preparedness.

Infrastructure and Learning Resources

The Institute has put its effort towards creating an environment to foster excellence in education, to achieve the Mission Statement– 'Achieve academic excellence to nurture creativity and encourage entrepreneurship.'

All classrooms and the seminar hall are air-conditioned, well furnished, spacious, and supported by Wi-Fi, LAN, and audio-visual teaching aids such as White-Board, Desktop, Collar-Mike, and LCD projector. Indoor games like table tennis and carrom are provided for providing much-needed relaxation and entertainment.

A spacious state-of-the-art auditorium is available for various cultural and academic functions. The institute also utilizes the Maratha Mandir theatre hall for conducting cultural festivals as well as research conferences.

The library uses "ILMS software" for easy access to 11000+ textbooks and reference books. It also has bound volumes of several national and international journals. At present, the library subscribes to several national and international journals. JGATE database subscription enables students to access relevant business and research information remotely. The Institute has memberships with key industry associations such as AIMA, BCCI, IMC, etc. The library also has a collection of several e-books.

The Institute provides two computer laboratories with high-speed broadband (32 Mbps) and Internet Leased-Line (50 Mbps). There are 150 computers and the student to computer ratio of 1:1 is maintained.

A full-time qualified Admin officer is available to take key decisions on infrastructure maintenance and utilization. The entire campus is manned 24/7 by security personnel and CCTV coverage of the entire campus.

Student Support and Progression

The Institute is student-centric and provides students with opportunities to participate in major decisions related to academics, co-curricular and extra-curricular activities. All the initiatives of the Institute revolve around students' holistic development. The Institute works towards grooming students and developing their skills as per industry requirements, which will help them succeed in the future. For this purpose, the Institute implements various add-on courses that help students gain knowledge beyond the program syllabus.

In order to create a sense of responsibility and motivate students to take part in key decisions Institute carries out various activities through student committees which are guided by faculties. This practice instills a sense of ownership towards a particular activity. It also helps in developing leadership and team playing spirit in the students.

Internships, Industrial Visits, CSR activities, and other co-curricular and extra-curricular activities are organized at the Institute to make students more confident in interacting with external parties. Students are also provided with scholarships or freeships to help overcome financial difficulties and pursue their goals through the program.

The Institute strives to create a safe environment for the students so that they can pursue their ambitions and goals without any fear for their safety and security. A robust grievance redressal mechanism for tackling sexual harassment issues has been implemented. Relevant statutory committees are created for this purpose and are governed by policies set up by the Institute.

Alumni are involved in various activities as viva examiners, panel interviewers, guest speakers, etc. An alumni meet is conducted so as to maintain the feeling of belongingness towards the Institute.

Governance, Leadership and Management

The Institute is led, governed, and managed through a robust structure and mechanism. The apex decision-making bodies are Governing Body constituted as per UGC/University norms and the College Development Committee (CDC) constituted as per University of Mumbai guidelines. The Governing Body as well as the CDC has eminent personalities from the fields like Business, Academia, Research, Social Sector along with teachers and student representatives.

At the operational level, the Institute functions through committees formed for specific academic and administrative functions such as Academic Committee, Placement Committee, and Examination Committee. These committees look into the day-to-day operations and execution of the overall strategic plan. Additionally, there are statutory committees put in place as per UGC or University of Mumbai guidelines.

The Institute practices decentralized and participative leadership by ensuring faculty and student participation in various activities besides organizing events. This practice helps faculty and students to feel responsible for the overall growth of the Institute and instills a sense of leadership in them.

The Institute has well-defined recruitment and career advancement policy as per the guidelines of AICTE/University of Mumbai and welfare schemes for teaching and non-teaching staff. The performance and contribution are assessed through the performance appraisal system. Regular student feedback is also taken and teachers are provided the feedback for enhancing the quality of the teaching-learning process.

The Institute has established a Quality Assurance Cell which is taking initiatives for enhancement of quality in various processes. A detailed budget is made at the beginning of every academic year. A Financial Audit is done by internal and external auditors to provide transparency to the financial transactions.

Institutional Values and Best Practices

As a part of a charitable organization like Maratha Mandir, the Institute has a constant focus on adherence to certain best practices, ensuring gender equity and security of women as well as contributing to the community upliftment activities.

The Institute takes pride in being research-centric and implements strategies towards developing research aptitude in students. It also believes in the multi-disciplinary spirit of management and ensures faculties engage in teaching subjects that are outside their area of specialization. This practice ensures faculties enhance their subject matter knowledge and exhibit a correlation of concepts to students.

The Institute believes, women should always stand at par with men in every field and we put forward this message by way of events and activities that reinforces this message. Every Woman's Day the Institute conducts an event that creates a platform for women leaders from our society to come ahead and put forward their thoughts and ideas. The Gender Equity and Anti-Discrimination Policy set up by the Institute ensures everyone gets equal opportunity for growth irrespective of their age, gender, religion, etc. The institute also has specific safety and security measures for the female students and staff members, including CCTV surveillance, Girls Common Room, periodic counseling, and a policy for the prevention of sexual harassment.

The Institute also has a disabled-friendly campus. We have ramps, elevators, and technological support to help such students, thereby helping them learn and flourish.

From an ecological point of view, the Institute has always focused on being as energy-efficient as possible. The

investment in LED lighting to reduce electricity consumption is one such example. There are several other environment-friendly initiatives undertaken by the Institute which has resulted in appreciations.

The students' holistic development is taken care of by ensuring they participate in activities such as the celebration of important commemorative days, community service initiatives, and activities that educate them about constitutional obligations.

With the aforementioned practices, the Institute is aiming to create an overall positive impact on the students and the society.

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2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MARATHA MANDIR'S BABASAHEB GAWDE INSTITUTE OF MANAGEMENT STUDIES
Address	Maratha Mandir Annex Building Dr A B Nair Road Mumbai Central
City	Mumbai
State	Maharashtra
Pin	400008
Website	www.mmbgims.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	Vidya Prakash Hattangadi	022-66044100	9702439404	022-66044100	bgimsnaac@gmail.com
IQAC / CIQA coordinator	Vidya Prakash Hattangadi	022-66044150	9820220245	022-23075623	hattangadi.vidya@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

Date of establishment of the college

28-05-1998

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

Maharashtra

University of Mumbai

[View Document](#)**Details of UGC recognition****Under Section****Date****View Document**

2f of UGC

12B of UGC

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

AICTE

[View Document](#)

13-06-2020

12

Details of autonomy

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?

No

Recognitions

Is the College recognized by UGC as a College with Potential for Excellence(CPE)?

No

Is the College recognized for its performance by any other governmental agency?

No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Maratha Mandir Annex Building Dr A B Nair Road Mumbai Central	Urban	1.2	3039

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	150	41
Doctoral (Ph.D)	PhD or DPhil, Phd	36	Post Graduation	English	4	3

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	1				3				10			
Recruited	0	1	0	1	2	0	0	2	3	4	0	7
Yet to Recruit	0				1				3			
Sanctioned by the Management/Society or Other Authorized Bodies	1				3				10			
Recruited	0	1	0	1	2	0	0	2	3	4	0	7
Yet to Recruit	0				1				3			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				11
Recruited	8	3	0	11
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				11
Recruited	8	3	0	11
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				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	1	0	0	0	0	0	0	0	1
Ph.D.	0	0	0	2	0	0	0	0	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	3	4	0	7

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
		6	1	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
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	3	0	0	0	3
	Others	0	0	0	0	0
PG	Male	22	0	0	0	22
	Female	21	1	0	0	22
	Others	0	0	0	0	0

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

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	7	5	9	4
	Female	6	5	8	6
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	2	6	2	5
	Female	0	3	3	1
	Others	0	0	0	0
General	Male	11	36	25	17
	Female	13	26	21	28
	Others	0	0	0	0
Others	Male	2	0	0	0
	Female	1	0	0	0
	Others	0	0	0	0
Total		42	81	68	61

Extended Profile

1 Program

1.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
2	21	13	2	48

File Description	Document
Institutional data prescribed format	View Document

1.2

Number of programs offered year-wise for last five years

2019-20	2018-19	2017-18	2016-17	2015-16
2	2	2	1	1

2 Students

2.1

Number of students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
81	68	61	46	58

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
60	60	60	60	60

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2019-20	2018-19	2017-18	2016-17	2015-16
67	60	46	57	70

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
10	6	10	10	10

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
12	12	16	16	16

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 7

4.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
74	60	73	85	139

4.3

Number of Computers

Response: 150

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4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The Institute is affiliated with the University of Mumbai and follows the syllabus prescribed by them. While delivering the syllabus, careful and systematic planning is done to ensure effective delivery and maintain the quality of work. Some of the key activities include:

- 1. Academic Calendar:** The Institute prepares the Academic Calendar before the start of the academic year which includes the schedule of activities. The calendar is prepared by the Director after discussion with all faculties. While preparing the Academic calendar each and every activity is recorded and given specific timelines for completion. The Institute Academic Calendar is prepared to keep in mind the academic schedule given by the University of Mumbai.
- 2. Subject Allotment:** Before the commencement of each semester subjects are allotted to the faculties. The Director of the Institute allocates subjects after referring to their past performance and student feedback. While allotment the Director takes care that each faculty is given at least one subject outside their area of specialization.
- 3. Faculty Exposition:** After the submission of session plans, these are discussed in the faculty meeting and necessary corrections are made to it. Further, the concerned faculty explains the methodology of delivering the session plan and how the faculty is going to approach the subject. Thereafter faculty are given feedback and encouraged to impart the curriculum through innovative teaching methods such as presentations, assignments, discussions, role plays, and case studies besides the regular traditional teaching method.
- 4. Session plan:** Faculties are asked to submit their session plan for the entire semester before the start of actual sessions in a prescribed format. The teaching pedagogy is prescribed in the university syllabus with multiple options of inculcating experiential learning methods which faculties are expected to incorporate in their session plan. The session plan of each and every faculty is assessed and finalized by the director.
- 5. Time Table:** Time table is prepared according to the guidelines of the University of Mumbai depending on the number of hours stipulated for each subject. The timetable is prepared before the start of the semester.
- 6. Execution of Session:** The faculty conducts lectures as per the lecture schedule and records are maintained in the Teacher Planner for each subject. The Director reviews the teacher planner periodically to know the status of the syllabus completion. Lecture adjustments in case of absenteeism are done in consultation with the Director.

7. **Guest sessions:** Experts from academia and industry are invited to provide inputs on new industry trends. The main purpose of these sessions is to bridge the gap between the syllabus and the industry requirements, which helps students to perform better in the interviews.

8. **Feedback:** The Institute has developed a feedback mechanism. All stakeholders are considered while taking feedback. The feedback taken on the syllabus from these stakeholders is further communicated to the concerned authority of the University. At the end of each semester, students fill the online feedback form. the analysis of the faculty feedback is communicated to each faculty by the Director.

File Description	Document
Link for Additional information	View Document

1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

Response:

The Institute adheres to the academic calendar for efficient execution of Continuous Internal Evaluation (CIE). CIE is implemented for attainment of COs, POs and PSOs. The institute conducts internal assessments and semester-end examinations as per the guidelines given by the University of Mumbai. The academic calendar is shared with all faculties and students and uploaded on the institute's website for ease of access.

The Institute plans and executes all curricular activities, midterm examinations, semester-end examination and add-on courses for all semesters including project viva-voce dates as per the guidelines of University of Mumbai.

The students are assessed for every subject in two modes, Internal Assessment and End Semester Examination. Relative weightage for Internal Assessment is 40 percent and is to be evaluated by the faculty as per his/her Session Plan submitted at the beginning of the academic year. The semester-end examination has relative weightage of 60 percent. It is normally of 3 hours duration and will cover the full syllabus of the subject. The grade for subjects can be awarded only after successful completion of both Internal Assessment and Semester-End Examination of the respective course.

Subjects other than specifically earmarked for university assessment will be internally assessed by the Institute. The Criteria for the same is:

1. Attendance and Class Room Participation 10 Marks
2. Minimum 3 criteria to be picked up from the list given below
 - Midterm Test (Min 1)
 - Group Presentations
 - Role Plays
 - Case Studies
 - Assignments

- Projects
- Quizzes

Faculties are informed about the activities they can incorporate in their respective session plans for the internal assessment of all students. They are expected to maintain records of such assessments conducted during the semester and share the report with Examination Committee. The session plan and actual delivery of lectures recorded in the Teacher Planner are regularly monitored by the Director and feedback is given to faculty in case of any delays or for quality improvement.

The examination committee schedules internal examinations and finalizes the timetable in consultation with the Director. The same is communicated well in advance to all faculty and students. The faculty provides three sets of question papers based on university pattern along with the model answer key. Faculties are advised to set question papers in accordance with the Course Outcomes for each subject. Examination results are declared within 45 days from the end date of examination, as per the University of Mumbai examination guidelines.

The Director of the Institute monitors academic activities fortnightly, to ensure the smooth execution of time table, scheduled academic calendar and teaching-learning process. Deviations if any are conveyed to the faculty with suggestions for corrective measures.

File Description	Document
Link for Additional information	View Document

1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years

1. Academic council/BoS of Affiliating university
2. Setting of question papers for UG/PG programs
3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses
4. Assessment /evaluation process of the affiliating University

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Details of participation of teachers in various bodies/activities provided as a response to the metric	View Document

1.2 Academic Flexibility

1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective

course system has been implemented

Response: 50

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

Response: 1

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

1.2.2 Number of Add on /Certificate programs offered during the last five years

Response: 4

1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.

2019-20	2018-19	2017-18	2016-17	2015-16
3	1	0	0	0

File Description	Document
List of Add on /Certificate programs	View Document
Brochure or any other document relating to Add on /Certificate programs	View Document
Any additional information	View Document
Link for Additional information	View Document

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

Response: 28.29

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

2019-20	2018-19	2017-18	2016-17	2015-16
55	50	0	0	0

File Description	Document
Details of the students enrolled in Subjects related to certificate/Add-on programs	View Document

1.3 Curriculum Enrichment

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

Response:

The institute implements the curriculum given by the University of Mumbai and teaching takes place as per the guidelines given by the University.

Professional Ethics

In view of the current market scenario where cases of frauds, scams and other unethical practices are on the rise, it has become mandatory to sensitize students on professional ethics. The students are made aware of professional ethics through regular classroom interactions. Projects are checked for plagiarism.

Following are a few subjects that cover professional ethics acceptable in the respective business domain:

- 1.Sales Management & Negotiation and Selling are courses that require a very high level of professionalism. The students are exposed to the industry expectations during the sessions.
2. Corporate Social Responsibility familiarizes the students about a gamut of issues ranging from accounting scandals to pollution to executive compensation. It is related to the broader field of Corporate Social Responsibility that plays a definitive role in ethical investing and tends to influence sustainable business as well.
3. Financial Management course exposes the students to different aspects of ethical conduct and practices acceptable in the domain of Financial Management. It embodies rules regarding individual responsibilities to the company, relevant business partners, the public, shareholders, and other stakeholders.
4. Legal Aspects of Business and Taxation course involves studies in law and ethics that complement studies of a suite of business disciplines.

Gender Sensitization:

Subjects like Developing Teams and Effective Leadership, Entrepreneurship Management, Human Resource Management, Competency Based HRM, Perspective Management, Organizational Behavior and Performance Management cover gender sensitization issues.

Environment and Sustainability

Sustainability skills and environmental awareness are critical requirements for many corporates. The

students are made aware about this important aspect through subjects like Corporate Social Responsibility, International Business, and Strategic Management which addresses issues pertaining to environment and sustainability.

Human Values

Courses related to human values are imparted to the students so that they turn out to be good human beings and corporate citizens. The list of courses includes;

1. Organizational Behavior
2. Entrepreneurship
3. Behavioral Finance
4. Negotiation and Selling Skills
5. Effective and Management Communication
6. Human Resource Management

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	View Document

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 100

1.3.2.1 Number of courses that include experiential learning through project work/field work/internship year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
2	21	13	2	48

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	View Document

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

Response: 100

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

Response: 81

File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	View Document

1.4 Feedback System

1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni

Response: A. All of the above

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

1.4.2 Feedback process of the Institution may be classified as follows: Options:

- 1.Feedback collected, analysed and action taken and feedback available on website
- 2.Feedback collected, analysed and action has been taken
- 3.Feedback collected and analysed
- 4.Feedback collected
5. Feedback not collected

Response: B. Feedback collected, analysed and action has been taken

File Description	Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 52.67

2.1.1.1 Number of students admitted year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
81	68	62	46	59

2.1.1.2 Number of sanctioned seats year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
120	120	120	120	120

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

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 30

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

2019-20	2018-19	2017-18	2016-17	2015-16
19	22	15	14	20

File Description	Document
Average percentage of seats filled against seats reserved	View Document
Any additional information	View Document

2.2 Catering to Student Diversity

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

Response:

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

MMBGIMS believes in outcome-based learning processes where slow learners and advanced learners are identified based on the class tests and mentoring sessions. The Institute gives emphasis on improving the performance of slow learners by providing remedial sessions and counselling through mentoring sessions.

Identification of learning levels of the students:

Institute identifies learning levels of the students based on the following:

1. **Class Tests**
2. **Mentoring Sessions**

Who is a Slow Learner?

A slow learner is not a student with a learning disability. The Institute identifies slow learners as those students who are able to learn necessary academic skills, at a rate and depth comparatively below the class average. Mentoring sessions provide critical inputs in the identification process.

Who is an Advanced Learner?

A fast learner is the one who scores more than the class average in the class tests and through the interaction with mentors in the mentoring sessions.

Strategies For Slow Learners:

1. Remedial lectures
2. Counselling through mentors

Strategies For Advanced Learners:-

- Enrichment courses - Add-on course like Digital Marketing, Advanced Excel, Aviation, Logistics and Tourism Management
- Mentoring for higher studies and competitive examinations
- Industry projects

Important Note: Institute does not discriminate between slow and fast learners hence we do not tag them as a slow learner. Record is maintained in the institute and steps are taken for improvement of slow learners

and betterment of advanced learners. All the activities are open to all the students irrespective of their learning ability.

File Description	Document
Upload any additional information	View Document
Past link for additional Information	View Document

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

Response: 8:1

File Description	Document
Any additional information	View Document

2.3 Teaching- Learning Process

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

Response:

1. Institute believes in the adoption of students' centric methods to enhance student involvement as a part of experiential, participative, and problem-solving methodologies. Student-centric methodology includes the following:

- **Experiential Learning: learning based on experience and observation**

1. Student involvement in committees: Students are involved as members in various committees such as sports and cultural, entrepreneurship development committees, and alumni association.
2. Industrial visit: Every year Industrial visit is organized by the institute where students get an insight into various industrial procedures.
3. Summer Projects: students work with organizations for 60 days and submit their reports on projects assigned by the organizations.
4. Role-plays: A situation is given to the student based on the concerned subject syllabus and they enact the learned content.
5. Theme-based activity: Every year theme-based activities are organized like poster making, rangoli, mehndi competitions in which students are provided an opportunity to display their creativity.

- **Participative Learning: To participate in the act of teaching, a peer-based learning process. It is basically student-centered.**

1. **Group Discussion:** A contemporary topic is given to the group of students concerning the environment, business practices, and Government policies. Students are given five minutes to ponder on the topic and list specific points to be discussed. Students present their opinions on the topic within ten minutes. Group Discussions as a pedagogy, make the classroom environment lively as each student has his/her point of view on a given topic. Group discussions add many perspectives on a topic to the class.
2. **Group Presentation:** Faculties formulate groups and assign topics of presentation to each group. Each group collects primary and secondary data on their respective topics such as strategic business units of Tata Group, Reliance Group, Godrej Group, etc. Students plot the SBUs in BCG Matrix and present the study in the class. In participative learning, interpersonal skills, and soft skills such as team spirit, coordination among group members, etc. helps students and the faculty in the teaching-learning process.

• **Problem-solving Methodology: The process of finding solutions to problems.**

1. **Case Study:** Case-study method is most famous as a pedagogical tool in B Schools. Faculties extract caselets from the newspapers/journals/periodicals or write case studies to be discussed in classrooms.
2. **Research Activities:** Sem-IV social, general, and specialization projects are undertaken under the guidance of faculty where the students learn the application of knowledge in given topics. Students collect data from primary and secondary sources pertaining to the assigned topic and analyze the same. The students present a report at the end of the semester, showcasing their analysis and solution to the problems.

File Description	Document
Link for additional information	View Document

2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

Response:

2.3.2: Teachers use ICT-enabled tools for effective teaching-learning process.

Institute recognizes the importance of Information and Communication Technology (ICT) in education. Faculties use a digital projector in the class for audio-visual teaching. Institute uses ICT to support, enhance, and optimize the delivery of lectures. Faculty use various apps such as MS Teams, Google Sheets, M S. Forms to deliver online sessions. It also helps in conducting examinations, viva, national conference, sports and cultural activity.

The Internet allows students and teachers to get the latest information in the particular sectors. sectorial comparison to GDP of nation is most prominent point which becomes convenient in classroom discussions. Especially in a class of economics the histograms and the bar charts help in studying the latest demand and supply chains. ICT helps in connecting to online video platforms, blogs, search engine, digital

library. Faculties discuss topics with the help of Video Clippings, PPTs, MS excel sheet, Google Spread sheets and websites.

IT Center :

The IT Center is well-equipped with branded PCs adequately supported by 50 Mbps leased lines for internet connectivity. It is also equipped with a wide range of licensed system software and application software. The entire campus is connected in Client-server architecture with a secure HP Proliant-ML 110 G6 server. Computer labs are well connected to the internet to help students and faculty to carry out their academic and other work. Institute provides secure Internet connection to all the students and faculties on Campus through Cyberoam firewall.

Institute has Microsoft 365 Licenses for its entire Campus. In 2020 Institute implemented an online education system for the students through a License copy of Microsoft Teams.

IT technicians are available to support students and faculty in their queries. Wi-Fi facility is made available in the entire campus.

Language Lab:

Institute has started with state-of-the-art audio-visual equipment to aid in imparting language skills. This Laboratory proves beneficial for students who want to learn the English Language. The college is providing audio-visual training in the language lab. It aims to build confidence among students for interactions and presentations in English. The basic purpose of the lab is to provide students a platform to enhance English language skills, communication skills and to practice soft skills

It has also helped to develop research culture, resource development as well as attendance analysis, analysis of attainment data, improved class management in terms of tracking of students, encouraging independent and active learning, and self-responsibility for learning etc.

Due to Covid 19 pandemic, ICT skills of faculty has helped us cope up with the situation successfully.

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

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

Response: 8:1

2.3.3.1 Number of mentors

Response: 10	
File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	View Document
mentor/mentee ratio	View Document
Circulars pertaining to assigning mentors to mentees	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years	
Response: 64.17	
File Description	Document
Year wise full time teachers and sanctioned posts for 5years(Data Template)	View Document
List of the faculty members authenticated by the Head of HEI	View Document

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 17.33

2.4.2.1 Number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
3	1	1	1	2

File Description	Document
List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template)	View Document
Any additional information	View Document

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest

completed academic year in number of years)

Response: 4.65

2.4.3.1 Total experience of full-time teachers

Response: 46.5

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

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

Response:

2.5.1: Mechanism of internal assessment is transparent and robust in terms of frequency and mode

1. The objectives of internal assessment is to review clarity of understanding of students, application which they portray in classroom assignments such as quizzes, case studies, group discussions, midterm test and presentations.
2. The objective is to infuse confidence in students

Transparency:

1. The assessments parameters are declared by the faculty in the first session itself such as the internal assignments will consist of group discussions, number of case studies, number of quizzes etc.
2. Parameters change as per the assignment.
3. The assessment criterias such as marks for each sessions is informed to the class.
4. The marks are informed to the students as soon as the assignment is taken.

Frequency:

1. The assessment of the students is throughout the semester and it is done on a continuous pattern.
2. The frequency is decided between faculty and students.
3. Mid-Term Examination of 20 marks (further these marks are scaled down to 10) is conducted after completion of about 40% of the subject syllabus.

Robustness of the assessment mechanism:

1. Institute maintains attendance of various modes of Internal Assessment.
2. Feedback is given to students from time to time for their readiness for the industry.
3. The mentors discuss with their mentees on points of concern and give solutions for overcoming the weaknesses.
4. As per the University norms Institute allots 10 marks for attendance and class participation and 30 marks for other parameters.

File Description	Document
Link for additional information	View Document

2.5.2 Mechanism to deal with internal/external examination related grievances is transparent, time-bound and efficient**Response:****2.5.3. Mechanism to deal with examination related grievances is transparent, timebound, and efficient**

The Institute has a well-organized mechanism for the Redressal of examination-related grievances. The student can approach the College Examination Officer and Principal to redress the examination-related grievance.

A. Grievances related to college conducted examinations:

At the college level, the evaluation work is done for the Semester I & II examinations. If any student feels that the marks given to him in any paper are not just, he or she can apply revaluation by remitting the fees to the college. The students should apply within fifteen days after the declaration of the result. The subject expert will assess the paper. If there is a change in score, it is corrected by the examination committee of the college. The college has to declare final revaluation result within fifteen days.

B. Grievances regarding University Examinations: Grievances related to semester III & IV MMS course are forwarded to the University Grievances Committee. Students can obtain a photocopy of the answer sheets from the university on request. Students who were not satisfied with their marks at the university examinations can apply for Revaluation/ Reassessment to the University.

The norms regarding grievances are displayed on the University website.

The entire mechanism to deal with examination-related grievances is time-bound as per University rules and regulations.

Rules for the revaluation are as follows –

Rules for Revaluation:

1. Revaluation is allowed only in theory papers. Revaluation is not permitted in respect of Term Work, Internal Assessment, Session Marks, Viva-Voce, etc.
2. Photoscan of the answer sheet is provided on submission of a written application to the office within three days of declaration of the result and on payment of Rs.200/- per subject paper.
3. Revaluation is to be applied within 15 days from the date of declaration of results.
4. The Candidate is required to produce a photocopy of his/her current Hall Ticket and/or statement of marks for verification of Roll No. marks etc., at the time of submission of the Application Form for revaluation.
5. Entries made by the candidate should be verified by the Director.
6. On application for revaluation, the candidate surrenders original performance and shall accept the revised performance in which: ?
 - a) there can be NO CHANGE,
 - b) there can be INCREASE in the marks,
 - c) there can be a DECREASE in the marks.
7. The application is to be made by the candidate in his/her own handwriting and under his/her own signature and not by anyone else on his/her behalf.

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

2.6 Student Performance and Learning Outcomes

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

Response:

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

1. Programme Specific Outcomes (PSOs) of the Institute are as follows:

1. Develop the entrepreneurial skills and employability of the students for the future industry and society requirements.
2. An ability to recognize the importance of professional development by pursuing management studies that offer challenging and rewarding careers in the field of management

2. Programme Outcomes of the course are as follows:

1. Apply knowledge of management theories and practices to solve business problems.
2. Foster Analytical and critical thinking abilities for data-based decision making.
3. Ability to develop Value based Leadership.
4. Ability to understand, analyse and communicate global, economic, legal, and ethical aspects of business.
5. Ability to lead themselves and others in the achievement of organizational goals, contributing effectively to a team environment.

3. Course outcomes are designed in such a way that it fulfils the course objectives. Syllabus copy is kept with the Institute library and displayed on the Institute's website. This helps students to understand the objective of that particular course.

1. Institute has displayed Course Outcomes on Institute website www.mmbgims.com
2. Course outcome is also discussed during the first session of each subject.
3. Question papers are set as per COs POs
4. CO's in alignment to PO's and PSO's, are prepared by group of faculty members.

File Description	Document
Upload COs for all Programmes (exemplars from Glossary)	View Document
Upload any additional information	View Document
Past link for Additional information	View Document

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

Response:

2.6.2: Attainment of programme outcomes and course outcomes are evaluated by the institution.

Every faculty member conveys the course outcome and its objective at the very first lecture of each

semester.

Institute follows evaluation pattern according to the attainment of Course Outcomes, Program Outcomes and Program Specific Outcome. Internal evaluation is based on Quiz, Presentation, Role Play, Case study analysis etc., and End semester examination question papers are set in order to fulfil CO's and PO's.

Method of Measuring Attainment of PO, PSO, & CO

1. Mapping in case of Internal Assessment:

1. Each component of internal evaluation is set on the basis of Course outcome.
2. Obtained marks of each students (in each component of internal) is converted into percentage.
3. Percentage of all students who scored more than 50% is calculated against numbers of students who attempted the question/component.
4. Attainment level (mapping) is calculated on the basis of above percentage ie level 1 (% => 50), level 2 (% => 60) and level 3 (% => 70).

2. Mapping in case of semester end examination:

1. Semester end examination question papers are based on course outcome.
2. Obtained marks of each students (in each component of internal) is converted into percentage.
3. Percentage of all students who scored more than 50% is calculated against numbers of students who attempted the question/component.
4. Attainment level (mapping) is calculated on the basis of above percentage ie level 1 (% => 50), level 2 (% => 60) and level 3 (% => 70).
5. Each CO is co-related with POs and PSO
6. A sheet is prepared for each semester for overall attainment level.
7. The COs of each course are mapped to the PO's with a level of emphasis correlated as: High (3), moderate (2) and low (1).

File Description	Document
Upload any additional information	View Document
Paste link for Additional information	View Document

2.6.3 Average pass percentage of Students during last five years

Response: 94.6

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

2019-20	2018-19	2017-18	2016-17	2015-16
64	56	38	54	69

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

2019-20	2018-19	2017-18	2016-17	2015-16
64	60	44	57	70

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View Document
Upload any additional information	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

File Description	Document
Upload database of all currently enrolled students (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, Chairs in the institution during the last five years (INR in Lakhs)

Response: 0.5

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

2019-20	2018-19	2017-18	2016-17	2015-16
0.5	0	0	0	0

File Description	Document
List of endowments / projects with details of grants	View Document
e-copies of the grant award letters for sponsored research projects / endowments	View Document

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

Response: 20

3.1.2.1 Number of teachers recognized as research guides

Response: 02

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

3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 12.5

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

2019-20	2018-19	2017-18	2016-17	2015-16
1	0	0	0	0

3.1.3.2 Number of departments offering academic programmes

2019-20	2018-19	2017-18	2016-17	2015-16
2	2	2	1	1

File Description	Document
Supporting document from Funding Agency	View Document
List of research projects and funding details	View Document
Any additional information	View Document
Paste link to funding agency website	View Document

3.2 Innovation Ecosystem

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

Response:

1. Entrepreneurship Development Cell

The Entrepreneurship Development Cell organizes seminars on new start-ups and business processes and promotes an entrepreneurial mindset among students. Students are trained and encouraged to take up new challenges and start their own businesses. ED cell organizes talks of successful entrepreneurs to motivate students. The Institute interacts with the industry to ascertain its needs to fill the gap in the curriculum. The gap is filled by arranging guest lectures and experts' talks addressed by industry experts.

2. Research Cell / Culture

The Institute has a research center affiliated with the University of Mumbai and conducts a Ph.D. program in the Institute, at present 4 research scholars have registered for their Ph.D. under the guidance of Dr. Vidya Hattangadi. As per the guidelines issued by the University of Mumbai, the Institute conducts research lectures/Classes for the student to complete their research work. Apart from this, the internal faculties are guided for their research work by the senior faculties to write research papers in conferences and in journals of repute. The research cell also organizes guest lectures for students to strengthen their research skills.

3. Collaboration

For nurturing students in various areas of study the Institute has signed MOUs with the Industry, other educational Institutes. Students will get benefited from the inputs from the industry which will help to bridge the gap of university curriculum and recent happenings in the corporate world.

4. Research Journal (ThinkQuest International Journal of Technology and Management)

The Institute has its own journal called ThinkQuest (ISSN number 23204214) is the latest initiative in the publication of an international journal. It offers an opportunity to researchers, academicians, and professionals from India and other countries to share their views, experience, and expertise in the form of research papers/articles, case studies, etc.

5. Mentorship Programme

The Institute has a mentorship program for the students to nurture, guide on different aspects of their life throughout the journey of their studies in the Institute and this builds a strong bond between faculty and student.

6. Conferences and Seminars

The Institute has student development activities, through various curriculum, co-curriculum and extracurricular activities, and educational support systems to generate and disseminate knowledge. The hunger for knowledge is fulfilled by organizing conferences and seminars where the latest topics and new trends of a business process are discussed with students.

7. Cultural and Management Week - MAGMA

The Institute strives to impart ethical values to its students, compassionate behavior, and concern for society. To bring out the hidden talent of the students the institution organizes various events like Yoga, Sports, Cultural, and Management week.

8. Certification

Value-added programs such as digital marketing, Aviation, and Logistics Management, and Advanced excel are offered to enhance the practical knowledge and skills of the students.

9. Access to Global Value chain

Industrial visits, internships, and field trips are examples to access the global value chain and experience the business/industry infrastructure.

10. Human Capital

The highly qualified and skilled faculty imparts knowledge to students through innovative teaching-learning methods.

File Description	Document
Paste link for additional information	View Document

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

Response: 9

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

2019-20	2018-19	2017-18	2016-17	2015-16
01	02	01	03	02

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

3.3 Research Publications and Awards

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years

Response: 2.5

3.3.1.1 How many Ph.Ds registered per eligible teacher within last five years

Response: 5

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

Response: 02

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
Any additional information	View Document
URL to the research page on HEI website	View Document

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

Response: 1.85

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

2019-20	2018-19	2017-18	2016-17	2015-16
17	0	0	0	0

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

3.3.3 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: 3.15

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

2019-20	2018-19	2017-18	2016-17	2015-16
02	13	7	0	7

File Description	Document
List books and chapters edited volumes/ books published	View Document
Any additional information	View Document

3.4 Extension Activities

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

Response:

The Institute recognizes the prominence of social responsibility of the institute towards society and this helps students to know what responsibility they have towards the society as a citizen of India. Students are

assigned activities along with the faculty member to guide them. The activities are scheduled during the semesters of the teaching so that all students will be involved. The Institute regularly inspires the students to take responsibility and initiatives in the Social Segment and for the betterment of society. A series of activities are planned which will be helpful for the society as a whole and create a holistic development by providing the right inputs on Health, Gender, and Environmental matters by inculcating beliefs that are driven for the betterment of the society. Some of the activities were successfully executed in association with various local and corporate bodies.

1. Tree Plantation (Save Environment)
2. Women's day celebration
3. Keshav Srusti (Waste Management)
4. Thanksgiving Day Visit
5. Safety week (Alert Mumbaikar)
6. Disaster Preparedness
7. Swachh Pakhwada
8. National Education Day
9. Sadbhavana Diwas

File Description	Document
Paste link for additional information	View Document

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Number of awards for extension activities in last 5 year	View Document

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., during the last five years (including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration

with industry, community and NGOs)

Response: 10

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

2019-20	2018-19	2017-18	2016-17	2015-16
03	00	01	03	03

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	View Document

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years

Response: 152.33

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

2019-20	2018-19	2017-18	2016-17	2015-16
205	00	60	84	132

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

3.5 Collaboration

3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

Response: 10

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

2019-20	2018-19	2017-18	2016-17	2015-16
04	02	01	01	02

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

3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years

Response: 4

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

2019-20	2018-19	2017-18	2016-17	2015-16
01	02	00	00	01

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The Institute has provided State-of-the-art infrastructure and learning resources as per the guidelines and norms laid down by the All India Council for Technical Education (AICTE), Directorate of Technical Education (DTE), and the University of Mumbai.

Building: A five-storied building constructed near Maratha Mandir theatre with banking facilities on the ground floor.

Smart Classrooms: All classrooms are well equipped, ventilated, and provided with air-conditioners as well as audiovisual teaching aids i.e. White/green Board, LCD Projector, Desktop, Collar Mike, etc. Wi-Fi internet access has been made available in each classroom.

Tutorial room: The tutorial room is available for students for completing their assignments.

IT Center: IT Centers are equipped with 150 computers, printers, scanners and other accessories. Wi-Fi connectivity of 50 Mbps has been provided. These centers use LAN & licensed software.

Language Lab: State-of-the-Art Language Laboratory equipped with all kinds of Audio Visual equipment like Computers, TV screens, LCD Projectors, Headphones, and Orell Digital Language Lab Software has been provided to enhance the reading, writing, listening, and speaking skills of students.

Library and Reading Room: The library is equipped with a digital library. A reprography facility is provided to the students in the library.

The library has, over the years, consistently worked towards developing a dynamic collection of over 17,625 volumes, including 4250 titles, *bound* volumes of national and international journals, subscription to 19 journals, 5 newspapers, and 2000 educational CDs.

Seminar Room: Air-conditioned Wi-Fi enabled Seminar Hall with a seating capacity of 120, equipped with Wi-Fi, LCD Projector along with Screen, White Board, Podium with Mike and Sound System has been provided. Also, students are provided with required Amenities & Areas to conduct various curricular and extracurricular activities.

Conference Room: The Conference room provides a formal ambiance for facilitating discussions of the cases and the latest topics of management. The air-conditioned conference room has a capacity of 30 seats and is equipped with microphones, Multimedia Projection, etc.

Cafeteria: Cafeteria functions within the campus. It maintains a high level of hygiene and provides quality food for the students and staff at moderate rates. The Cafeteria offers a wide range of Indian and Chinese cuisines, snacks, and beverages to satisfy their appetite and quench their thirst. It has a seating capacity of

25 people.

Common Rooms: Common Rooms for Boys and Girls are gender-specific for the students. These rooms are used for interactions with each other and to revitalize after their lectures.

Wash Rooms: Separate Wash Rooms for Men and Women on each floor have been provided. Separate washroom facilities for specially-abled is also available.

Counseling Room: Institute has a certified counselor to counsel students on stress management, depression, motivation, orientation, and career guidance.

Maratha Mandir Trust Hostel: Located adjacent to the institute building. It provides facilities like Washing Machine, Microwave Oven, and Television with cable connection, Wi-Fi, and daily business newspapers in English.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response:

At the Institute, sports are an important part of the curriculum. The Institute is well equipped with multi-sporting facilities that include box - cricket, rink football, table – tennis, and other indoor games. The Institute not only aims to improve a student's physical abilities but also instill a sense of good sportsman spirit in them.

Institute has sufficient facilities for students to engage in sports activities to maintain fitness and to relieve stress created by continuous academic study. The Institute pays special attention to sports activities as it builds all-around personality and develops team spirit. In management education, it is believed that playing sports teaches life lessons like discipline, responsibility, self-confidence, accountability, and team cohesiveness.

Sports/Games/ Fitness: The Institute organizes Sports Days for two to three days in March and provides the students an opportunity for their display of special talents with a range of prizes. Institute sports committees have hired outside sports facilities if such facilities are not available in the institution.

All outdoor games like cricket, football, etc. are conducted. Institute has Indoor games facilities like carrom and table tennis. Some of the student's achievements at the national level are uploaded on the website. Institute is proud of students like Madhavi Ramchandra Gonbare (who won the best challenger trophy and silver medal in the late Vitthal Rao Chavan memorial - one-day boxing tournament in Mumbai in 2019) and Onkar Bharade (who was runner up in District Championship Kabaddi Tournament 2019 in

Mumbai).

Auditorium: Sir Jivajirao Scindia Auditorium is adjacent to the Institute which has a capacity of 250 seats and is fully air-conditioned. It is utilized for conducting various cultural activities like Fresher's Party, Convocation, Alumni meet, the Annual Social gathering, Send-off Party, etc.

Maratha Mandir Theatre: Adjacent to the Institute is the 1000 seater Maratha Mandir theatre which opened on 16 October 1958. Institute conducts events in the theatre. Movies are screened for students and staff.

YMCA Ground: YMCA ground is in the close vicinity of the Institute which is hired as required for conducting sports like Box Cricket, Rink Football & Tug of war.

Cultural Activities of MMBGIMS: The Institute's Cultural Committee consists of students and two faculty members. Once a year the cultural committee organizes a Cultural Event called 'MAGMA'. There are various competitions conducted in this event namely - Dance Competition, Fashion show, Singing Competition, Mono Acting, Skits. The purpose of confidence-building is achieved through recognition of their talent by faculty members and other students. In addition, there are other activities such as Rangoli Competition, Mehendi Competition, Garba Fusion, etc. The cultural days are celebrated at the Institute.

Seminar hall: Air- conditioned seminar hall is used to conduct academic and other cultural activities since the commencement of the Institute. Seminar hall is also utilized for conducting Yoga and meditation sessions.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 7

File Description	Document
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View Document

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

Response: 4.57

4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
4	4	0	0	15

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	View Document
Upload audited utilization statements	View Document

4.2 Library as a Learning Resource

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

Response:

In keeping with the vision and mission of the institute, the library has been established “to facilitate knowledge generation and its application through effective dissemination”. The library acts as the main learning resource center of the institute and provides services and facilities to meet the requirements of the institute’s teaching, training, research, and consultancy programs. The library has installed software named “I Library developed by Comet Solutions fully automated in 2003 onwards. Library Management Software ‘I Library’ is useful for automation of in-house activities of the library and to provide various online member services. The software is helpful in keeping and maintaining records of book catalogs for the issue and return purposes. The use of software saves time and provides easy access to students as well as staff.

Name of ILMS software: I Library developed by Comet Solutions in 2003

Nature of Automation (Fully or Partially): Full

Version: Updated

Year of Automation: 2003

Library Committee and Process of Procurement:

The Library Committee consists of the Director, Librarian, Assistant Librarian, faculties of all specializations viz. Marketing, Finance, HR, and two students from each semester. Director supervises the library activities and facilities. The librarian prepares the budget and submits it to the Director. Once, the budget is approved by the library committee, requisition forms are circulated to all faculty members.

The faculty fills out the requisition form and submits it to the Librarian. After checking for its availability in the Library collection and verifying usage the form is updated and forwarded to the Director with necessary remarks.

The books are ordered with the supplier who is empanelled for a particular financial year. Suppliers are enlisted for supply of books as per negotiated discount rates each financial year.

The book approval memo is prepared on the basis of which Purchase Order is drawn up and order is placed with the supplier

Once the books are supplied they are physically checked for damage and then accessioned. Then supplier is asked to send the bill. Payment is made within fifteen days from issue of bill.

File Description	Document
Upload any additional information	View Document

4.2.2 The institution has subscription for the following e-resources

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases
- 6.Remote access to e-resources

Response: A. Any 4 or more of the above

File Description	Document
Upload any additional information	View Document
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template)	View Document

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 2.6

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

2019-20	2018-19	2017-18	2016-17	2015-16
1	2	2	4	4

File Description	Document
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the last five years (Data Template)	View Document
Audited statements of accounts	View Document
Any additional information	View Document

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the last completed academic year

Response: 15.38

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

Response: 14

File Description	Document
Details of library usage by teachers and students	View Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

IT Center with Latest Software:

The computer lab is well-equipped with branded PCs adequately supported by 50 Mbps leased lines for internet connectivity. It is also equipped with a wide range of licensed system software and application software. The entire campus is connected in Client-server architecture with a secure HP Proliant-ML 110 G6 server. Computer labs are well connected to the internet to help students and faculty to carry out their academic and other work. Cyberoam firewall and licensed versions of E-Scan Antivirus ensure secure internet connection to all the students and faculties on campus and are updated from time to time.

The Institute has upgraded operating systems from Windows 7/8 to Windows 10. Microsoft licenses have also been upgraded from MS Office 2010/2013 to Microsoft 365 for the entire campus. This helps the Insitute to implement effective online teaching methods. Currently, all academic and extra-curricular

activities are conducted through licensed MS Teams software. The upgrade to Office 365 has also provided the Institute with additional software packages such as MS Forms and MS Sway.

The Institute has a total of 150 computers of Lenovo with a configuration of I5- 4 GB RAM, Lenovo core 2 duos 1 GB RAM, Lenovo Core 2 Duo 2GB RAM, ACER Laptops with Core I5 - 4GB RAM.

IT technicians are available to support students and faculty in their queries.

LAN facility:

3-Layer Switching (Core, Distributed, and Access) model is implemented. Core layer switches in the buildings are connected with the Optical Fiber Ring Network. This core switching is further extended to Distributed Switching for departments where 100/1000 Mbps (Gigabit Switches) are installed. As per the requirements of the access point, 10/100 (Megabits) or 100/1000 (Gigabit Switches) are used.

Wi-Fi facility:

IT department extends complete support to the students. It is made available by setting and installing secure Wi-Fi zones at various locations such as Reading Hall, Canteen.

Staff and Students can access this facility on their Laptops by registering themselves. The institute has currently state-of-art Wi-Fi access points to provide Wi-Fi internet access through Wi-Fi zones.

Language Lab:

Institute has state-of-the-art audio-visual equipment to impart English language skills. This Laboratory proves beneficial for students who want to learn the English Language. The Institute provides audio-visual training in the language lab. It aims to build confidence among students for interactions and presentations in English. The basic purpose of the lab is to provide students a platform to enhance English language skills, communication skills and to practice soft skills. The Institute has purchased Microsoft 365 license in 2020.

File Description	Document
Upload any additional information	View Document

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

Response: 1:1

File Description	Document
Student – computer ratio	View Document

4.3.3 Bandwidth of internet connection in the Institution

Response: A. 750 MBPS

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

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)

Response: 78.42

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)

2019-20	2018-19	2017-18	2016-17	2015-16
61	47	62	59	107

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	View Document
Audited statements of accounts	View Document

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

Response:

MARATHA MANDIR'S BABASAHEB GAWDE INSTITUTE OF MANAGEMENT STUDIES

Standard Operating Procedures for Maintenance of Physical, Academic, and Support Facilities

Systems and Procedures of Infrastructure Maintenance

PURPOSE

This procedure sets out the process for Infrastructure Maintenance in MM BGIMS.

RESPONSIBILITY

PHYSICAL & SUPPORT FACILITIES

1. The campus is maintained with the sole objective to provide contemporary management education without any interruption or downtime. The Institute has state-of-the-art computer labs, smart classrooms, seminar hall, library, auditorium and access to the Maratha Mandir Theater. There are well-established & defined procedures and systems for utilization and regular maintenance of its physical, academic and support facilities. The entire campus is manned by security personnel and CCTV cameras.
2. The Institute is part of the Maratha Mandir Trust. The Institute has appointed the following staff full time on the premises, namely – Carpenter cum Painter, Electrician, Support Staff for cleaning. However, Plumber and Mason are on a call basis. Large-scale painting and refurbishing are undertaken at intervals to maintain pleasant and orderly surroundings. Maintenance of all physical facilities are carried out under the supervision of Administrative Officer.
3. Issues pertaining to the telecommunication lines are dealt with as and when the need arises. The telecommunication lines are visually checked on a weekly basis to ensure there is no outward damage to the lines. The Institute has signed an ‘Annual Maintenance Contract’ with various agencies/bodies for maintenance of water purifiers, air conditioners, for smooth working of lift, and fire safety. The fire safety person comes in annually to refill the fire extinguishers and before taking them for refill they train all staff members on its use. They also show the use of the various categories of fire extinguishers available in the Institute and the way it is to be used. The overhead water tanks are cleaned annually. To ensure safe working of lift bimonthly maintenance is carried out. In addition they are available on call in case of any emergency.
4. The Pest Control agency sends its person for fumigation visits during summer and winter break and carries out work for the entire building to protect it from termites, rodents, and other insects.
5. The ‘Green Cover’ of the campus is well maintained. The support staff help maintain the green cover by watering them daily and adding manure once a month.
6. The administrative officer on his daily rounds inspects for any damage or work needed in the premises. In case the need arises the same is allotted to the concerned person for its completion.
7. In case of non-functioning of any electrical appliance or breakage of any furniture, the same is to be reported to the receptionist and she further informs to Admin officer regarding the same. There is a breakdown register which is inspected by the carpenter and electrician and the same is immediately repaired. The receptionist informs the concerned person and gets the work done. On completion of work, the administrative officer is informed of the same.
8. The Admin officer is empowered for the requisition of material for the smooth functioning of the facilities. He produces the invoice/bills to the accounts department and manages the financial aspects.
9. The documentation for all the annual maintenance contracts are maintained by the admin officer for timely renewal and maintenance of the infrastructure.
10. Adequate in-house staff is employed to meticulously maintain hygiene, cleanliness on campus so as to provide a congenial learning environment. Every hour all washrooms are cleaned by the cleaning staff. The same is monitored by the administrative assistants.
11. The entire campus is thoroughly fumigated and sanitised on weekends and there is spring-clean undertaken during the summer and winter breaks.
12. The surroundings in the college building are swept daily. The sports area is swept clean and

maintenance of sports equipment is undertaken regularly.

13. All major repair works are also undertaken during the summer and winter breaks.
14. Surveillance cameras are installed in the campus to prevent pilferage of any kind. Library and Reading Hall also has CCTV cameras so student discipline can be maintained. The campus also has public address system installed for announcements.
15. Scientific inspection is done and verification of stock takes place at the end of every year by the administrative department.

ACADEMIC FACILITIES

1. Classrooms, Staffrooms, Seminar halls, Library and Computer Labs, etc are cleaned and maintained regularly by support staff assigned. Dustbins are placed in every room and on every floor. All rooms are swept and swabbed daily at the end of day. Library is fumigated weekly to ensure no insects damage the books. Fire extinguishers and sand buckets are kept in the event of fires. Annually post stock verification the Library is thoroughly cleaned.
2. ICT infrastructure is maintained by the laboratory technicians. They routinely clean and update all computers, projectors, printers, scanners, CCTV, and other accessories. In case of breakdown the breakdown maintenance form is to be filled and submitted to the IT department. Once work is done the user certifies and approves the repair done. In case in house repair is not possible the estimate is called for and the same machine/device is sent outside for repair after taking approval from the IT head and administrative officer. The cartridges for printer are regularly refilled from an outside agency. The software is also updated periodically to ensure the smooth functioning of all software programs.
3. Annual stock verification is carried out by the laboratory technician to ensure non-working devices are separated from the working ones and sent for repair or are junked. Need for replacements are assessed and quotations are called and purchase is made.

File Description	Document
Upload any additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 66.9

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

2019-20	2018-19	2017-18	2016-17	2015-16
73	58	23	36	25

File Description

Document

upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)

[View Document](#)

5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response: 0.57

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

2019-20	2018-19	2017-18	2016-17	2015-16
1	0	1	0	0

File Description

Document

Upload any additional information

[View Document](#)

Number of students benefited by scholarships and freeships institution / non- government agencies in last 5 years (Date Template)

[View Document](#)

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

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
Details of capability building and skills enhancement initiatives (Data Template)	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

Response: 54.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
70	0	60	0	50

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

5.1.5 The Institution has a transparent mechanism for timely 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
Upload any additional information	View Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

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

Response: 38.31

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

2019-20	2018-19	2017-18	2016-17	2015-16
42	9	13	26	28

File Description	Document
Upload any additional information	View Document
Self attested list of students placed	View Document
Details of student placement during the last five years (Data Template)	View Document

5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 0

5.2.2.1 Number of outgoing student progression to higher education during last five years

File Description	Document
Details of student progression to higher education (Data Template)	View Document

5.2.3 Average percentage of students qualifying in state/national/ international level examinations

during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 10

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	1	1	1	0

5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1	0	2	0	0

File Description	Document
Upload supporting data for the same	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template)	View Document
Any additional information	View Document

5.3 Student Participation and Activities

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

Response: 12

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

2019-20	2018-19	2017-18	2016-17	2015-16
8	3	1	0	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year	View Document
e-copies of award letters and certificates	View Document

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

Response:

Institute is student-centric and the students are involved in almost all the activities. This leads to multiple advantages viz. enhancing managerial skills like decision making, leadership skills, confidence, networking, and team spirit. Institute constitutes different committees, each committee comprises students with a faculty coordinator and a faculty member. Committees such as Cultural, Gymkhana, Anti-ragging, Women Development cell, Entrepreneurship cell, Student Council, etc.

Most of the activities of the institution are organized by students with their members which creates a sense of participative management among the students. Magma - cultural and sports (annual event) and all related activities are organized by Cultural committee, sports activities are organized by Gymkhana committee, alumni meet is organized by Alumni forum, Guest lectures are organized by student, visit SEBI, NSE, etc such field visits are also organized and all major events like Industrial Visit includes the participation of students in organizing the same. Students are part of most of the committees as facilitators. Institute's Social Responsibility committee works towards organizing activities to sensitize students toward problems related to deprived sections of society, social projects were undertaken by the students, they visited underprivileged areas and created awareness. Students participated in the Unnat Bharat Abhiyan survey in Villages near Palghar and Alibaug. Programs like Teachers day, International Women's Day, etc are organized by students.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

5.3.3 Average number of sports and cultural events/competitions in which students of the Institution

participated during last five years (organised by the institution/other institutions)

Response: 11.6

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

2019-20	2018-19	2017-18	2016-17	2015-16
12	8	12	13	13

File Description	Document
Upload any additional information	View Document
Report of the event	View Document
Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template)	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:

The Alumni of the institute, Babasaheb Gawde Institute of Management Studies Alumni Association registered since 19th December 2013, is well connected and contributes significantly through non-financial means in the following areas:

- 1.Placements: The Alumni is regularly in touch with the placement cell and faculty members. They update faculty members and placement cell regarding job opportunities available in their organization and do recommend our students, in many cases our alumni have been instrumental in absorbing our outgoing students in their organization through a strong recommendation.
- 2.Internship: Alumni's support in this area is also remarkable; students not only get internships but are also taken care of so that real learning can take place. They do help our students in their Summer Internship Project by providing appropriate data, which is one of the major challenges which many students encounter during their summer and winter internship.
- 3.Participation in Alumni Meet: Alumni Association organizes Alumni meet where alumni members are invited to give insights of the business environment, opportunities, and challenges
- 4.Alumni's involvement in mock interviews: Alumni are also involved by being on the panel for mock interviews conducted for the final year students. Established alumni's feedback works well as they have gone through the same journey.
- 5.Admission: Alumni's contribution in recommending institute to the candidates searching for B-

Schools. Every year it is also observed that alumni's siblings and relatives take admission in the institute which talks volumes about the institute.

6. Guest Speaker: Alumni share their corporate experience with the students and make them understand the world of work

7. Viva Examiners: Institute has set up a trend to invite alumni with rich corporate experience as viva examiners for summer internship projects. They also give feedback to the faculty in regards to preparing existing students for corporate

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: E. <1 Lakhs

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Vision: To be an excellent Management Institute of higher learning in Management education, inculcating ethical and cultural values, to create enterprising professional decision-makers, who will make valuable contributions to the business, society and professionals at large.

Mission:

1. To inspire the aspiring youth to become global decision-makers, by providing ethical and value-based learning with a global mindset.
2. Holistic development of students and faculty members.
3. Achieve academic excellence to nurture creativity and encourage entrepreneurship.
4. Collaboration with the industry and society to build industry-ready leaders/ managers and create better employment opportunities.

The mission statement of the Institute defines the distinctive characteristics in terms of addressing the needs of the society, students, the Institute's value orientation, and vision for the future. Both the Vision and Mission statements are in line with the objectives of higher education.

Governance of the Institute reflects its Vision and Mission in ensuring:

1. **Management participation:** The Institute's Governing Body and other committees ensure that policy statements and action plans are aligned to attain the mission, and all stakeholders are aware of the vision and mission and are involved in formulating appropriate action plans. Outcomes of action plans are periodically reviewed in functional committee meetings. Changes, if required, are effected.
2. **Interaction with stakeholders:** All stakeholders are involved in different activities through various committees and programs such as seminars, workshops, webinars, etc. Faculty members are part of each and every committee and partake in various decision-making activities in academics, extra-curricular activities, administration, etc.
3. **Culture of excellence:** To promote excellence, suggestions are invited from all stakeholders on the vision, mission, short term, and long term goals, quality policies. Relevant training is provided to the faculty members and supporting staff for their development and motivation.
4. **Perspective Plan:** The future perspective plan includes NAAC accreditation, increase in in-take for research Ph.D. program, the center of excellence, incubation center, and collaborations with foreign universities for global exposure and students' placements in reputed organizations. Considering the importance of management education in all walks of life, the Institute continuously updates its

resources, processes, and activities in order to provide learner-centric education to enable the students in meeting the diverse challenges of today's complex world. A perspective plan is formulated keeping the following points in mind:

- The Institute follows the curriculum of the University of Mumbai as a base. For value-addition, the institute offers its students add-on courses, guest lectures, seminars, workshops, and webinars by experts from various industries.
- The Institute follows a student-centric approach to raise the quality of teaching, learning, and evaluation, to cater to the needs and diversity of students.
- To promote quality in academics, faculty members are encouraged to attend conferences, seminars, and workshops, some of which are also conducted in-house by experts, publish research papers, etc. They are also encouraged to pursue their Ph.D. degrees and post-doctoral work.

File Description	Document
Upload any additional information	View Document

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

Response:

The Institute promotes and practices decentralization in all academic and administrative activities. It has various academic and administrative committees to monitor, plan and execute smooth functioning of the Institute.

Administrative Decentralization:

The Institute's Governing Body comprises of management representatives, industry experts, eminent educationists, representatives of statutory bodies, Director and other faculty who are responsible for planning and policy development, institutional budget, academic and research growth of the institute and other activities. A College Development Committee comprising of representatives of management, Director, students' representatives, faculty, staff members, industry experts and alumni is formed to deal with development plans of the Institute with regard to academic, administrative and infrastructural growth, and facilitate the Institute to add curricular, co-curricular and extra-curricular activities.

The Director prepares the annual budget in consultation with functional heads. The Director conducts a meeting with all the faculty members and advises them to submit requirements along with relevant quotations, depending on the need of the syllabus and current industry trends. For the acquisition of goods and services, including requisition preparation, funds approval, payments to suppliers, and follow-up inquiries, the Institute practices decentralization.

The consolidated report is submitted to the Director for approval. The Director consolidates the requirements of all the departments and forwards it to the Governing Body for approval.

Academic Decentralization:

The Institute has different committees (viz. Examination Committee, Students Council Committee, Sports Committee, Cultural Program Committee, IQAC, etc.) with well-defined functions which impart academic and administrative guidance. The various committees are responsible for:

- Preparing of Academic Calendar before the start of semester, with the approval of the Director.
- Tracking of the syllabus completion of Theory/Projects for all the departments.
- Exercise of general supervision over the academic work of the Institute and give direction on the methods of instruction, evaluation and improvements in academic standards.
- Making arrangements for conduct of examinations in line with the University's directives from time to time.
- Maintaining proper standards of academic records viz. handbook, course file content as per the university requirements / regularity authority etc.
- Taking active measures for improvement in standards of teaching, research and training.
- Reviewing the extracurricular activities of the Institute
- Maintaining discipline in the campus
- Organizing Conferences/ Workshops

The Anti-Ragging Committee, Grievance Redressal and Discipline Committees take care of healthy, enjoyable and disciplined culture at the Institute. It comprises of the Director, HODs, Senior Faculty members and student representatives.

Various academic committees like Library Committee, Time Table Committee, Attendance Monitoring Committee etc. take care of the day-to-day academic functioning of the Institute.

File Description	Document
Upload any additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

The Institute has a long-term strategic plan keeping in mind its vision and mission. A gist of the

Perspective Plan and its deployment is given below:

Faculty Training and Development: The Institute focuses on developing the skill sets of faculty by imparting appropriate training. The faculty are facilitated to attend several FDPs and also partake in extra-curricular activities. The IQAC guides in drawing up sound study schedules and planning of projects to help the faculty and subsequently the students understand the practical know-how of contemporary practices in the industry.

Focus on Live Projects: Live projects are of great importance as they help in establishing mutually beneficial relationships between the industry and B-Schools. Besides, the industry is always on a lookout for young and innovative people with fresh perspective on management. The Institute therefore encourages its students to participate in live projects and hone their classroom learning and insights by blending them with real-life business.

Importance is given to Business Ethics: The Institute prepares students for an ethical corporate citizenship by imbuing in them a sense of responsibility towards the society. Various programmes are initiated to boost this value in the teaching methodology.

Robust Placement: The basic yardstick on which performance of a B-School can be measured is its placement record. The NAAC accreditation will help us attract good students as well as with good placements. The Institute proposes to engage the services of a placement agency of repute from the forthcoming year. Additionally, it also has plans to offer more add-on certifications to improvise the course curriculum to fit the needs of the industry.

International Exposure: The Institute has plans to tie-up with London College of Arts (LCA) for running their PG Certification Program in HRM, Certification Program in Logistics & Supply chain, etc.

Increased role of Internal Quality Assurance Cell (IQAC): The IQAC monitors the teaching, learning and assessment activities. It aims at ensuring heightened level of clarity and focus on institutional functioning towards quality enhancement. Its prime focus is on wholesome development of students for the corporate world outside.

Incubation Centre: The Institute has plans to tie-up with government agencies to augment the capital support required by start-ups. This will help enabling most of what may be required by entrepreneurs through seed-funding, incubation, mentoring, training, knowledge and best practice research.

Enhanced Industry engagement: The Institute proposes to conduct minimum one live project per semester in which faculties will guide students carry on the projects. The Institute will continue with student visits to factories of companies with whom it has tie-ups.

Financial support from funding agencies for faculty's further learning: Post accreditation, the Institute plans to focus on getting more funding in the form of sponsorships and research grants.

File Description	Document
strategic Plan and deployment documents on the website	View Document
Paste link for additional information	View Document

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

Response:

1. The Institute's organogram below is self-explanatory. The policies and guidelines flow vertically from top to bottom.
2. The Governing Body (GB) comprises prominent people from the industry and academia and the Trustees of Maratha Mandir which is our parent body. The main purpose of the Governing Body is to decide the overall strategic direction and educational arena of the Institute and ensure its overall well-being and functioning.
3. The Honorary Secretary of the Trust chairs meetings of the GB as Chairman, and the Director of the Institute is Secretary and convenes the meetings. The Director presents the progress report and the challenges, if any, to the members of the GB and the GB takes decisions for the smooth functioning of the Institute. The meetings also cover important decisions regarding budgets, purchases, academic matters, infrastructure, research & development, specific approvals, faculty appointments, etc.
4. The IQAC is an administrative body responsible for all quality matters. It is the prime responsibility of IQAC to initiate, plan and supervise various activities which are necessary to increase the quality of the education imparted in the institution. The IQAC Head is actively involved in ensuring the execution of these prime responsibilities, and reports to the Director.
5. Each member of the academic staff is expected to enhance the learning environment through instruction, applied research, scholarly activity, and service that supports the institutional mission. It is a basic principle that every member of the academic staff, of whatever rank, shall at all times be held responsible for the competent and effective performance of his/her duties/workload expectations and foster collegial relationships with supervisors, peers, students, and the University community. Primary duties of faculty include effective classroom teaching, academic advising and counseling of students, participation in departmental committee work, continuous development of the curriculum through assessment, applied research or scholarly activity, and service such as assisting in the recruitment of students and initiatives designed to help students succeed academically, as well as other assigned duties.
6. The examination team is responsible for preparing the examination timetables for students and staff, creating seating plans for each examination room, briefing candidates, staff, and parents, receiving, checking, and securely storing confidential examination materials, administering the internal assessment, etc.

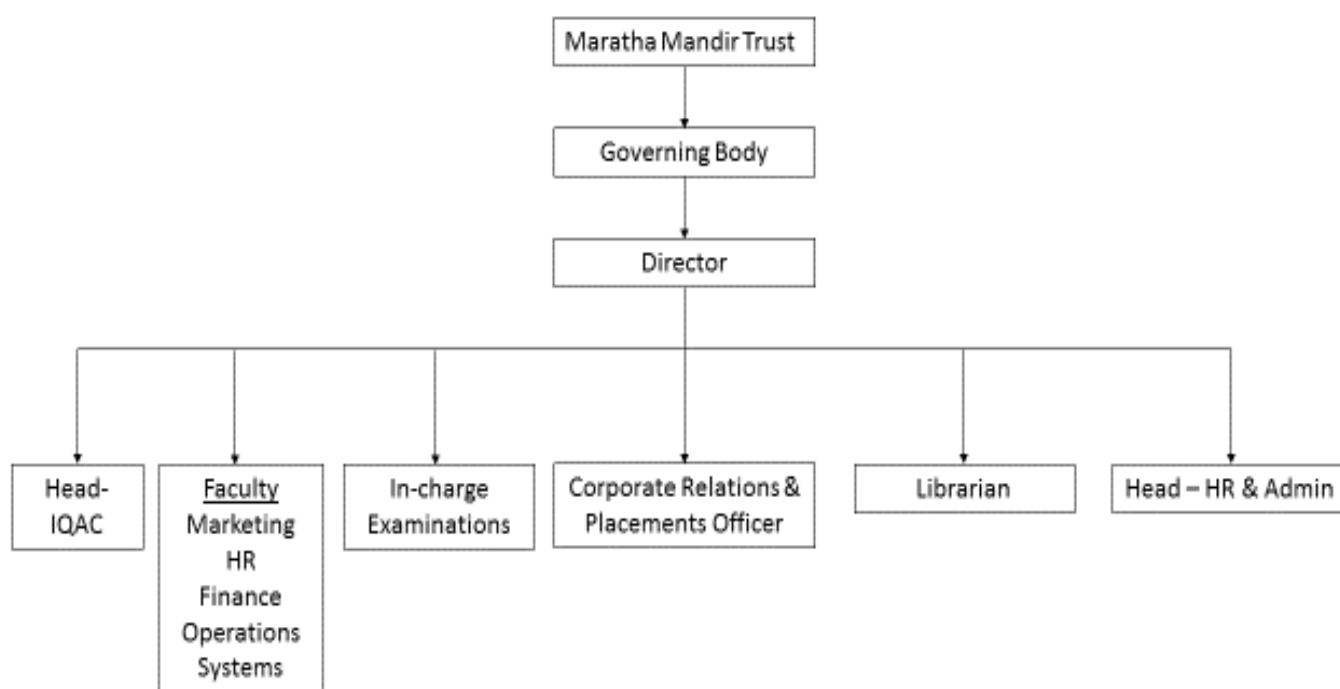
7. The Corporate Relations & Placements Officer is responsible for pitching, inviting company stalwarts for guest lectures, engaging the corporate sector for the summer internship program, and securing final placements of the graduating students.

8. The Librarian is in charge of the Library, responsible for maintaining books and information and lending them to the Institute's faculty and students as and when requisitioned.

9. Head-HR & Admin is responsible for processing employee data, updating company policies, and assisting in the hiring process.

The Institute practices and promotes a culture of participative management at all levels right from the students to the faculty members. Further, student representatives are also members of the Institute's Anti-Ragging Committee and the Sports Committee.

Organization Structure



File Description	Document
Upload any additional information	View Document
Link to Organogram of the Institution webpage	View Document

6.2.3 Implementation of e-governance in areas of operation

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	View Document
Details of implementation of e-governance in areas of operation, Administration etc	View Document
Any additional information	View Document

6.3 Faculty Empowerment Strategies

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

Response:

The teaching and non-teaching staff is considered to be a valuable asset in the smooth functioning of the Institute. Hence the Management assigns due importance and priority to the welfare of the staff, and has the following welfare schemes in place for them:

1. Health & Wellness:

- Medical check-up for faculty
- Mediclaim Group Insurance of the staff
- 25% concession in Babasaheb Gawde Charitable Hospital
- Rs.25,000/- for medical treatment
- Availability of Counsellor for resolving stress-related issues of the staff.
- Doctor-on-call facility
- First aid facility has been made available at the institute to handle small casualties
- Yoga sessions and stress management programs
- Facility for a stay in case of emergency, floods, etc.

2. Recreation:

- Indoor sports facilities

- The faculty and staff of the institute celebrate all festivals and birthdays of staff members on the premises. These events promote team spirit and a sense of belonging among the employees.
- Celebration of Teachers' Day, International Women's Day, International Men's Day, Environment Day, Human Rights Day, birthdays of staff, etc.
- Movie passes for movies screened in Maratha Mandir theatre
- Provision of magazines, newspapers, etc.
- Annual staff picnic

3. Faculty Development:

- Reimbursement of fees paid for attending seminars and workshops outside the Institute
- Morning meeting of the team with the Director to discuss work updates, trending topics on current affairs, and any other relevant matter.
- Faculty Development Programs conducted at periodic intervals

File Description	Document
Upload any additional information	View Document

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

Response: 36

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

2019-20	2018-19	2017-18	2016-17	2015-16
4	6	3	1	0

File Description	Document
Upload any additional information	View Document
Details of teachers provided with financial support to attend conference, workshops etc during the last five years	View Document

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

Response: 2

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

2019-20	2018-19	2017-18	2016-17	2015-16
3	1	4	1	1

File Description	Document
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff	View Document

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 52

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

2019-20	2018-19	2017-18	2016-17	2015-16
1	6	4	1	10

File Description	Document
Upload any additional information	View Document
Details of teachers attending professional development programmes during the last five years	View Document

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

Response:

The Institute has a well-defined performance appraisal system adopted as per its guidelines for performance appraisal of its staff. The **teaching staff** is appraised on the basis of following criteria:

ACADEMIC PERFORMANCE INDICATORS (API)

CATEGORY: I. TEACHING, LEARNING AND EVALUATION RELATED ACTIVITIES

1. Lectures, Seminars, Tutorials, Practical's, Contact Hours (give semester-wise details, where necessary)
2. Reading/Instructional material consulted and additional knowledge resources provided to students.
3. Use of participatory and Innovative Teaching-Learning Methodologies, Updating of Subject Content, Course Improvement etc.
4. Examination Duties Assigned and Performed

CATEGORY: II. CO-CURRICULAR, EXTENSION, PROFESSIONAL DEVELOPMENT RELATED ACTIVITIES

(i) Extension, Co-curricular & field based Activities

- Organised Conferences, FDPs, Workshops etc.
- Sports Events, Guest lectures
- Industrial visits, NGO visits, Orphanage/ old age homes Visits etc.

(ii) Contribution to Corporate Life and Management of the Institution

- NBA work , AICTE, University, DTE related Work

(iii) Professional Development Activities

CATEGORY: III RESEARCH, PUBLICATIONS AND ACADEMIC CONTRIBUTIONS

1. Published Papers in Journals
2. (i) Articles / Chapters published in Books

(ii) Full Papers in Conference Proceedings

(iii) Books published as single author or as editor

1. Ongoing and Completed Research Projects and Consultancies

2. Research Guidance

3. (i) Training Courses, Teaching-Learning-evaluation technology Programmes, Faculty Development Programmes (not less than one week duration)

(ii) Papers presented in Conferences, Seminars, Workshops, Symposia

(iii) Invited Lectures and Chairmanships at national or International conference/seminar etc.

OTHER RELEVANT INFORMATION: (details of any other credential, significant contributions, awards received etc. not mentioned earlier)

The overall rating is assigned basis the scoring of the above parameters.

Performance Appraisal of Non-Teaching Staff:

The non-teaching staff is appraised basis the Institute's guidelines for performance appraisal of non-teaching staff. Hence it is ensured that information on multiple activities is appropriately captured. While dealing with non-teaching staff members, the administrative officer ensures that continuous feedback is given to the members to make them aware of the strengths and weaknesses in their performance, and motivating them to partake in activities to meet the Institute's vision and mission.

File Description	Document
Upload any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The Institute has established a mechanism for conducting internal and external audits of its financial transactions, to ensure financial discipline. The Internal audit exercise is conducted at half-yearly intervals by the internal auditor of the institution. The auditor thoroughly examines the books of accounts maintained during the period and reports to the Institute's management.

The external audit is conducted once a year by an external agency appointed by the Institute.

The mechanism used to monitor effective and efficient use of financial resources is as follows:

Prior to commencement of the financial year, the director submits a proposal on budget allocation by considering the requirement for the said financial year. The budget includes recurring expenses such as salary, electricity, internet charges, maintenance costs, stationery, other consumable charges, etc., and some non-recurring expenses like computer lab equipment purchases, furniture and other developmental expenses. These expenses are monitored by the accounts department as per the budget allocated by the management. The depreciation costs of various assets purchased in the preceding years are also worked out and accounted for.

Process of internal audit: All vouchers are checked by an internal auditor at periodic intervals. Expenses incurred under different heads are checked by verifying the bills and vouchers. In case of any discrepancy, the same is brought to the registrar's notice for due modification to be introduced in the process to ensure compliance with the prescribed norms. This process is being followed consistently for the last five years.

Process of the external audit: The accounts of the Institute are audited by the appointed Chartered Accountant regularly. The auditor ensures that all payments are duly authorized by the relevant authorities in the Institute. After the audit, the report is sent to the management for information and review. Queries, if any, during the process of audit are promptly attended to and duly supported by relevant documents well within the prescribed timelines. The institution did not come across any major audit objection during the preceding years.

All the aforesaid mechanisms exhibit the transparency being maintained in financial matters and adherence to financial discipline, to avoid defalcation of funds or properties of the institution at all levels. The audited statement is duly signed by the authorities of the management and the appointed chartered accountant.

File Description	Document
Upload any additional information	View Document

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

Response: 0.5

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0.50	0	0	0

File Description	Document
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years	View Document
Any additional information	View Document

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

Response:

The Institute is an un-aided and self-financed entity. A prime source of its income is the fee collected from its students. The fee structure is decided by the Fee Regulating Authority of Maharashtra based on the expenses incurred in the preceding year. The fees charged are reasonable, and hence there is a need to augment additional funds for financing the operational costs of the Institute. The Institute has therefore been tapping some known corporate entities for sponsorships to fund the cost of several academic and non-academic events conducted for the benefit of its students. In return, the sponsor gets publicity through our program.

Notwithstanding the above, if the need arises, the Maratha Mandir Trust would bring in funds to make good any further shortfall in collections.

The Institute has tapped a few sources in the past and received the requisite funding like event sponsorship wherein it had received a contribution of Rs.50,000/- from the Indian Express in March 2019 for conducting the National Research Conference (MIMAMSA) and Rs.50,000/- from Unnat Bharat Abhiyan to fund the expenses for a survey of villages adopted by the Institute. The institute continues to remain in touch with various corporates for getting the requisite sponsors each year for its events. The Institute is in touch with various Government bodies, Non-Governmental bodies, individuals, philanthropist, corporates for tapping funds for its activities.

The Institute has entered into an MOU with Avalon Group Pvt. Ltd. for funding research activities. The MOU was executed in July 2019 for a period of three years. However, the Institute received Rs. 400,000 only in April 2021 due to the pandemic situation.

The institute is planning to apply for various research projects such as University Minor Research Projects, ICSSR Research Projects, etc. for augmenting funds.

The plans for mobilization and utilization of funds are drawn up by the Director in consultation with the Management, after taking into account the budgeted income and expenditure estimated for the academic year. The shortfall of funds if any, is made good through augmentation of funds through talks with various entities.

File Description	Document
Upload any additional information	View Document

6.5 Internal Quality Assurance System

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

Response:

The IQAC fosters a number of activities to make everyone aware of quality assurance strategies and processes. Two such initiatives which have contributed significantly in quality improvements are detailed below:

1. Feedback from students:

The institute has developed an online feedback system wherein various parameters related to teaching-learning process have been taken into consideration for the purpose of evaluating the faculties' performance during each semester. Regular feedback of the faculty is obtained from the students at the end of each semester. An analysis of the feedback from students is carried out and the observations shared with the concerned faculty for information and further improvement where necessary. The Director also discusses the faculty feedback analysis with the Management, basis which areas of training required by the faculties are decided. The faculties are then sent for various development programs to enhance their knowledge / capabilities which are subsequently passed on to the students.

2. Developing Research Aptitude:

- It is imperative for management professionals to have sharp research acumen. To motivate students into conducting research, MM BGIMS conducts two annual research events:
 - MIMAMSA, which is a paper presentation competition where students Think, Explore & Present their ideas. A platform is given to students to write a research paper, which nourishes the intellect and analytical skills of the students, thereby training them to observe, analyze, interpret and derive solutions to specific managerial problems or situations.
 - MANTHAN, which is a National Conference where Students, Academicians/ Faculty members & Corporate Professionals present their original work/paper relevant to the theme selected for that year. This event sees participation from academicians and industry professionals alike and provides a plethora of information for the students on current developments in the field of management and business administration.
- The Institute also has a Research Center offering PhD in Management affiliated to University of Mumbai, with a total intake of 4 research scholars. Currently the Research Center is at full capacity and is aiming to increase its intake.

File Description	Document
Upload any additional information	View Document

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

incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

1. The IQAC continuously reviews and takes steps to improve the quality of the teaching-learning process.
2. The Academic Calendar is prepared in advance, displayed and circulated in the Institute and strictly followed. Admissions, vacations, examination schedule and declaration of results are notified in the Academic Calendar. Status of compliance is reported to the IQAC at periodic intervals.
3. All newly admitted students attend the Induction Program in which they are acquainted with the philosophy, uniqueness of the Education system, the teaching-learning process, the system of continuous evaluation, compulsory core courses, various co-curricular activities, discipline and culture of the Institute. All students are also given a guided tour of the campus and the various facilities. Students are apprised of the Time-Table, Programme structure, syllabi of the courses before the semester commences. Students are informed about the Program Outcomes (PO), Course Outcomes (CO) and Program Specific Outcomes (PSO) during the induction program. Apart from that, the concerned faculties explain how the Cos are derived by using Bloom's Taxonomy and how these are further mapped for the outcome.
4. The Director and the Discipline Committee members make random visits to ensure smooth functioning of classes.
5. The Students Council Committee meetings are regularly conducted with the students to obtain their suggestions on the guest lecture to be organised, topics for the guest lecture, organising of events, planning for implementation of the activities [cultural & sports]. Subsequently, appropriate steps are taken to enhance the teaching-learning process.
6. The Institute has an online feedback platform for obtaining feedback from students with regard to the courses & faculty. Students are also free to approach the Director of the Institute for feedback and suggestions.
7. The feedback collected is properly analysed and shared with the Chairman, Director and individual faculty members.
8. The teaching-learning processes are reviewed, and improvements implemented, based on the IQAC recommendations. Major initiatives taken by the IQAC include the following:
 - Introduction of Regular Assignments
 - Automation of Admission Processes – Provision for online fee payment
 - Automation of Examination Process - Online exams & marking provision
 - Green initiatives in Campus – tree plantation, etc.
 - MoUs with other institutions for various activities
 - NAAC accreditation
 - NIRF ranking

File Description	Document
Upload any additional information	View Document

6.5.3 Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
- 2.Collaborative quality initiatives with other institution(s)**
- 3.Participation in NIRF**
- 4.any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

Response: A. All of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Upload details of Quality assurance initiatives of the institution	View Document
Upload any additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

The Institute's Gender Equity and Anti-Discrimination policy help in ensuring there is no bias with respect to gender, age, caste creed, etc. The impact of this can be seen in the various activities of the Institute. Be it administrative or academic, the participation from staff and students is free of any form of prejudice or bias put forth by societal traditions. The Institute leadership has also seen active participation of women, wherein two of our Directors have been women.

Curricular Support: The Institute has also ensured that students receive adequate support for pursuing their ambitions, irrespective of their gender. An example of the same is Ms. Madhavi Gonbare, who has pursued her passion of excelling in the sport, Chess-Boxing. Ms. Gonbare was provided support both in terms of finance and academics by the Institute to ensure that she excels in her passion. The support resulted in her representing the country in international championships and winning awards, thereby making the Institute as well as the country proud.

Ms. Naveli Deshmukh was supported in terms of academics so that she could represent Maharashtra state as well as India on multiple national & international platforms. She is currently a brand ambassador for NSS and a prolific speaker for TEDx.

Co-Curricular & Extra Curricular Activities: The Institute has always believed in encouraging women to be educated and become independent individuals. It is with this thought that the Institute felicitates the girl student topper for that academic year with the Shri B.V. Tambe Award. While organizing events like Carrom, Cricket, and Football, the Institute ensures equal participation of all students. A similar effort is taken while organizing other events such as Rangoli Competition, & Bhel Making Competition. The Institute not only ensures participation of all genders in it but also saw them winning in these events which otherwise were predominantly deemed to be activities for women.

Safety & Security: From the on-campus security point of view, the Institute has ensured complete coverage of the entire building as well as the surroundings with CCTV cameras. The cameras are routinely monitored, to check for any security issues. Every entry, exit and elevators are manned to ensure a secured atmosphere for students. Institute has a Policy on the Prevention of Sexual Harassment that is adhered to by all staff members.

Common Rooms: The Girls Common Room is equipped with a sanitary napkin vending machine. Even medical emergencies are taken care of by ensuring a fully equipped first aid box is always available on campus.

Counseling: Regular counseling sessions are also done via mentors to keep a check on students' emotional and mental well-being. Issues are addressed on a one-to-one basis and if required parents are involved to solve issues that require their intervention.

The Institute understands that providing equal opportunities to all is not a privilege but a fundamental right for each individual and it strives to ensure this ideology is ingrained in the very fabric of the Institute's mission and vision.

File Description	Document
Link for annual gender sensitization action plan	View Document
Link for specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	View Document

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment

Response: C. 2 of the above

File Description	Document
Geotagged Photographs	View Document
Any other relevant information	View Document
Any other relevant information	View Document

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- Solid waste management
- Liquid waste management
- Biomedical waste management
- E-waste management
- Waste recycling system
- Hazardous chemicals and radioactive waste management

Response:

The institute ensures efficient waste management procedures for both degradable and non-degradable waste generated through various activities at the institute. There are 3 major types of waste generated in the institute and each of them is managed in a specific manner.

E-Waste Management:

1. Old version computers are transferred to the schools/ hospitals run by our trust
2. All the miscellaneous waste such as CDs, batteries, fluorescent bulbs, PCBs, and electronic items are collected in a specifically demarcated bin, from every department and office and delivered for safe disposal
3. Useful parts of electronic gadgets like resistors, transistors, capacitors, inductors, diodes, thermistors, etc. have been removed from the gadgets for reuse in faulty computers/equipment
4. Annual collection of e-waste from the institute as per MOU entered with Environment Consultant

Liquid Waste Management:

1. Liquid waste generated from canteen, washrooms, and cleaning activities are let out as effluent into drains
2. All drains are covered and efforts are taken to avoid stagnation of liquid waste at any point.

Solid Waste Management:

1. The entire campus and surrounding areas are cleaned on a daily basis
2. The waste is subsequently collected and set out for disposal
3. All rooms on campus have been provided with dustbins which are cleaned on a daily basis

Awareness Activities:

1. Apart from the above activities, the institute has entered into an MOU with Ms. Rashmi Joshi an environment consultant who carries out various awareness activities targeted towards the management of waste and recycling waste materials.
2. Activities such as Seed-ball Making and Making the Best out of Waste have been conducted in the past as a part of such awareness activities.
3. The institute plans to initiate a compost bin to convert the organic wastes into fertilizers that will be used on campus for the trees and plants.

File Description	Document
Link for Geotagged photographs of the facilities	View Document
Link for Relevant documents like agreements/MoUs with Government and other approved agencies	View Document

7.1.4 Water conservation facilities available in the Institution:

- 1. Rain water harvesting**
- 2. Borewell /Open well recharge**
- 3. Construction of tanks and bunds**
- 4. Waste water recycling**

5.Maintenance of water bodies and distribution system in the campus

Response: E. None of the above

7.1.5 Green campus initiatives include:

- 1.Restricted entry of automobiles
- 2.Use of Bicycles/ Battery powered vehicles
- 3.Pedestrian Friendly pathways
- 4.Ban on use of Plastic
- 5.landscaping with trees and plants

Response: B. 3 of the above

File Description	Document
Various policy documents / decisions circulated for implementation	View Document
Geotagged photos / videos of the facilities	View Document
Link for any other relevant information	View Document

7.1.6 Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives:

- 1.Green audit
- 2.Energy audit
- 3.Environment audit
- 4.Clean and green campus recognitions / awards
- 5.Beyond the campus environmental promotion activities

Response: C. 2 of the above

File Description	Document
Certificates of the awards received	View Document
Link for any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document
Details of the Software procured for providing the assistance	View Document
Link for any other relevant information	View Document

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

The Maratha Mandir trust was formed with the basic aim of providing equal opportunities for growth and prosperity to all individuals irrespective of which strata of the society they belong to. The institute emulates every bit of this mission of the parent body and strives to ensure that every stakeholder imbibes this value in all aspects of their lives. The institute implements this ideology by starting any event or initiative with the Maratha Mandir prayer. The prayer composed by Maratha Mandir's founder Shri Babasaheb Gawde is an inclusive prayer that appeals to people of all faiths and cultural backgrounds.

The institute believes in providing an inclusive environment for students coming from all walks of life. The Gender Equity and Anti-Discrimination Policy implemented by the institute ensures that all students, faculties, administrative staff, and other relevant stakeholders do not indulge in any activity that exhibits any form of discrimination on the basis of caste, creed, culture, or socio-economic background. The Code of Conduct of the organization ensures that necessary actions are taken against individuals who do not adhere to such institutional principles and policies.

There are events conducted every year to promote the inclusivity of socio-cultural diversities among students. The institute's annual cultural festival Magma provides a platform for all students to showcase their cultural affinities by way of costume, dances, etc. Under the guidance of the institute's Community Service Unit, the students are motivated to address socio-economic issues by way of small films or documentary video making. They are also exposed to certain CSR activities like plastic recycling, tree plantation drives, and rural surveys/ visits (Unnat Bharat Abhiyan) that bring them face to face with people of various cultures and economic strata. Interaction with such a diverse group of people throughout the two years of their course helps them develop a sense of inclusivity and an unbiased point of view towards the world around them.

The institute also encourages students from other parts of the country i.e. Rajasthan, Gujarat, Kerala, Jammu & Kashmir, Madhya Pradesh, Uttar Pradesh, etc. to avail admissions in the program by providing them with hostel facilities on the campus. The hostel currently has a capacity to accommodate 20 outstation students and provides facilities like a common room, microwave, refrigerators, etc. The institute puts in every effort to ensure students are made to feel at home and provide them with a safe and secure

environment, wherein they do not feel left out or isolated.

File Description	Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

The institute understands the importance of ensuring that students understand their responsibilities as citizens of the nation and adhere to our constitutional obligations even while performing activities outside the campus.

As a part of sensitizing students towards their rights and duties as well as instilling the spirit of common brotherhood, every batch in their 1st Semester is shown videos titled “Fresher’s Nightmare”, wherein the students witness the actual horrors of ragging and its impact on the physical and psychological well-being of the victim. The videos are a part of the anti-ragging initiatives of the Muthoot Foundation.

The students are addressed by the faculties and they are made aware that Ragging is an act that violates several constitutional rights and hence is a heinous crime that cannot be allowed to propagate under the pretext of having fun. The students are informed about the Anti-Ragging Committee in the institute, who they can approach if they face any such situations. Students are also made aware of the punitive measures that will be enacted if any student is found engaging in such conduct.

To ensure constant reinforcement of this message, the institute has installed plaques informing students about the Anti-Ragging Laws strategically placed in areas that have a higher possibility of student gathering in groups. Members of the discipline committee constantly monitor the institute premises to ensure no incidences of ragging take place.

To ensure that the students understand the roles played by public servants and to respect their contribution, the college observes Thanksgiving Day every year. Students visit police stations, government hospitals, and other institutions to meet various officers and public servants as well as give them a token of appreciation and respect. This activity has led to students understanding the importance of such institutions that strive to protect the sovereignty and integrity of our country.

During the annual cultural festival, MAGMA, students participate in activities that are aimed at preserving our composite culture. Activities such as group or solo dance see participation and showcase of traditional dance forms that are seen across various parts of the country. The fashion show event always has a theme of Indian culture and diversity, wherein students dress up in various traditional attires or as historical personalities. These activities also ensure students imbibe and retain the values that stem from our rich cultural diversity

The students are also sensitized about and their responsibilities towards preserving the natural environment. Accordingly, they participate in tree plantation and similar natural environment-centric activities throughout the academic year.

File Description	Document
Link for details of activities that inculcate values necessary to render students in to responsible citizens	View Document

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

- 1. The Code of Conduct is displayed on the website**
- 2. There is a committee to monitor adherence to the Code of Conduct**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

Response: A. All of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting number of programmes organized reports on the various programs etc in support of the claims	View Document
Code of ethics policy document	View Document

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

The institute understands the importance of national and international commemorative days. Such activities instill a feeling of belongingness and unity among employees as well as students coming from diverse backgrounds. There are a few commemorative days that are celebrated and observed annually as a part of the institute's practices and a few are observed as per regular instructions from central bodies like AICTE.

The institute celebrates Independence Day and Republic Day every year, with participation from Teaching and Non-Teaching staff. All employees report to the institute early morning. The event begins with the Indian National Flag hoisting and singing of the National Anthem. This is followed by a small snack and interaction of staff and students with each other. The staff and students at the institute take pride in being a part of such celebrations and ensure enthusiastic presence at such events and even bring along their

Another event that the institute regularly celebrates is International Women’s Day. Every year on this occasion the institute organizes activities aimed specifically towards the women populace in students, faculty, and other groups. The activities range from imparting knowledge on specific women-centric issues or simply a day of pampering themselves with free grooming sessions with our sister concern Ellank which operates under the umbrella of Babasaheb Gawde School of Creative Arts.

The institute celebrated National Education day with an aim to enlighten students on the predominant contribution of Bharat Ratna Maulana Abul Kalam Azad, First Union Minister of Education. Students are shown a short film that provides a small glimpse of what Maulana Azad contributed towards setting up the education mechanism in the nation, thereby providing a platform for millions of Indians to uplift themselves through education.

The institute also celebrates other similar national and international commemorative days like Yoga Day, International Human Rights Day, Sadbhavana Diwas, Hutatma Diwas, Matribhasha Diwas, Swacch Pakhwara, etc.

The aim of incorporating these activities during the academic year is to ensure students are not just exposed to management theories and concepts but also understand and respect the diverse aspects of our nation’s rich culture and heritage.

File Description	Document
Link for Geotagged photographs of some of the events	View Document
Link for Annual report of the celebrations and commemorative events for the last five years	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:

Best Practice 1: Activities Focused on Developing Research Aptitude in Students

Objectives of the Practice

A key objective of any post-graduate program is to develop a research and evaluative mindset in the students. This is all the more important for professional management programs as the students pursuing such programs are expected to be thorough professionals with the requisite research aptitude to understand business environments and facilitate key decisions for the organizations which may further impact the industry and sector as a whole. Developing research aptitude also helps students in understanding scenarios where practical applications of theories can be witnessed, thereby reinforcing classroom lessons.

The Context

It is a general practice across all management institutes to train students on various skill sets that make them industry-ready and smoothen the placement process. While adding these skills is important, the focus is predominantly on training students on certain technical and soft skills. During several industry interactions it has been brought to the Institute's attention that, though freshly recruited personnel possess various technical and soft skill sets, their major area of concern is the development of an aptitude to mine data, analyze patterns and draw inferences. All of these are part of the research process. The Institute aims to cover this gap in the actual requirements of the market and what is being offered by means of various activities that are conducted with an aim to develop a research mindset in students.

The Practice

The Institute has activities planned throughout the academic year that are specific to attaining this objective. The annual national research conference (earlier known as MIMAMSA) is held with an objective to get in research scholars across the country on a common platform to share their work and ideas regarding contemporary management/ business problems. This event provides students with an idea of how research activity is conducted and presented at similar events. The Institute's trademarked bi-annual research journal Think Quest International Journal of Technology and Management publishes various research activities undertaken by national as well as international researchers. This journal is freely available for students to refer to in the Institute's library as well as on the website.

Apart from such annual events and the journal, students undertake research activities on a regular basis, by means of several assignments and projects that are embedded in their course curriculum. These research activities are of three types: 1. Prescribed by the University of Mumbai 2. Assignments and projects incorporated by faculties in their respective course 3. Special industry internships and projects.

The University of Mumbai requires students to undertake research projects at the end of the second semester in the form of Summer Internships and in the fourth semester as General, Social, and Specialization projects. In summer internships the students are expected to work for around 2-3 months in an organization and study a specific aspect of the business or address a specific problem. During the fourth semester, students are to conduct research on one socially relevant, one general management, and one specialization-based topic. At the end of each of these projects, students are supposed to present their dissertations/ project reports to a panel of faculties and industry experts.

As a part of the teaching-learning process, faculties incorporate various assignments as a part of their course content. These assignments are aimed at ensuring students conduct at least some form of basic research on the given topic, evaluate it, and present their opinion on the subject matter. These activities can involve basic activities like secondary research or field visits and observational studies.

Apart from these activities the institute also provides students with an opportunity to work on specific internship projects other than the ones prescribed by the University. These projects further help students to work and research on contemporary business problems as well as witness practical applications of the theoretical knowledge that they gain during classroom interactions.

Evidence of Success

The culmination of all initiatives taken by the Institute is the development of a research mindset in the

students. The constant exposure to research-based learning has not only motivated students to participate in various inter-collegiate research competitions but win them too.

A recent example is wherein our students Mr. Chinmay Bhavke and Ms. Jyoti Jaware won an inter-collegiate research event, by presenting a business model for the unorganized fishing sector.

Similarly, various industry experts have notified the Institute about the enhanced research aptitude that they otherwise find lacking in management students. The students have also shown an increased level of awareness and understanding of problems from business as well as social environs. This is reflected in the quality of reports that they submit for each of their projects.

These results indicate that the Institute's efforts towards developing research aptitude in students are moving in the right direction and the efforts will have to be increased to ensure maintenance of the current level of achievement.

Problems Encountered and Resources Required

The Institute has faced several obstacles while implementing this ideology, some of which are recurring in nature. A major recurring problem that the Institute constantly encounters is with respect to every new batch of students that enroll in the program. Most of these students are freshly out of their degree program and have little to no industry experience. Developing a sense of a research-based approach to learning in such students is a difficult task. The Institute works towards resolving this issue by constantly communicating the idea of research right from day one. Faculties are also directed to provide assignments to students that force them to search for information from sources other than class notes and reference books.

These activities ensure students are driven towards research-based learning right from their first semester and transform them into industry-ready professionals with all the necessary skill sets.

Best Practice 2: Teaching Beyond Specialization

Objectives of the Practice

Management as a subject is meant to be inter-disciplinary in nature as well as in practice. Though the courses are divided within specific specializations depending on their applicability in various functions of an organization, management as a concept is applicable across the organization, irrespective of roles and responsibilities. The Institute aims to develop this nature of management education and ensure the faculties develop knowledge beyond a specific specialization. The practice of teaching subjects beyond a faculty's area of expertise is aimed at enriching their knowledge and create correlations within various subjects, leading to better understanding and retention of concepts.

The Context

The idea of knowing all aspects of management studies is an idea that was implemented during the introductory years of the program by the University of Mumbai. During such time the students were not offered degrees based on specializations. All concepts across the 2 years were taught to all students irrespective of their areas of interest. As the curriculum developed, subjects were bifurcated and areas of specializations were drawn. The concept of creating an area of expertise is fruitful as far as corporate

careers are concerned, however, the same concept starts hindering the teaching-learning process for academicians. Faculties restrict their study and research to a single area of management thereby losing sight of the holistic nature of the subject. This also leads to the creation of unconnected silos of knowledge that hinder the academic growth of any institute.

The Practice

The Institute maintains the ideology of teaching beyond specializations even before the faculty is appointed. The applicants are informed in the selection process that they are expected to take up one subject in almost every semester that is beyond their area of expertise. This helps in screening and selecting faculties who are open to this idea of teaching and avoids unnecessary issues once the academic sessions start.

Before commencement of each semester, the Director conducts a meeting with all faculties to allot subjects. Faculties are given options to choose one or more subjects from their area of specialization as well as any other branch or from general management subjects. Faculties discuss amongst each other and finalize the subject allocations in the meeting. Once the subjects are allocated, an exposition is organized by the Director for each faculty. In these sessions, the faculties are to conduct one session on each of the subjects allotted to them. The faculties are given ample time to prepare for the exposition. Feedback is given by the Director and other faculty colleagues for the improvement or enhancement of content quality. In specific cases where the Director feels that the faculty is unable to do justice to the subject, the allocations are revisited and worked out in a manner that students get the best possible subject-faculty combination.

Faculties are encouraged during the semester to try and correlate subjects during classroom sessions as well as in their independent research activities. Regular update/ review meetings are held by the Director to gauge the progress of each subject and also the nature of assignments given to students. Issues, if any, are resolved in such meetings.

At the end of each semester, student feedbacks are collated and tallied with the exposition feedback to gauge improvement in the faculty's performance and quality of sessions conducted for each subject. This feedback is kept in mind while deciding on subject allocations for the next semester.

Evidence of Success

Institute has witnessed a sense of enrichment in the faculties through the implementation of this methodology. Faculties have developed an aptitude for viewing concepts of management from a holistic point of view. As a result of this activity, most faculties in the institute have cleared various eligibility tests like UGC-NET and Ph.D. Entrance Tests. The newly recruited faculties have also shown keen interest in such examinations and have already enrolled or appeared for these tests.

From a research perspective, this approach has helped faculties in their individual research activities, especially the ones enrolled in the Ph.D. program.

The impact of this method of teaching-learning has not just restricted itself to faculty development. Students who are exposed to inter-disciplinary correlations in their sessions have shown a better understanding of concepts and their applications. This development of mindset has also helped certain students to participate and win certain inter-collegiate research competitions. It has also helped students

understand that management as a concept can be applied in their day-to-day life and can be used to excel in almost anything.

Problems Encountered and Resources Required

The major problem in the implementation of this methodology comes from the rigidity that faculties can have while taking up subjects that are outside their specialization. The root cause of this issue is a sense of comfort they get from teaching the same subjects through the years.

Another problem can be in terms of allotting extremely technical subjects. In this case, the Director uses his/her discretion to hand over the subject to a subject matter expert, but also instruct other faculties to develop competency in such subjects so that they can handle it in the future.

The faculties are also advised to proactively learn and develop an understanding of newer subjects so that allocation decisions can be made in an effective manner.

File Description	Document
Link for Best practices in the Institutional web site	View Document
Link for any other relevant information	View Document

7.3 Institutional Distinctiveness

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

Response:

The institute has always believed in developing and nurturing individuals who will become valuable assets to society and as an extension to the country. For achieving this goal it is imperative that student development is looked at from a holistic point of view. The institute understands this and has ensured that this ideology is embedded in the very fabric of the institute and its operations by embedding it in the institute's vision and mission, as mentioned below.

Vision:

To be an excellent Management Institute of higher learning in Management education, inculcating ethical and cultural values, to create enterprising professional decision-makers, who will make valuable contributions to the business, society, and professionals at large.

Mission:

1. To inspire the aspiring youth to become global decision-makers, by providing ethical and value-based learning with a global mindset.

2. Holistic development of students and faculty members.
3. Achieve academic excellence to nurture creativity and encourage entrepreneurship.
4. Collaboration with the industry and society to build industry-ready leaders/ managers and create better employment opportunities.

With the above in mind, every stakeholder's approach to the students is designed to ensure maximum exposure to learning and enriching experiences that instill confidence, a sense of responsibility & accountability towards the society, and a level of professionalism that facilitates growth, personally and professionally. The Institute realizes that merely imparting knowledge will not make students good professionals and corporate citizens. A systematic blend of imparting knowledge, developing skills, and forming attitudes in the students is needed. The institute undertakes several activities in each of these categories to ensure all three aspects of the student's growth are taken care of.

Knowledge Enrichment

Enlightening Industry Interactions

MM BGIMS takes pride in being associated with some of the most eminent personalities from various industries and institutions, who regularly interact with our students and provide necessary insight into the functioning of businesses.

Our regular industrial visits provide students with exposure to practical applications of the various theoretical concepts learned in classrooms. Students have visited manufacturing facilities of major brands like Reliance, Siemens, Saint-Gobain, United Breweries, etc.

The emphasis here is to ensure the holistic development of all students by preparing them for the various challenges and opportunities they will face when they start their respective careers.

Developing Research Aptitude

It is imperative for management professionals to have sharp research acumen. To motivate students into conducting research, MM BGIMS conducts two annual research events:

MIMAMSA is a paper presentation competition where students Think, Explore & Present their ideas. A platform is given to students to write a research paper, which nourishes the intellect and analytical skills of the students, thereby training them to observe, analyze, interpret and derive solutions to specific managerial problems or situations.

MANTHAN is a National Conference where Students, Academicians/ Faculty members & Corporate Professionals present their original work/paper relevant to the theme selected for that year. This event sees participation from academicians and industry professionals alike and provides a plethora of information for the students on current developments in the field of management and business administration.

The institute also has a Research Center offering a Ph.D. in Management affiliated to the University of Mumbai, with a total intake of 4 research scholars. Currently, the Research Center is at full capacity and is aiming to increase its intake.

Skill Building

Progressive Skill Development

We realize that merely developing communication skills will not make great managers. Our constant endeavor is to motivate students to undertake additional training programs, organized in the institute, going beyond the set curriculum, and to develop managerial and analytical skills that are more relevant to today's business environment.

Attitude Development

Lifelong Social Contributions

MM BGIMS provides opportunities for students to be aware of their role as a contributor to the well-being of the society through several events like Alert Mumbaikar, ThanksGiving Day, Save Water Day, Van Mahotsav, International Women's Day, etc.

Coaching – Going beyond Mentoring

Our faculties play the role of a life coach to our students, helping them overcome problems and develop themselves not only academically, but on all fronts. Through our mentoring program, we ensure that students and faculties build a lasting bond that extends beyond the confines of the institute building. This has also helped us build a robust alumni network.

Having Fun while Learning

MM BGIMS organizes an annual inter-collegiate festival, MAGMA. This event attracts students from all over Mumbai and its suburbs who participate in Management Games, Sports and Cultural activities with equal enthusiasm.

The result of all these efforts can be seen in the numerous achievements of our illustrious alumni and students who excel not only in managerial careers but in other professions of their choice and passion.

File Description	Document
Link for appropriate web in the Institutional website	View Document
Link for any other relevant information	View Document

5. CONCLUSION

Additional Information :

Specific Achievements of the Institute

1. Mr. Atul Moynak secured 1st Rank in the University Exams in 2012
2. Ms. Madhavi Gonbare has won silver and bronze medals in International Chess-Boxing championships
3. The Institute's Director Dr. Vidya Hattangadi is an avid blogger and columnist for Financial express and has won the Indira Parekh Top 50 Women in Education Award and the Most Fabulous Professor Award

Concluding Remarks :

The Institute is 23 years young and has gained prominence in the management education eco-system. The parent body Maratha Mandir Trust has its presence in education, healthcare, women empowerment, cultural development, and legal aid. Maratha Mandir is the backbone of the Institute, which has enriched our existence for the past two decades. The Institute's prayer song is written by its founder and describes the culture of Maharashtra and the essence of education. The prayer song appeals to people of all faiths and is played before all activities and events.

The Institute focuses on developing research aptitude in students. Its trademarked, bi-annual research journal TQIJTM (ISSN No.: 2320 4214) focuses on contemporary management topics. The institute runs a Research Centre offering a Ph.D. degree, affiliated with the University of Mumbai with ongoing research on titles that are topical and relevant to the current business scenario.

The Institute's Governing Body consists of champions from industry and stalwarts from academics. The faculty consists of professionals with rich industry and academic experience. The Institute has a mix of young and old faculties, some of who come from industry and others who have qualified aptly as per UGC standards.

The infrastructure is conducive for a quality teaching-learning process. It has ergonomically designed classrooms with strong Wi-Fi and network connectivity.

The Institute has given business world creative leaders and has created prolific entrepreneurs and given the nation some illustrious sportspersons and artists. The institute is connected with all stakeholders and avails transparent feedback for strengthening the Institute's management control systems.