

SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

ATHARVA INSTITUTE OF MANAGEMENT STUDIES

**AET CAMPUS, MALAD MARVE ROAD, CHARKOP NAKA, MALAD WEST,
MUMBAI-400095**

400095

www.atharvaims.edu.in

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NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

At Atharva we believe in creating value through continuous efforts to build up future managers. The efforts were started in 2003 when Mr. Sunil Rane, Executive President, Atharva Educational Trust created an educational brand, *Atharva Institute of Management Studies (AIMS)*. The purpose of the brand is to create, develop and nurture business managers, who can provide solutions to complex business situations. Mr. Sunil Rane has humanized AIMS through his belief in excellence by pursuing his vision "Excellence in Education" by empowering student's development. AIMS started with merely 25 students in 2003, now ranges to 500 students per year under our three flagship programmes viz. Masters in Management Studies, Post Graduate Diploma in Management and Part-Time PG Programmes in Finance, Marketing & HR. AIMS has also conceptualized the corporate concept of mentor-mentee programme, Stock Market Simulation Programme and Live Projects with reputed brands.

Due to this holistic approach, AIMS has won many accolades in the education industry and has been consistently ranked amongst the Top Business Schools in the country by various national B-School surveys. Institute has evolved to achieve greater height with the contribution of intellectual capital in the form of the Faculty members being awarded as "Best Management Faculty" by the industry on numerous occasions. Students have also brought laurels to the institute by winning various business competitions. Atharva has always believed in creating world class professionals and managers by focusing not only on classroom training but also international study tours hence Global Immersion programs have been introduced by Mr. Sunil Rane.

Vision

"Vision without action is just a dream; action without vision is just an activity. Action and Vision can together change the world." AIMS believes in this saying and strives to grow and excel as an educational institute in the field of management education, consultancy and research.

AIMS is guided by the vision that was envisaged by Mr. Sunil Rane, Executive President, Atharva Educational Trust, a visionary, philanthropist and reformist who chose to serve rather than to be served.

With the vision of becoming the world class management Institute in Education, Conslutancy and Reseach, the Mission statement carved the path to reach the goal. It believes in value addition, quality based education, transparency, honesty, humanity, loyalty, discipline and innovation which are the basic ingredients needed to accomplish the Vision and make AIMS standing tall in the clear blue sky offering 'THE BEST' to the students.

Mission

Our three pronged startegy emphasizes:

- **Highly rated research**
- **Top class education at every level; and**
- **A commiitment to corporate engagement**

Students are an integral part of AIMS and studies show that students who engage in research are twice as likely to graduate, five-times more likely to go on to graduate school, and have more successful careers after graduation. Keeping this fact as a principle, AIMS focus on **highly rated research** oriented activities and weave innovative teaching in the curriculum which can produce the next generation of scientists, managers, teachers, and leaders in government and industry.

The students will experience **top class teaching** varying from industry interaction to international exposure. They are exposed to the Top Notch CEO's, Virtual lectures, Live Projects and many such practical exposures which are part and parcel of effective teaching.

Various strategic and impactful **corporate engagement** programs (CEP) align their mission, as well as areas of impact, to the institute's overall goals. The **commitment to corporate engagement** is a part of the programme which focusses on the overall development of the student.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- **Self-Financed Institute**

AIMS is a self-financed and does not take any grant neither the government nor does it take any donations from public. Institutes main source of income is the fees, which it receives from the students.

- **Ranking**

The Institute is ranked amongst the Top Management Colleges not only in Mumbai but in India. AIMS was ranked amongst the top 10 B schools in Mumbai by Times B-school Survey 2018.

- **Recognition**

The Institute has Permanent Affiliation from University of Mumbai, Government of Maharashtra. Further, the PGDM course is approved by AICTE, HRD Ministry, New Delhi.

- **No Management Quota Seats**

Our Institute is the first Management Institute in the State of Maharashtra and amongst the handful in the country to have voluntarily relinquished the Management Quota seats. All students are admitted purely on basis of merit. This is one of the hallmarks of this Institute for

which we receive a lot of accolades from the students and industry. The Trustees are education focused and believe in providing the best to its stakeholders.

- **100% Placement track Record**

Our students have been placed in esteemed companies like Anandrathi, Motilal Oswal, Asian Paints, Citibank, CRISIL, ICICI Bank, India Today, Indiabulls, ITC Hotels, ITC limited, Infotech etc.

- State of IT Infrastructure
- Well Equipped Library
- Focus on Research & Development
- Initiative to narrow the Industry-academia gap
- Strong connect with Alumnis and Industry
- Industry oriented teaching programs (Mentor Mentee, Mock stock training)

Institutional Weakness

- Lack of accreditation and autonomy.
- Limited scope for Campus expansion so unable to have an in house Hostel facility.

Institutional Opportunity

- International collaborations and affiliations with foreign university
- Become a Deemed University
- Have foreign accreditations of AMBA, EQUIS, AACSB
- Have a campus facility outside India
- To enrol International students

Institutional Challenge

- Maintaining Value Based education in a commercially driven corporate world
- Maintaining focus of students on value based learning in fast moving digital world
- Appointment of Faculty Members with a blend of Industry and Academics

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The curricular aspects of AIMS are revised and upgraded, keeping in view the ever-changing global higher education scenario. Since the courses are affiliated to Mumbai University, there is limited academic flexibility. Introduction of Choice-Based Credit System (CBCS) in MMS courses and introduction of new courses with a thrust on interdisciplinary learning and skill based practical approach is done on a regular basis.

The Feedback from the Students, Alumni, Parents, Faculty members and Employers is taken on the Curriculum, Teaching Methodology, CSR events, Library, Canteen, Summer Internship Projects etc. Its analyzed and

remedial measures initiated to improve the system.

Being an affiliated institute, the curriculum provided by University of Mumbai is followed. Highlights:

- Many faculty members are on the Board of Studies of various Universities and reputed Journals.
- Value added courses and sessions on communication skills are also conducted to enhance personality of the students.
- Guest Lectures are offered by each Department in the form of Interactive sessions with industry experts, workshops and conferences.
- Students are encouraged to participate in intercollegiate competitions and co-scholastic competitions like; quiz, technology related competitions, product launch, debates, marketing competitions, Ad-Mad Show etc.
- AIMS host a variety of conferences, workshops and guest lectures.
- Institute is sensitive about its responsibilities towards the society and recently organized two awareness programmes; One For All, All For One - A Salute to Our Soldiers and Awareness Campaign towards 'Pollution caused by Plastic'.
- The students are placed in Summer Internship Projects and get an exposure of Industry. This helps them in final placement.

Teaching-learning and Evaluation

AIMS believes in industry-academic interactive approach to learning and experience in the higher realms of education. A student at AIMS undergoes an array of activities that enable him understand its culture and academic expectations. All faculty members ensure that they match the expectations of the new generation. Various activities are planned and adopted in the teaching style for the students:

- Orientation programs for the students are conducted to enlighten culture, vision, mission, compliances and mandates at campus.
- Mid Term and Final Examination are conducted by the Examination Department to evaluate the performance of the students.
- Faculty members follow the systematic processes towards teaching-learning and focus on attainment of Course Outcomes.
- Classroom teaching is blended with GDs, power point presentations using LCD projectors, real time examples, case studies, audio/visual systems, mind mapping, application orientated teaching and industrial visits.
- The aim of the teaching is to equip the students with right knowledge and make them employable.
- Institute encourages e-learning through mock stock sessions, excel sessions and virtual lectures.
- The Management gives OD leave and sponsor the candidature of the faculty members for national and international industrial visits.
- Faculty members get registered for Ph.D. Programmes.
- All the faculty members revise their COs and map them in their daily teaching methodology.
- Weekly staff feedback system gives faculty a chance to review his work.
- Mentor-Mentee system is there to support students personally. These reports are forwarded to the Career Management Cell for placement purpose.
- Though differently-abled students are not enrolled but facilities like wheel chairs, lifts, washrooms are available.

Research, Innovations and Extension

Atharva Institute of Management Studies has always aimed to provide the best platform to the students as far as enhancement of their knowledge, as per the industry requirements is concerned. This criterion seeks information on the policies, practices and outcomes of the institution, with reference to research, consultancy and extension.

- The institute deals with the facilities provided and efforts made by the institution to promote a 'research culture'. The institution has the responsibility to enable faculty to undertake research projects useful to the society.
- Serving the community through extension, which is a social responsibility and a core value to be demonstrated by institutions, is also a major aspect of this criterion. The focus of this criterion is captured in the following Key Aspects.
- The institute have a significant percentage of teachers who are recognized as research guides.
- It also motivates the faculty members to continuously write research papers, which are published and presented in high valued journals.
- Institute has a very innovative culture of departing knowledge to not only its student but also faculty members through FDPs, Seminars and Conferences.
- Institute also provide incentive to the faculty members on receiving awards and recognitions.
- The institute continuously thrive to sensitize students towards problems in societies. This ensures that the students are not just academically developed but have an overall development and become a responsible citizen.
- We also have collaborations and corporate connect to enhance student capabilities to make them industry ready.

Infrastructure and Learning Resources

The institute facilitates all the necessary infrastructural facilities which are over and above the norms of the regulating body. The Institute infrastructure has created a very good ambience for teaching-learning process.

- All the classrooms, seminar halls and conference rooms are provided with necessary ICT support. Computing infrastructure is the key requirement for any technical institute. The Institute has provided excellent computing facilities.
- A separate IT team is employed to design, establish and maintain the IT infrastructure in the campus.
- All the computers are connected with LAN network.
- The central library is fully equipped with all the necessary requirements.
- The facilities of the Library include: OPAC, periodical display, spacious reading hall, round the clock library facility during examination time.
- Institute motivates the students to participate in extracurricular and co-curricular activities. Institute has facilitated Cricket ground, Volley Ball court, gymnasium and adequate sports equipment to conduct various sports/games events.
- Annual sports event and cultural event RHYTHM are conducted every year.

Student Support and Progression

The Institute provides and extends support in overall development of the students from the Induction till the

placement. Students are exposed to in-depth subject knowledge and other multilevel tasks through association activities, seminars and workshops organized by the department.

- Remedial coaching for academically weak students are conducted prior and post Final examination.
- Placement and Career Guidance Cell with a team of experts has been functioning since the inception of the Institute.
- Students are trained by experts in acquisition of aptitude skills, communicative skills, interview techniques and resume writing to enable them to take part in on-campus and off-campus drives and to clear competitive examinations.
- Bridge courses and orientation course are also organized to develop the overall personality of the students. All the students are encouraged, motivated, personally and academically through counselling in the mentoring session.
- The Alumni association of the college contributes actively to the welfare of the institution. The alumni meeting is organized once / twice a year by all the departments. Illustrious and prominent alumni are invited to deliver special lectures, providing students with an opportunity to gain Industrial Experience through Corporate Interface.

Governance, Leadership and Management

The organogram of AIMS clearly defines the Governance of the institute and has the hierarchy for Governance clearly defined. While the Chairman with his vision and dynamism spear heads the Management, he is supported by the Director, Registrar, IQAC, CMC, HOD, Administrator, facility managers and various key personnel. The Management of the institute always insists on innovative teaching and quality procedures. Most of the administration of the college is digitized and MIS is shared with the Management on a regular basis. Governance and leadership is enhanced through:

- Leadership programmes for faculty members through International Trainer.
- Staff are encouraged and mentored to be groomed to the next level of leadership.
- Policies and procedures for the college are very clearly defined in the AIMS Manual.
- Various staff and student welfare schemes are practiced.
- Professional development training programs are arranged for the teaching, non-teaching and supporting staff. They include knowledge in the respective subjects relating to the academics and computer training programs.
- Good governance practices are followed by practicing transparency and collaboration between all departments and through feedbacks.
- The IQAC bought in many initiatives pertaining to trainings, research, campus development, ICT adoption in teaching, workshops, guest lectures, live projects and coordinating Academic and Administrative Audit of the Institute.
- IQAC organized 4 internal Faculty Development Programmes, student programs and value added events for the overall development of the students and submitted its recommendations to the Management.
- Teaching and Non-teaching staff of AIMS are asked to introspect and encouraged to broaden their horizons through weekly self-analysis report.

Institutional Values and Best Practices

This institute has always aimed to provide the best infrastructure facilities to ensure expansive development of

its students. There is continuous effort to exceed the compliance requirements and provide world class facilities ensuring faster adoption of industrial culture by our students. Best practices from the industry have been embedded into the system for students.

- AIMS through its library and many other digital learning platforms (Gapfinder. Com, mock stock, J Gate, Delnet etc.) not only meets the requirement of regulatory and affiliating body but also fulfills needs of the faculty and students for their active research.
- The infrastructural facilities and the learning resources available at the institute make the institute as one of the leading institutes in the city to provide quality education.
- The advantageous location of AIMS helps with access to the learned resources from the industry to bridge the Academia-Industry gap.
- The institute has taken several initiatives to make the campus eco-friendly through Energy Conservation, Rain Water Harvesting, E-waste and Hazardous waste management.
- In addition to this, the institute realizes its responsibility as an active contributor to the society. Institute has taken efforts to contribute to the national program of 'Swach Bharat Abhiyaan' and 'Going Green'.
- It also believes in 'Giving back to the society' and constantly organizes organization wide efforts to take care of the 'Neglected ones' through community service.

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|---|
| Name | ATHARVA INSTITUTE OF MANAGEMENT STUDIES |
| Address | AET Campus, Malad Marve Road, Charkop Naka, Malad West, Mumbai-400095 |
| City | Mumbai |
| State | Maharashtra |
| Pin | 400095 |
| Website | www.atharvaims.edu.in |

| Contacts for Communication | | | | | |
|----------------------------|---------------------|-------------------------|------------|--------------|-------------------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Director | Sujata Pandey | 022-40294949 | 9769404073 | 022-40294949 | info@atharvaims.edu.in |
| IQAC Coordinator | Shubhi Lall Agarwal | 022-40294949 | 9320844664 | 022-40294949 | shubhi.lall@atharvaims.edu.in |

| Status of the Institution | |
|---------------------------|----------------------------|
| Institution Status | Private and Self Financing |

| Type of Institution | |
|---------------------|---------------------------|
| By Gender | Co-education |
| By Shift | Regular Day Evening |

| Recognized Minority institution | |
|--|----|
| If it is a recognized minority institution | No |

| Establishment Details | |
|-----------------------|--|
| | |

| | | | | |
|--|--|---------------------------------------|---------------------------|-----------------------|
| Date of establishment of the college | 31-10-2002 | | | |
| University to which the college is affiliated/ or which governs the college (if it is a constituent college) | | | | |
| State | University name | Document | | |
| Maharashtra | University of Mumbai | View Document | | |
| Details of UGC recognition | | | | |
| Under Section | Date | View Document | | |
| 2f of UGC | | | | |
| 12B of UGC | | | | |
| Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC) | | | | |
| Statutory Regulatory Authority | Recognition/Approval details Institution/Department programme | Day,Month and year(dd-mm-yyyy) | Validity in months | Remarks |
| AICTE | View Document | 04-04-2018 | 12 | Extension of Approval |

| | |
|--|----|
| 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 | AET Campus, Malad Marve Road, Charkop Naka, Malad West, Mumbai-400095 | Urban | 0.0385978 | 5236 |

2.2 ACADEMIC INFORMATION

| Details of Programmes Offered by the College (Give Data for Current Academic year) | | | | | | |
|---|--|---------------------------|----------------------------|------------------------------|----------------------------|---------------------------------|
| Programme Level | Name of Programme/Course | Duration in Months | Entry Qualification | Medium of Instruction | Sanctioned Strength | No. of Students Admitted |
| PG | MMS, Master's In Management Studies | 24 | Graduate | English | 120 | 120 |
| PG | MBA, Master In Marketing Management | 36 | Graduate | English | 30 | 15 |
| PG | MBA, Master In Human Resource Management | 36 | Graduate | English | 30 | 10 |
| PG | MBA, Master In Financial Management | 36 | Graduate | English | 60 | 39 |

Position Details of Faculty & Staff in the College

| Teaching Faculty | | | | | | | | | | | | |
|---|------------------|--------|--------|-------|----------------------------|--------|--------|-------|----------------------------|--------|--------|-------|
| | Professor | | | | Associate Professor | | | | Assistant Professor | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | 2 | | | | 4 | | | | 16 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 4 | 0 | 6 |
| Yet to Recruit | 2 | | | | 4 | | | | 10 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 2 | | | | 4 | | | | 16 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 13 | 0 | 16 |
| Yet to Recruit | 2 | | | | 4 | | | | 0 | | | |

| Non-Teaching Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 19 |
| Recruited | 10 | 9 | 0 | 19 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |

| Technical Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 3 |
| Recruited | 3 | 0 | 0 | 3 |
| 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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 2 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Temporary Teachers | | | | | | | | | | |
|-----------------------|-----------|--------|--------|---------------------|--------|--------|---------------------|--------|--------|-------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 2 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 17 | 0 | 0 | 17 |

| 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 | 11 | 0 | 0 | 11 |

| Details of Visting/Guest Faculties | | | | | |
|--|------|--|--------|--|-------|
| Number of Visiting/Guest Faculty engaged with the college? | Male | | Female | | Total |
| | | | | | |
| | 11 | | 0 | | 11 |

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

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|-----------|--------|---|----------------------------|--------------|------------------|-------|
| | | PG | Male | 103 | 7 | 0 |
| | Female | 75 | 1 | 0 | 0 | 76 |
| | 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 | 4 | 9 | 6 | 5 |
| | Female | 7 | 3 | 3 | 7 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 0 | 0 | 1 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 6 | 5 | 6 | 6 |
| | Female | 5 | 7 | 3 | 4 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 91 | 92 | 93 | 88 |
| | Female | 60 | 42 | 51 | 49 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 10 | 3 | 8 | 9 |
| | Female | 2 | 8 | 4 | 3 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 185 | 169 | 175 | 171 |

3. Extended Profile

3.1 Program

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

Response : 553

| File Description | Document |
|---|-------------------------------|
| Institutional Data in Prescribed Format | View Document |

Number of programs offered year-wise for last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 4 | 4 | 4 | 4 | 4 |

3.2 Students

Number of students year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 408 | 430 | 410 | 444 | 390 |

| File Description | Document |
|---|-------------------------------|
| Institutional Data in Prescribed Format | View Document |

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 33 | 36 | 31 | 32 | 28 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 183 | 168 | 172 | 183 | 205 |

| File Description | Document |
|---|-------------------------------|
| Institutional Data in Prescribed Format | View Document |

3.3 Teachers

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 22 | 23 | 22 | 22 | 24 |

| File Description | Document |
|---|-------------------------------|
| Institutional Data in Prescribed Format | View Document |

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 19 | 19 | 19 | 19 | 19 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

3.4 Institution

Total number of classrooms and seminar halls

Response : 12

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 280 | 211 | 255 | 203 | 208 |

Number of computers

Response : 154

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:

VISION

“Vision without action is just a dream; action without vision is just an activity. Action and vision can together change the world.” AIMS believe in this saying and strive to grow and excel as an Educational institute in the field of management education, consultancy and research.

MISSION

Our three - pronged strategy emphasizes:

- *Highly - rated research;*
- *Top class education at every level; and*
- *A commitment to corporate engagement.*

OBJECTIVES

- To train young men and women to excel in professional and personal life.
- To upgrade the managerial skills and competencies of working executives.
- To conduct research in various functional disciplines.
- To provide solution-based consultancy services.
- To be value based and ethical in all aspects of life.

QUALITY POLICY

We at AIMS are committed to nurture, empower and enhance skills of future business leaders by providing value based quality education.

TEACHING LEARNING PROCESS

1. **Academic Calendar:** The Institute prepares its Annual Academic Calendar and displays it on the Notice Board, Faculty Room, Cabins and Work Places.
2. **Session Plans:** All the faculty members plan their teaching methodology, lectures and prepare a tentative session plan for the semester. They also keep case studies, question papers, supplementary notes and slides for the students for reference.
3. **Weekly Meetings:** Further periodical meetings are held by the Director. Students Attendance, Timely completion of the syllabus, and learning outcomes are well discussed in the meetings. Any sensitive observation by the mentors and learning gaps, if any identified, are also discussed in the

meetings at length.

4. **Evaluation:** Students are periodically evaluated through Mid Term Examination, Final Examination, Class Participation, Industrial Visits, Case Study Method, Presentation, Summer Internship Projects, Assignments etc. Thus, the Institute ensures that the curriculum objectives are met and students are gauged on various criteria and given subsequent trainings in the required areas.
5. **Events:** Students are expected to participate in Orientation programs, Seminars, Workshops, Training and Development programs and evaluated for the same.
6. **Academic and Administrative Audits:** The Academic and Administrative Audits are conducted by the Internal Quality Assurance Cell to ensure achievement of the stated objectives of the curriculum and the overall quality of the teaching learning process, attainment of programme outcomes, infrastructure, placement and events.
7. **A robust feedback mechanism:** Online and Offline feedbacks are taken from all the stakeholders to ensure that the academic objectives are met. Deviation is immediately notified to the Director which further ensures adoption of strategy change to meet the stated objectives.
8. **Training Programme:** As per the feedback given by the students, they are imparted trainings on various topics. These trainings are certificate programs which are conducted during the semester. At the end of the completion of the program the students are awarded certificates.

The Faculty members, Staff and Stakeholders are kept informed and reminded about the Vision, Mission and Quality Policy through:

- Displays at strategic locations within the campus
- Official website of the Institute at www.atharvaims.edu.in
- Display of Annual Academic Calendar on the Notice Board

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

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

Response: 3

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 2 | 1 | 0 | 0 | 0 |

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

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

Response: 35.4

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 5 | 2 | 1 | 0 | 0 |

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

1.2 Academic Flexibility

1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years

Response: 12.66

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

Response: 70

| File Description | Document |
|--|-------------------------------|
| Minutes of relevant Academic Council/BOS meetings. | View Document |
| Details of the new courses introduced | View Document |
| Any additional information | View Document |

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented**Response:** 25

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

Response: 1

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

1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years**Response:** 10.76

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 118 | 107 | 0 | 0 | 0 |

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

1.3 Curriculum Enrichment**1.3.1 Institution integrates cross- cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum****Response:****INTRODUCTION**

1. The Women's cell of the College takes care of rights of ladies, both for students and staff.
2. The students are taught the importance of environment through a paper 'Management of CSR in Organization' in IV semester.
3. 'Business Communication' is taught as a compulsory paper so that the students are well versed with written and verbal communication and look professional.
4. The institution subscription to DELNET and J-GATE provides access to several online journals, net literacy, forums and lectures and form link between teacher-student and technology.

EVENTS

Human Values - One for All, All for One – on 31st January 2018

'Atharva Foundation' (an Initiative by Atharva Group of Institutes) organised a programme to pay tribute to soldiers and saluted the martyrs. This initiative was an opportunity for all the Indians to come together and show the armed forces their respect and deep gratitude.

The programme was conceptualized by Executive President, Shri Sunil Rane to raise awareness among the youth about the armed forces and their supreme sacrifice. It aimed to inspire young people to take pride in these brave men and follow their path to serve their country. On 31st January 2018, AIMS celebrated the untold stories of 10 such brave hearts from regiments and battalions across India at NSCI DOME - WORLI, Mumbai and gave them the recognition they truly deserved. Ten celebrities including Mr. Kapil Dev, Ms. Hema Malani, Ms. Rohini Hattangadi in the presence of thousands of students brought to life the inspirational and moving stories of these ten soldiers through their recitations, which was accompanied by a video film on each soldier.

Gender related Issues - International Woman's Day on 8th March 2018

On the occasion of International Women's Day, Atharva Foundation saluted the spirit and determination of women in Defense and shared their success stories in their voice with the entire female staff of all the AGI.

Environment and Sustainability - Promotion of Paper Bags

The students of AIMS take pride in distributing Paper bags at shops, markets, traffic signals and parties and convey a message to the society 'Say no to plastic bags'. They also visit the Atharva Foundation School at Dharvali IT Park Malad and teach the underprivileged kids.

Professional Ethics

1. **Soft Skill Training:** All round the year, the students are given training on communication and soft skills. They are taught to speak confidently, articulate in a convincing way and become assertive in nature. They are taught persuasiveness and lectures are given on body language, dressing and many such aspects which cater to the overall professionalism.
2. **Interaction with Alumni, Corporate Guests and Eminent Speakers:** The students are introduced to national and international speakers who can give them the Industry experience and teach values, flexibility and professionalism.
3. **Mentor-Mentee Session:** The students meet their mentor on a regular basis and learn professionalism and values. They are groomed under these sessions and discover their strength, weaknesses, opportunities and threats

| | |
|---------------------------------|-------------------------------|
| File Description | Document |
| Any Additional Information | View Document |
| Link for Additional Information | View Document |

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

Response: 39

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

Response: 39

| | |
|---|-------------------------------|
| File Description | Document |
| Details of the value-added courses imparting transferable and life skills | View Document |
| Brochure or any other document relating to value added courses. | View Document |
| Any additional information | View Document |

1.3.3 Percentage of students undertaking field projects / internships

Response: 28.92

1.3.3.1 Number of students undertaking field projects or internships

Response: 118

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

1.4 Feedback System

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A. Any 4 of the above

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

1.4.2 Feedback processes of the institution may be classified as follows:

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

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 1.17

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 8 | 4 | 0 | 4 | 8 |

File Description

Document

List of students (other states and countries)

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 71.37

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 179 | 173 | 175 | 171 | 162 |

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 241 | 241 | 241 | 241 | 241 |

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years**Response:** 98.71

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 33 | 36 | 29 | 32 | 28 |

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

2.2 Catering to Student Diversity**2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners****Response:**

Atharva Institute of Management Studies has created a unique position among aspiring management graduates for its transparent and ethical admission policies and procedure. As an Institute of Excellence, our aim is to provide high quality management education, research and value-addition for our students.

The admission process is as follows:

- MMS: Centralized admission Process through CAP rounds by Directorate of technical education (DTE).
- MMM,MFM,MHRDM: As per the guidelines of the University of Mumbai

The Institute organizes a programme called LEAP – Leadership Enhancement Action Programme every year before the beginning of the semester. This programme is exclusively designed for the new admitted batches. Following are the sessions conducted under LEAP –

1. 'I ASPIRE'

It's a 3 day comprehensive seminar aimed at the Heart and the objective to make the individual feel the passion to perform. By means of impactful videos, real life examples and power quotes an attempt is made to touch a chord in the heart and inspire the individuals towards aspiring to achieve more in life.

2. 'Excel Training Session'

Microsoft Excel is perhaps the most important computer software program used in the workplace today. Knowing the need of today's corporate world, training on MS excel sheet (basic functions) is organised for the new joiners even before the academic year starts. The students are explained the features of MS Excel with suitable examples and various basic functions are covered.

3. 'The Impact of Attitude in Business' and 'Accent Neutralization'

The session on 'Accent Neutralization' focuses on the importance of communication and how accent and pronunciation play an important role in the corporate world. The students are asked to communicate with each other in order to understand and learn communication skills and soft skills.

4. Plant visits

Such early plant visits help the students in taking them from realm of imagination to the reality of the industrial world. The visit included a briefing to the students on the farm division of the company and also on the Employee Engagement Practices.

5. Other sessions are:

Expert Talk Series' – Meet Your Faculty

'Management Lessons from Movies'

'Know Your CMC' Session

Mentoring Session

These types of sessions before the regular classes helps the students, especially the slow learners to cope up with the constantly changing environment and helps them to be more confident in the regular classes. The Institute spends more time with the slow learners in teaching and they are patiently heard when they have any doubts or are in need of any clarifications. Every Faculty makes sure that their questions are answered and the concepts are understood.

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

2.2.2 Student - Full time teacher ratio

Response: 18.55

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

2.2.3 Percentage of differently abled students (Divyangjan) on rolls**Response:** 0

2.2.3.1 Number of differently abled students on rolls

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

2.3 Teaching- Learning Process**2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences****Response:**

The simplest idea to transform a classroom is to engage students in the learning strategies. At Aims we use active learning strategies such as team building activities during sessions, student's presentations to boost their confidence and case studies to improve their analytical skills. We also conduct various national and international industrial visits to give students hands on experience for the concepts learned in the theoretical sessions. Students under this program have visited places like China, South Korea, Singapore, Bangalore, and Silvassa to name a few. Conferences and guest lecturers are also organized to keep the students connected to the industry. Speakers from reputed companies provide insights to the students on various functions operational in their industry. With live examples and group discussions the problem solving ability of students have improved over the years.

Every strategy used in Aims is designed to fulfill these motives.

Every student is actively participating either individually or in a group

The timeframe is clear and specified to enhance their time management skills.

The goal of the activity is clear, meaningful, and uncomplicated.

The end product—be it a list, an answer, a choice, analysis, or a presentation—is described in an unambiguous fashion.

Experiential and participative learning is not only improving the skills of the students but also giving the faculties an exposure to bring their sessions live and explain the concepts in a more vivid manner. The growth is happening on both the ends.

The following student centric methods are used for students participation and learning

- **Industry- Academic Interface:**

Continuous interaction with corporate leaders and guests visiting the Institute give us an idea where any changes are required so as to how to make our students industry ready

- **Internships:**

The summer training for the students organized by the Institute includes the new emerging areas in Industry. The student who have undergone the summer training come back and share the knowledge and experiences with other students through formal and informal interactions

- **Seminars and Industrial Visits:**

The seminars organized and the visits to the corporation apart from the project work allotted to the students as part of their learning contribute to the students

- **Entrepreneurship Cell:**

The Entrepreneurship cell functions with an aim to provide entrepreneurship education, access to mentors and experts. Well established as well as new age entrepreneurs are called to campus for training and guidance to the upcoming entrepreneurs. Business Plan presentations are thoroughly scrutinized and undertaken

- **Holistic Development through soft skills & CSR**

Soft Skills Development and community service programs that are organized by the institute go a long way in enquiring the holistic development of students in the areas of moral and critical values. Our CSR initiatives also aim to develop the moral base of students and make them understand the art of giving.

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

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

Response: 100

2.3.2.1 Number of teachers using ICT

Response: 22

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

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

Response: 18.55

2.3.3.1 Number of mentors

Response: 22

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

2.3.4 Innovation and creativity in teaching-learning

Response:

Creativity and innovation is the essence of teaching and learning. It brings about interest and motivation to learner's, which eventually lead to learning. We at AIMS are dedicated in creating an environment where learning is not only structured but also easy to retain. Gone are the days of a Professor delivering a lecture while standing behind a rostrum in a huge lecture hall in a one-way communication mode. Traditional mode of delivering lectures now only forms a part of the curriculum which is coupled with a more innovative and creative ways of disseminating, sharing and facilitating knowledge development in students.

Here students are provided something more practical, relevant and approach that will be useful for their professional life. Here at AIMS we use technology such as presentations, videos, recorded lectures in the teaching pedagogy to make lectures interesting and interactive. Also students are encouraged to question on things and they are empowered to be partly responsible for their learning, creativity and innovation have been incorporated in the institute's teaching and learning, assessment and supervision.

Coupled with technology, newer approaches to Teaching and learning such as *Outcome-Based Learning*, *Student-Centered Learning*, *Problem-based learning*, *Case Studies* have also been added to make a positive impact on learning. Students are motivated to attend guest lectures, interact with industry professionals and also to take up concurrent projects to brush up their concepts.

A few commonly used methods are:

- **Interpersonal communication:** Under this method we make use of slides and images to enhance understanding of a topic. Also, the students are given input through two-way communication where

information is gapped and students are required to discuss and share their findings before the actual information is given.

- **Computer Assisted Learning:** Creation of a virtual classroom for students enrolled for the course. They are also asked to make presentations and present the same from time to time using different types of media which may include Video, Audio, Text, Animation, Still pictures, Borders, WordArt as per their need.
- **Cooperative learning:** It is a technique whereby the students are assigned with team activities like Presentations, Group Discussions, etc. Surprisingly, the cooperative learning adopted in the institute brings about more interest and motivation for them to participate.
- **Exploratory learning:** One of the in-class activities that we do in this class is to get the students to explore the tools available in practice which may include software related tools or research related tools and for them to brainstorm among themselves on the relevance of these tools in their classroom.
- **Case Studies and Practical Exposures through industrial visits:** Case studies from various fields are used to give students a fair idea of the problems faced by professionals and also students are able to develop alternative solution for the same. Industrial visits are conducted at national and international level to give students hands on experience with the industry they may enter in the near future. Some notable visits were to places like Bangalore, Jaipur and many more.

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

2.4 Teacher Profile and Quality

| 2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years | |
|--|-------------------------------|
| Response: 118.95 | |
| File Description | Document |
| Year wise full time teachers and sanctioned posts for 5 years | View Document |
| List of the faculty members authenticated by the Head of HEI | View Document |

| 2.4.2 Average percentage of full time teachers with Ph.D. during the last five years | |
|--|--|
| Response: 29.19 | |

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 5 | 9 | 7 | 6 | 6 |

| File Description | Document |
|--|-------------------------------|
| List of number of full time teachers with PhD and number of full time teachers for 5 years | View Document |
| Any additional information | View Document |

2.4.3 Teaching experience per full time teacher in number of years

Response: 15.45

2.4.3.1 Total experience of full-time teachers

Response: 340

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

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

Response: 22.12

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0 | 2 | 0 | 3 | 0 |

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format | View Document |
| e-copies of award letters (scanned or soft copy) | View Document |
| Any additional information | View Document |

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years**Response:** 55.79**2.4.5.1 Number of full time teachers from other states year-wise during the last five years**

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 9 | 12 | 9 | 12 | 11 |

| File Description | Document |
|---|-------------------------------|
| List of full time teachers from other state and state from which qualifying degree was obtained | View Document |
| Any additional information | View Document |

2.5 Evaluation Process and Reforms**2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level****Response:**

AIMS believe in evolving and not revolving and hence it has a Continuous Internal Evolution System which is quite robust. It depends on its audit, online surveys and feedback system. Where on the one hand the Internal Audit ensures that the processes are followed, on the other hand the feedback system conveys the management about the strengths, shortcomings and areas for improvements for the faculty members, institute and non teaching staff in totality. One of the AIMS quality objectives is to achieve global standards of excellence by providing quality and latest education.

ONLINE SURVEY: AIMS conduct a variety of surveys right from teaching methodology to Teaching Methodology, Programme Outcomes, Library, CSR Event, Industrial Visits, Student Satisfaction Survey and gets the genuine feedback of the students. These surveys help the management, faculty members and the non teaching staff members to understand the need of the stakeholders.

INTERNAL QUALITY AUDIT TRAINING: The IQAC conducts Internal Quality Audit Training on a regular basis and discuss the quality policy, vision, mission and processes of the institute. The teaching and non-teaching staff members are explained about Major Non Conformity of documents, Observations and Strengths in their work process. If they get a NC in any audit, they get time for corrective actions and the Nc is closed. Preventive actions are also taken to avoid such NCs in future.

AUDIT: AIMS maintain Internal Quality Audit System with fundamental roles, responsibilities and necessary procedures for ensuring that quality requirements are met with the aim of enhancing stakeholder satisfaction. The maintenance of effective control through formal reporting structures and written procedures are also followed by the institute written in the Manual.

SESSION PLAN: Every year the faculty members are directed to prepare a thorough session plan and communicate to the students at the start of the semester. They are also expected to teach the same subject in an innovative method with latest technologies involved in it.

FEEDBACK MECHANISM: Intense feedback mechanism is also designed for the improvement of the delivery by the faculty. It is also expected from the faculty to adhere themselves to the Academic Calendar of the Institute and feedback is taken from students for continuous improvement of teaching process & faculty members are motivated to follow the academic calendar.

ALUMNI FEEDBACK OF SUMMER INTERNSHIP PROJECT REPORT: The Alumni are invited for Summer Internship Project presentations to give feedback of the students. They discuss the flaws, ideas and area of improvement with the students. This gives the students a good internal industry exposure and they are groomed for final placement very well.

MOCK INTERVIEWS: The Career Management Cell conducts regular mock interview sessions for the students where they are refined on personality, dressing, domain knowledge and articulation. Students with fair performance are given special sessions of the same.

EXCEL TRAINING: Students are given excel training sessions to its usage in day to day work.

GENERAL APTITUDE TRAINING: The students are evaluated for general aptitude test cracking knowledge. Accordingly training is conducted if there is a need.

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

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

Response:

Mechanism of internal assessment-

- The internal assessment system of the students is transparent. The question paper pattern, marking scheme and evaluation process is discussed in detail by the faculty with the students.
- The institute follows continuous evaluation/assessment on the basis of revised curriculum. The format is 60% semester end exam & 40% internal assessment which includes marks allotted to Midterm exams, assignments, presentations, attendance, etc.
- The attendance record of each student is maintained and due weightage is given for attendance in classes as well as seminars, guest lectures, and other co-curricular activities.
- For class participation the focus is whether the student understands the class and is able to answer pertinent questions that are asked in class.

- The presentation and assignment are assessed based on individual subject related requirements.
- For the mid-term examination and final examination, correct solution, stepwise marking and special grace marks if necessary are the part of assessment scheme.
- Duration for paper correction is clearly decided (i.e.) more than 4 papers cannot be assessed in 45-60 minutes and duly communicated to all the faculty members.
- Marks are entered in the proper format and question-wise marking is followed for every answer sheet.
- We also follow the masking system for the answer sheets wherein we use black masking for all the answer sheets so that when the answer sheets are assessed the seat numbers are not seen by the evaluator which leads to unbiased marking of the answer sheets and thereby making the assessment process more transparent.
- The Institute encourages independent learning through project and paper presentations by students.
- In case of any doubt raised by the student for the internal papers the answer sheet is reevaluated. Reevaluation/Moderation is done as per university norms/guidelines.
- To satisfy the students' further queries or doubts, special grievance cell is created and necessary corrective measure is implemented.
- Formative Evaluation process: The goal of formative evaluation of the students is to monitor their learning, to collect continuous feedback, which is used by faculty to improve their teaching and by students to improve their learning. Formative evaluation is carried out considering the following parameters.

| | |
|---------------------------------------|---------------------------|
| ◦ Internal Assessment Criteria | ◦ Weightage |
| | ◦ (Total 40 marks) |
| ◦ Mid Term Examination | ◦ 10 marks |
| ◦ Attendance | ◦ 10 marks |
| ◦ Class Participation | ◦ 10 marks |
| ◦ Presentation/Assignment | ◦ 10 marks |
| ◦ | ◦ |
| ◦ End Term Examination | ◦ 60 marks |
| ◦ TOTAL | ◦ 100 marks |

- Continuous evaluation: We have continuous evaluation of student performance in the form of written test, paper presentation, newspaper reading and class assessments, assignments, role plays, innovative case studies discussion and panel discussion

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

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

Response:

Grievances related to examination can be segregated into two parts

| Internal Examination related Grievances | University Examination Related Grievances |
|--|---|
| <p>The grievances related to Internal Examination can be as follows:</p> <ul style="list-style-type: none"> ◦ A student has failed and needs revaluation' ◦ The answer sheet is not assessed in a proper manner ◦ The question paper itself is consisting impertinent questions ◦ Poor quality of assessment ◦ Casual attitude while assessment of answer sheets <p>For dealing with any of the above grievances, an internal Grievance Committee is formed consisting of Chief Conductor of Examinations, Director, Head of Department/s, Subject Matter Expert and mentor.</p> <p>The above committee verifies the nature of grievance and also checks the track record of student before conducting a meeting.</p> <p>Further, a meeting is conducted with the student wherein he/she is given a chance to present the grievances before the committee. The student is given sufficient time to present the grievance and utmost care is taken to make him/her comfortable in front of the committee.</p> <p>There is an absolute transparency in the discussion and the grievance is resolved taking into consideration the students' career.</p> <p>The student is then informed about the decision at the end of the meeting itself</p> | <p>The grievances related to University Examination follows:</p> <ul style="list-style-type: none"> ◦ Revaluation in case of failure ◦ Not satisfied with the marking ◦ Revaluation forms to be filled up <p>The Institute has appointed Chief Conductor of along with two faculty who assist the chief co particular team takes care of University Examination grievances</p> <p>The grievances from students are called for and responsible to forward the relevant grievance to University.</p> <p>The students can apply for revaluation, verification photocopy of answer books.</p> <p>The University examiners re-verify, re-assess the and the revised marks if any, are sent to the Institute displayed on the Institute notice board and also communicated to the student via email.</p> |
| File Description | Document |
| Any additional information | View Document |
| Link for Additional Information | View Document |

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

Response:

An academic calendar is published by the Institute which includes plans for Curricular and Co-curricular Activities, Examination, Annual Conference, Departmental Events, National and International visits based on the available working/teaching days as per university norms. Approval for the same is taken by the Head of the Departments, Controller Examination and Director. The academic calendar is given to all faculty members before commencement of the semester. Based on the academic calendar, a tentative teaching session plan is prepared. Academic calendar of the Institute includes schedule of curricular transaction, assessment, technical events, class tests, submission, list of holidays and extra-curricular activities. Students are informed about time table and academic calendar well in advance.

Session Plan: The session plan/teaching methodology according to the syllabus is prepared by each faculty member before start of the semester. The lesson plan comprises of topic, learning aid and methodology, faculty approach and course outcomes. The lesson plan generally highlights the content and total lectures for completion of the curriculum. Monitoring of implementation of lesson plan is done by IQAC and HODs are informed in the lesson plans are not up to date. corrective actions are suggested accordingly.

Time Table: Time table of regular lectures for the semester is prepared as well as displayed on the notice board, cabins and in the staff rooms. There is Internal Quality Assurance Committee monitoring day to day conduction of the lectures based on the time table. They conduct online surveys and feedback to find out the quality of teaching.

Annual Conference: The annual conference is organised every year as per the the academic calender and its preparation is done in advance. Speakers are finalised months before are reminders are send weeks before the conference. Students are informed well in advance and its brochure and related mails are marked to the guests and speakers.

Industrial Visits: The industrial visits are also scheduled as per the academic calender and its ensured that there is no clash between the Examination, Events, Seminars, Workshops and Industrial Visits. Attendance is marked for the industrial visits and students are asked to write the testimonials after the visit and present a report to the management.

Examination: The examination timetable is also scheduled as per the academic calender its ensured that the lectures of other programmes like PGDM are not disturbed because of exams. Accordingly faculty members are assigned invigilation duties as per their availability after their lectures.

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

2.6 Student Performance and Learning Outcomes

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

Response:

Defining Learning Outcomes

The Institute has well defined Course outcomes. The vision and mission of the institution emphasizes on promoting value education through motivated trained faculty to prepare the students to accept the challenges of globalization. The course outcomes are written by the respective faculty member using action verbs of learning levels suggested by Bloom Taxonomy. All the faculties write appropriate COs for each course of the program for all the courses. After a brainstorming session, the most appropriate course outcome is finalised for a Course. Similarly Programme outcomes are also revised as per the Industry scenario.

Vision and Mission in alignment with learning Outcomes

The vision and mission statements are displayed on the Institute's website and at various key positions in the campus like Notice Boards, Kaoisk, Staff Rooms etc. Programme outcomes (PO) are displayed on the website of the Institute so that the students understand accordingly take admission keeping those outcomes in mind. The faculty members discuss the Programme Outcomes in the sessions and remind students about the importance of that course.

Evaluation of POs and COs

Before the commencement of the semester, the faculty members revise the COs and write down the mapping of CO with the evaluation methods or tools like, assignments, examination, presentation and project work. At the end of every semester, all the departments evaluate POs and COs by using the same tools like tutorial and mid-term results, on-line exam results, presentations etc. At the end of the semester, course online survey, employer's feedback, yearly alumni feedback, faculty feedback and parent's feedback are conducted to evaluate the attainment of Programme Outcomes and Course Outcomes.

| File Description | Document |
|---|-------------------------------|
| COs for all courses (exemplars from Glossary) | View Document |
| Any additional information | View Document |
| Link for Additional Information | View Document |

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

Response:

The attributes specified by the POs and COs, which are in alignment with those that are specified by the Affiliating University, are: Comprehensive Knowledge and Skills in the Discipline Concerned, Critical Thinking and Research Skills, Effective Communication, Team Spirit, Emotional Intelligence and Social Responsibility. A plethora of IQAC, CMC and Examination initiatives involving Examination, Curricular & Extra-Curricular activities are conducted with emphasis on quality to ensure and evaluate that our stakeholders acquire the required attributes.

CO- Attainment Method

In this method, evaluation of the attainment of CO is simply done by using student's marks, where the student marks consists of Final exam, Mid Term Exams , Assignments ,Project,Presentation and Attendance.

The various other tools for assessing attainment of CO and PO are:

1. Assignments
2. Mini-Projects/Live Projects
3. Quizzes
4. Examinations
5. Reports
6. Viva-Voce
7. Practical Knowledge
8. Industrial Visits - The Industrial Visit Is A Tool To Assess The Student
9. Social Service
10. Other Co-Curricular Activities
11. Mentor –mentee program
12. Research Paper Writing
13. Article writing
14. Debate Competitions
15. Focus Group Discussions
16. Role Plays
17. Presentations
18. Open Book Tests

Mechanism of Internal Assessment-

The internal assessment system of the students is transparent. The question paper pattern, marking scheme and evaluation process is discussed in detail by the faculty members with the students.

- **Examination:** The institute follows continuous evaluation/assessment on the basis of revised curriculum. The format is 60% semester end exam & 40% internal assessment which includes marks allotted to Mid-term exams, assignments, presentations, attendance, etc.
- **Attendance:** The attendance record of each student is maintained and weightage is given to attendance in classes, seminars, guest lectures, and other co-curricular activities.
- **Observation:** For class participation the focus is whether the student understands the class and is able to answer pertinent questions that are asked in class.
- **Presentation assessment:** The presentation and assignment are assessed based on individual subject related requirements.

- **Projects:** The Institute encourages independent learning through project and research paper writing and presentations by students.
- **Formative Evaluation process:** The goal of formative evaluation of the students is to monitor their learning, to collect continuous feedback, which is used by faculty to improve their teaching and by students to improve their learning. Formative evaluation is carried out considering the following parameters.
- **Continuous evaluation:** Continuous evaluation of student performance takes place in the form of written test, paper presentation, newspaper reading and class assessments, assignments, role plays, innovative case studies discussion and panel discussion.

| Internal Assessment Criteria | Weightage (Total 40 marks) |
|-------------------------------------|---------------------------------------|
| ◦ Mid Term Examination | ◦ 10 marks |
| ◦ Attendance | ◦ 10 marks |
| ◦ Class Participation | ◦ 10 marks |
| ◦ Presentation/Assignment | ◦ 10 marks |
| ----- | |
| ◦ End Term Examination | ◦ 60 marks |
| ◦ TOTAL | ◦ 100 marks |

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

2.6.3 Average pass percentage of Students

Response: 88.24

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

Response: 135

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

Response: 153

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

NAAC

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|-----------------------------------|-------------------------------|
| List of project and grant details | View Document |

3.1.2 Percentage of teachers recognised as research guides at present

Response: 13.64

3.1.2.1 Number of teachers recognised as research guides

Response: 3

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

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

Response: 0

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

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

Response: 5

3.2 Innovation Ecosystem

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

Response:

Innovation in Teaching:

- **Brainstorming** – Students are being given a problem to solve or are asked to come up with a unique idea through brainstorming. This converts them into a team player.
- **Reverse Mentoring** – Professors in AIMS encourage students to display their talent and come up with innovative ways to teach or speak on the same topic.
- **Mind Mapping** – Students are given a blank page and asked to fill with their ideas, color it and pour whatever they feel, like or observe about a particular thing or topic.
- **Visualization [showing]** – Students are shown video films to connect more with great inspirational videos of eminent personalities and challenging situations.
- **KWL Charts [Know-Want-Learn]** – Writing the KWL charts also helps them to retain all the information/knowledge they have gained from the lecture.
- **Case Studies** – National and International case studies are always a great tool for our students. They are given different situation of companies and asked for their inputs and their way of dealing with the situation of the company.
- **Global News Update** – Students need to be aware about things happening in India and around the globe. We make sure every lecture is dedicated to newspaper reading.
- **Library Reading Sessions** - Students review articles, book, International and National Journals and access online Journals; proquest, JGate, DelNet.
- Creative Management games
 - Mock Stock [we do Virtual Stock Trading]
 - Ad-Mad
- **Mentor Mentee:** We conduct a mentor mentee session where the students interact with allocated faculty members for their overall growth and development.
- **Skill Development Sessions:**
 - MS-Excel
 - SAP Training
 - Soft Skills
 - General Aptitude

Eco-system for Innovation:

- **I-Lab**–India’s most advanced and Hi-Tech center for creative leadership with world class infrastructure, software and 3D idea generator for innovation and breakthroughs.
- **Recycling Plant**
- **Polycam Software** – A collaboration solution for teachers all over the world for connecting to students of AIMS to fetch Global learning.
- **Google hangout**–Inviting eminent speakers from prestigious organizations and universities, Business schools to interact with students and give them guidance on future trends and career counseling.

Innovation in Industry Interface:

- **Entrepreneurship cell**
 - Nikhil Deval, MMS 2nd year student of Batch 2015-17 launched three new innovative products namely APTONVET (Appetite stimulant and tonic powder), CuWound (Wound healing cream) and DYSEN-GO (ANti-Dysentry).
- AIMS Entrepreneurship Cell launched its first incubator project named as 'IDLI-WIDLIs' on February 28, 2017.
- **Experiential Learning** – Students are given good amount of research work, live projects, case studies, industrial visit, corporate visit to get hands-on experience of things.
- **Outdoor Training** – We train our students through activities, games, tasks etc. through physical activities which helps in team building, strategy making, personality development, crisis management etc.
- **LEAP session for the beginners** – New students are given sessions prior to commencement of their regular classes.
- **Video Recording and Mock interviews** – Very important aspect for any student especially fresher who is about to go to the corporate arena. We give them interview giving sessions.

Visit website : <http://www.atharvaims.edu.in/entrepreneurship-cell.php>

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

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

Response: 45

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 21 | 15 | 6 | 2 | 1 |

| File Description | Document |
|--|-------------------------------|
| Report of the event | View Document |
| List of workshops/seminars during the last 5 years | View Document |
| Any additional information | View Document |

3.3 Research Publications and Awards

| 3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research | |
|---|-------------------------------|
| Response: Yes | |
| File Description | Document |
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |

| 3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards | |
|---|-------------------------------|
| Response: Yes | |
| File Description | Document |
| e- copies of the letters of awards | View Document |
| Any additional information | View Document |

| 3.3.3 Number of Ph.D.s awarded per teacher during the last five years | |
|--|-------------------------------|
| Response: 0.2 | |
| 3.3.3.1 How many Ph.Ds awarded within last five years | |
| Response: 1 | |
| 3.3.3.2 Number of teachers recognized as guides during the last five years | |
| Response: 5 | |
| File Description | Document |
| URL to the research page on HEI web site | View 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 |

3.3.4 Number of research papers per teacher in the Journals notified on UGC website during the last five years**Response:** 0.53

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 4 | 3 | 2 | 0 | 3 |

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

3.3.5 Number of books and chapters in edited volumes/books published and papers in national/international conference proceedings per teacher during the last five years**Response:** 0.22

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 1 | 0 | 2 | 0 | 2 |

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

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

Atharva Institute of Management Studies underlines on belief that welfare of an individual is ultimately dependent on welfare of the society on the whole. The AIMS volunteers strive for the well-being of the society which promotes the improvement in the community service along with leadership qualities with good moral and ethical values for holistic development.

- Tree Plantation Drive at IT Park Dharivali , Malad (W) - 15 August 2016
- Eye Check Up Program for Police and AET Staff Members - 3 September 2016
- Ganpati Visarjan Crowd Management at Marve Beach and Clean UP Drive next day of Ganpati Visarjan - 16 and 28 September 2016
- Participation in Women Safety Workshop on 3 October 2016

Dharwali IT park

The staff and students of AIMS started community service for underprivileged kids with an aims to teach recycling, resuse and minimise plastic. This campaign helped in raising the confidence of the kids.

A Workshop on Paper Bags at Dharwali IT Park by Atharva Foundation

A workshop on paper bags was conducted under “Swachh Bharat Abhiyaan” at Dharwali IT Park by Dr. Shubhi Lall Agarwal and few students to teach the importance of recycling of paper.

Paper Bag making by Students and Staffs of AIMS

Students and Staff of MMS conducted a small workshop on paper bag manufacturing under “Swachh Bharat Abhiyaan” for the non-teaching staff members of the college. The bags distributed

A Workshop to teach SEED PEN at Dharwali IT park

A workshop was conducted on 14th July 2018 at Dharwali IT Park to teach the concept of recycle, biodegradable products and pollution.

A Workshop to teach Needle Work and Paper Craft

The faculty members of AIMS conducted a workshop to teach the kids at Dharwali IT park. The workshop was to teach the basic needle work and paper cutting to the kids.

Women Sanitization and Healthcare (May-June 2018):

RK HIV AIDS Research & Care Centre along with selected Atharva students got engaged in spreading awareness about the importance of sanitisation and hygiene among rural women by distributing free sanitary napkins.

One for All, All for One (2017-2018):

All the student volunteers and faculty of Atharva Institute of Management Studies have come together to organize an event to commemorate 10 unsung martyrs from the Indian Defense Forces. The grant commemoration took place on 31st January 2018 and it received pouring numbers from civilians, celebrities, defense personnel and all members of AIMS.

100 Computers for 100 Daughters (2018):

The Foundation took a unique initiative to distribute 100 computers for 100 daughters from the defense forces for encouraging their computer literacy and provide impetus for their better learning. The announcement was made on International Women's Day by eminent women service representatives from the Indian Army, Naval and Air Force alongwith the Founder of Atharva Foundation Shri Sunil Rane.

CELEBRATION OF INDEPENDENCE DAY (15th August 2017) :

On this auspicious occasion, the entire faculty of Atharva Institute of Management Studies as well as the police department of Malwani celebrated the Independence day with great pride.

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

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

Response: 9

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 3 | 2 | 3 | 1 | 0 |

| File Description | Document |
|---|-------------------------------|
| Number of awards for extension activities in last 5 years | View Document |
| e-copy of the award letters | View Document |
| Any additional information | View Document |

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

Response: 20

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 9 | 2 | 3 | 3 | 3 |

| File Description | Document |
|---|-------------------------------|
| Reports of the event organized | View Document |
| Number of extension and outreach programs conducted with industry,community etc for the last five years | View Document |
| Any additional information | View Document |

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

Response: 48.95

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 263 | 104 | 93 | 154 | 385 |

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

3.5 Collaboration

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

Response: 245

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 92 | 57 | 60 | 23 | 13 |

| File Description | Document |
|--|-------------------------------|
| Number of Collaborative activities for research, faculty etc | View Document |
| Copies of collaboration | View Document |
| Any additional information | View Document |

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

Response: 3

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 2 | 0 | 1 | 0 | 0 |

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The Institute follows the norms provided by AICTE and University of Mumbai for creating and enhancing the infrastructure that facilitate effective teaching and learning in proportion to the student strength in different streams. The Institute focuses on developing good and modern infrastructure like classrooms, laboratories, library with reading rooms, internet facility, parking facility, and canteen.

Creative healthy environment:

The Institute strives to create or enhance the infrastructure in view of a healthy, comfortable and technology based environment required for effective teaching and learning. The institution constantly and continuously expands and upgrades the required infrastructure facilities, in view of the changes of the University syllabus.

Infrastructure:

The Institute has planned and constructed the infrastructure which facilitates the curricular and co-curricular activities. All the departments are fully equipped with the necessary infrastructure to meet the ever increasing requirements with adequate class rooms, seminar halls, tutorial rooms, laboratories and sufficient space for hosting all academic activities.

Effective Policy:

The Atharva Institute of Management Studies affiliated to Mumbai University has an effective policy in order to create and enhance the infrastructure that facilitates effective teaching and learning. This policy consists of ensuring maximum and optimum utilization of the space and infrastructure so that the end user gets the best out of the available.

Classrooms:

All the classrooms are air conditioned having all the teaching aids available in the classrooms. Provisions are also available for the Power Point Presentation and other aids. The total area of all the 8 classrooms is 767.56 sq. meters.

Computer Lab:

The no. of Computer labs available are 2. Institute has 2 seminar hall with ICT facilities. The total area is 388.25 sq. meters. Computer Centre with updated software is available. The total area of Computer Centre is 150 sq. meters. The institute has exclusive language lab attached with audio, video facility. The central library has ample amount of books with reference and text books.

Library

The well-furnished library is located on the 2nd floor of the building and is spread over 364.05 Sq Mt., with a seating capacity for 136 students. The library has a privilege of using 100.0 Mbps Internet leased line. Library is proud to provide online access facility to the students and faculty members to the reputed commercial Journals from J- Gate database (National Mission on Education Through ICT). There is a WIFI facility available in the Library for the exclusive use of students and teachers. E-learning facility is provided which covers a wide set of applications and processes, including computer based learning and virtual labs learning through NPTEL & NDL.

General Information:

For self-learning, reference books for all the subjects are available in the central library. Common Room for Girls & Boys is available in the campus.

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

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

The Institute encourages and provides facilities to students to participate in various extra-curricular activities in order to build team spirit and leadership qualities. A highly motivated team of faculty members and students look after the cultural, sports and extra-curricular activities of the college.

Fitness Zone:

For the healthy and strong development of the students there is a fully equipped Gym (Fitness Zone) containing modern equipments. This area spread over nearly 100sq. mtr has 2 treadmills, 1 step up, 2 exercise bikes, two machines for chest press (G1S and G4I), biceps kit, pull down set, seating rowing, legs station, Walker Manual, Pec Dec Machine, Arm Pulley, Double Bar, Chin UpBar, Dumbbell Stand, Weight Machine, Multipurpose Bench, 10 Dumbbell Sets, 1 gym ball, 6 pairs of plates, 1 mirror wall and 20 Weight Plates. Atharva strongly believes in supporting the healthy development and growth of its students.

Play ground:

Atharva supports its students in sports by providing a well maintained cricket ground including the cricket net facility for students to practice along with the Volleyball court within the campus.

Yoga Center:

The Institute celebrates International Yoga Day on 21st June every year which also includes conducting of yoga sessions in the institute.

Auditorium:

Atharva Institute of Management Studies also provides a fully air conditioned world class Auditorium having capacity of 460 people spread over approximately 600 sq. mtrs. Apart from this there is also an adjoining lobby of area 309 sq. mtrs. These are used for conducting seminars, workshops, conferences, cultural events/activities and co-curricular activities.

Cultural Activities:

The Institute has a committee for cultural activities. This committee along with the other staff members and students of the institute organize an annual cultural function, RHYTHM. The aim of RYTHM is to provide a platform for students to showcase their talents and organizational skills. It comprises of events in the form of competitions, workshops and stage performances such as Lead the Youth, Treasure Hunt, Art Gallery, Fashion Show etc. To broaden the horizons of the students, they are encouraged to participate in several inter-collegiate events as well. Yoga day is also organized every year observing huge voluntary participation from teachers and students.

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

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

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 12

| File Description | Document |
|--|-------------------------------|
| Number of classrooms and seminar halls with ICT enabled facilities | View Document |
| any additional information | View Document |

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

Response: 29.28

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 180 | 110 | 38 | 16 | 15 |

| File Description | Document |
|---|-------------------------------|
| Details of budget allocation, excluding salary during the last five years | View Document |
| Audited utilization statements | View Document |
| Any additional information | View Document |

4.2 Library as a Learning Resource

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

Response:

- Name of the ILMS software: - MICM Library Management Software
- Nature of automation (fully or partially):- Partially
- Version: - 1.0.481
- Year of automation: - 2004 Note

SMS Library Management library software is a product of MICM Net solutions Pvt Ltd.. It is an comprehensive library software that keeps the records of the all the books & helps keeping the details of the transactions along with the use of barcoding. Library Management System consist of following modules:

Master Entry

Binding Type, Book Type, Member Type, Classification (No, Sub Classification), Entry, Author, Editor, Publisher, Vendor, Student Registration, Staff Registration

Cataloging

We can do the entries of the books like Title, publication details, price etc. in this module.

Process

Issue, Return, Renewal, Reservation, Lost book entry, Books out for Binding, Received after binding, Print Barcode (optional)

Reports

We can fetch many reports from the software like subject wise books, book type, faculty, Classification, Issue Return Register, Defaulter List, Active subscription etc.

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

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

Library has the treasure of national & international Industrial Visit reports, conferences reports held in the institute as special reports. Also it contains some rare books.

National Industrial Visit

Silvassa- April 5, 2017: - Nipra Packaging Pvt. Ltd. makes barrels, mild steel barrels, plastic drums, screw barrel and storage barrels. It's involved in the manufacture of structural metal products, tanks, reservoirs and steam generators. Orientation on packaging industry, procurement of raw materials and functioning of injection molding machine.

Silvassa- April 4, 2017:- Voltas Ltd. manufactures products such as air conditioners, deep freezers, water coolers and water dispensers. Orientation on manufacturing processes such as fabrication, assembling, forming and heat treatment, welding, machining and employee engagement activities. Demonstration on material handling equipments used to handle heavy machineries.

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

4.2.3 Does the institution have the following:

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: B. Any 3 of the above

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

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

Response: 6.54

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 6.77 | 8.17 | 5.03 | 5.12 | 7.59 |

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

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

Response: Yes

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

4.2.6 Percentage per day usage of library by teachers and students**Response:** 16.28

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

Response: 70

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

4.3 IT Infrastructure**4.3.1 Institution frequently updates its IT facilities including Wi-Fi****Response:**

Atharva Institute of Management studies has well-structured IT infrastructure where almost all the computers (approx. 146) are connected via LAN. The internet speed has been upgraded to 60MBPS from 20MBPS in the year 2018. Along with high Speed internet the institute takes extra step to secure the internet with Firewall and Antivirus. The institute also provides Wi-Fi facilities in order to be connected wirelessly. Laboratory uses the licensed as well the open source software. All the computers are purchased from reputed companies like LENOVO, IBM & HP. Machines comprise of server, desktops, workstations, laptops etc. INTERNET lines are available in all the academic venues and seminar rooms. Moreover, all the seminar rooms can also be digitally connected in the broadcasting mode. A dedicated team of 2 members maintains the entire IT infrastructure. Institute has the policy to replace old PCs with the new one on regular basis so that student and staff can work seamlessly with latest machines. Software for perpetual license are updated on regular basis by company and paper license software are updated as and when vendor approaches with the new edition and the requirement is felt by the department. The highly committed IT team continuously upgrades the facilities so that the latest facility is provided to the students for effective and relevant learning.

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

4.3.2 Student - Computer ratio**Response:** 2.65

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

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)**>=50 MBPS****35-50 MBPS****20-35 MBPS****5-20 MBPS****Response: >=50 MBPS**

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

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

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

4.4 Maintenance of Campus Infrastructure**4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years****Response: 68.71**

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 165.95 | 188.16 | 180.42 | 126.70 | 128.86 |

| File Description | Document |
|--|-------------------------------|
| Details about assigned budget and expenditure on physical facilities and academic facilities | View Document |
| Audited statements of accounts. | View Document |
| Any additional information | 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:

Equipment and machine maintenance

Some of the critical maintenance work is outsourced as per the outsourcing process defined in ISO manual. However regular monitoring and control is the responsibility of maintenance section. During the maintenance if anything is required to be purchased shall be raised through requisition slip. i. Records of equipment's are maintained in stock registers as specified in Purchase Process ii. Equipment's / appliances are serviced periodically or as and when required iii. Equipment's like measuring devices are checked / calibrated during servicing iv. Servicing is done either by inhouse personnel or by external party or through annual maintenance contract (AMC) v. Record of servicing is maintained. vi. Records of AMC are maintained in AMC Register. vii. Budget of AMC need to be submitted by December 31st of the ongoing academic year by Department / Section. viii. Equipment's that are not in working condition and are not repairable are removed from the stock. ix. Machines in Machine Shops are maintained and calibrated by the vendor supplying the machine.

General maintenance: i. Maintenance of A.C. plant - outsourced on AMC ii. Cleanliness & daily maintenance of the interior facility (classrooms, laboratories, hallway, and staircase) - Class IV employees of the Institute under the supervision of the Admin Office and surprise check is done by Executive Compliance Officer. iii. Cleanliness of toilet blocks and wash room - in-house employees' iv. Fire extinguisher is outsourced since refilling of the cylinder is done once in a year. v. Maintenance of CCTV - in-house employee in coordination with technical person of computer center vi. ICT infrastructure - computer centre personnel. vii. Cleaning work is done by floor peon.

Other maintenance related issues are attended by carpenter and electrician of the institute subject to the complaint put in complaint register. viii. Water tank cleaning is done quarterly and the AMC is maintenance is done by the in-house employee

Library: Serve all students and faculty of the institute. Maintain a program of service which locates information, guides reading, organizes and interprets material for students and faculty of various streams, and stimulates thinking and intellectual development in individuals of any age.

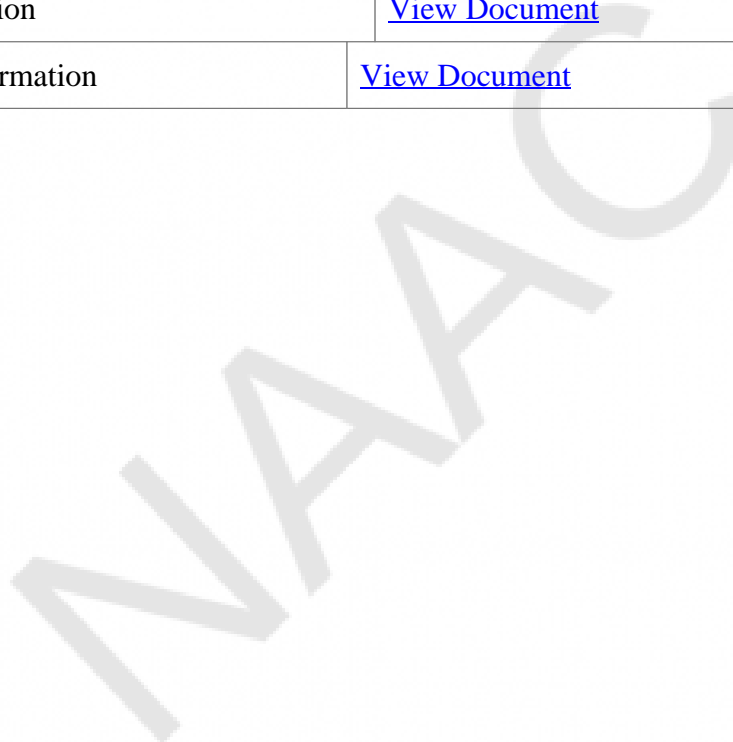
Sports complex

The facility is open on all days and during the hours as established by the sports complex excluding hours for scheduled maintenance and repairs. The complex reserves the right to close the facility to hold

promotional events and tournaments.

Common room: The common room will be open daily in term-time 9am - 4.45pm Keep the common room tidy at all times. Report all faults or problems to the admin department Users of the common room are considered to accept the terms of use willingly and be responsible for his or her actions. Do not be late for your scheduled classes. normal disciplinary procedures will apply for lateness The common room will be closed if the room is misused or left untidy on a regular basis.

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



Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 15.2

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 61 | 61 | 65 | 58 | 70 |

| File Description | Document |
|--|-------------------------------|
| Upload self attested letter with the list of students sanctioned scholarships | View Document |
| Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years | View Document |
| Any additional information | View Document |

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

Response: 0.42

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 1 | 3 | 3 | 2 | 0 |

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

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and meditation
8. Personal Counselling

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: A. 7 or more of the above

| File Description | Document |
|---|-------------------------------|
| Details of capability enhancement and development schemes | View Document |
| Any additional information | View Document |
| Link to Institutional website | View Document |

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

Response: 54.34

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 227 | 226 | 241 | 218 | 217 |

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

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years**Response:** 55.27

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 231 | 228 | 240 | 240 | 211 |

File Description**Document**

Details of the students benefited by VET

[View Document](#)

Any additional information

[View Document](#)**5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases****Response:** Yes**File Description****Document**

Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee

[View Document](#)

Details of student grievances including sexual harassment and ragging cases

[View Document](#)

Any additional information

[View Document](#)**5.2 Student Progression****5.2.1 Average percentage of placement of outgoing students during the last five years****Response:** 78.4

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 124 | 159 | 135 | 156 | 135 |

| File Description | Document |
|---|-------------------------------|
| Self attested list of students placed | View Document |
| Details of student placement during the last five years | View Document |
| Any additional information | View Document |

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

Response: 0

5.2.2.1 Number of outgoing students progressing to higher education

| File Description | Document |
|--|-------------------------------|
| Details of student progression to higher education | View Document |
| Any additional information | View Document |

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

Response: 13

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 02 | 01 | 0 | 0 | 0 |

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 5 | 4 | 2 | 2 | 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 | View Document |

5.3 Student Participation and Activities

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

Response: 1

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 1 | 0 | 0 | 0 | 0 |

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

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

Response:

- As per the Rules and regulations Under provision of section 40(2)(b) of the Maharashtra Universities act, 1994 and guidelines were provided by Mumbai University, College has formed the Student Council.
- The students' Council is representative body of the entire student community of the Atharva Institute of Management Studies.
- Student Council is the interface between the students and the administration and work together to identify and address concerns that affects the students directly and indirectly.

- Students Council represents the interests of the students and participate in discussions and decisions that affect the student community. The mission of the Students Council is to nurture and enhance the reputation of the Institute within the Student fraternity, corporate world and the Society in general.
- Student Council aims at the all-round development of students and organizes several extracurricular and co-curricular events like Rhythm, Seminar, Management Games etc. throughout the year under various clubs of the Department
- Student Council also coordinates for the College events that are organized periodically. Student Council is part of Social Responsibilities activities. Reputation of every great institution is mainly built by its Students and the work they do both while in the Institution and then when they enter the Corporate world.

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

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

Response: 10.8

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 11 | 10 | 13 | 14 | 6 |

| File Description | Document |
|--|-------------------------------|
| Report of the event | View Document |
| Number of sports and cultural activities / competitions organised per year | View Document |

5.4 Alumni Engagement

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

Response:

- The institution has an Alumni Association. Its activities and major contributions for institutional, academic and infrastructure development.
- The college collects feedback from its graduates and employers and uses it to develop its curricula, improve the facilities and the overall status of the college.
- The college organizes alumni meet periodically and collects the feedback and uses it to in the improvement of the college.
- The institution collects program exit feedback from its passing out students. The students are requested to fill the exit feedback form. The data is collected and processed. The data is used to implement any corrective or preventive action to rectify any deficiencies.
- The Training and placement cell collects feedback from senior executives, who visit the campus for campus interviews, on the performance of the students in the campus interviews. This feedback is just passed on to the department to make the necessary action.
- Feedback from Alumni is also collected from time to time. This data is used to update the teaching and learning process, particularly to implement any tailor made course for the students to improve the change to bet placed. Alumni Association helps in finding new ways to build an engaged membership base is an integral task of the association.

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

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

? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: 1 Lakh - 3 Lakhs

| File Description | Document |
|---------------------------------------|-------------------------------|
| Any additional information | View Document |
| Alumni association audited statements | View Document |

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years**Response:** 8

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 4 | 1 | 1 | 1 | 1 |

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Vision:

Vision without action is just a dream, action without vision is just an activity. Action and vision can together change the world." AIMS believe in this saying and strives to grow and excel as an educational institute in the field of management education, consultancy and research

Mission:

Our three- pronged strategy emphasizes:

- Highly - rated research
- Top class education at every level and
- A commitment to corporate engagement

AIMS believe in creating value through continuous efforts to build up future managers. The efforts started in 2003 when our Executive President Mr. Sunil Rane created an educational brand Atharva Institute of Management Studies.

- The purpose of the brand was to create, develop and provide business managers to provide solutions to complex business situations.(Entrepreneurial Development cell) To develop leadership qualities and an ability to work in a team, by encouraging the students to participate in various activities.(Winner of the prestigious Dandekar Trophy of the Bombay Management Association)
- Top Performing Team at Young Manager's, All India Management Association and Western Region Winner "Excellence in Education" by empowering students development.(Organizing Industry interface events, seminars& conferences)
- We at AIMS also went on the set quite a few benchmarks in the industry by introducing the corporate concept of mentor-mentee programme, Stock Market Simulation Programme and Live Projects with reputed brands.

Due to this holistic approach, AIMS went ahead with winning accolades and awards in the education industry by being consistently ranked amongst the **Top Business Schools in the country by various national B-School surveys.**

- The brand image progressively achieved greater heights with the contribution of intellectual capital in the form of the Faculty being awarded as "Best Management Faculty" by the industry on

numerous occasions. The students also started winning accolades in the industry by winning laurels in the various Business Competitions run by the industry.

- With the 360 degree development happening, the placements also gathered momentum. We have been a consistent performer in the area of placements despite the challenges. We could rise in the area of placements due to the vision of our Institute which is to make our students employable in the industry through Excellence in Education.
- With introducing a range of innovative practices in education industry, Atharva as a brand has arrived and set a mark in its pursuit of Excellence in the field of education.

AIMS Highlights:

- Consistent and Good Placement record
- Learning to Innovate (EDC)
- Daily Global Business News Updates
- Basic Foundation Course in Personal Development
- Continuous individual Mentoring for all Four Semesters
- Students development by organizing Industry interface events
- Strong Alumni network in the corporate sector
- Successful 100% passing record in University papers
- World Class Infrastructure

Awards and recognition

- Best Faculty Award by the Bombay Management Association
- Best Management Student Award by the Bombay Management Association
- Winner of the prestigious Dandekar Trophy of the Bombay Management Association
- Top Performing Team at Young Manager's, All India Management Association and Western Region Winner
- Event Partner for All India Management Association

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

6.1.2 The institution practices decentralization and participative management

Response:

The Institute follows decentralized way of functioning and management. The Institute is headed by the Director followed by the departmental heads, Career Management Cell(CMC), Library, Internal Quality Assurance Cell(IQAC) and Examination ensuring fair governance. Powers are delegated to the HoD's, Placement Head and IQAC Coordinator in organizing workshops, seminars,online and offline feedbacks,

audits, Internal FDPs, Inspections, preparation of class work, distribution of work to the faculty, teaching content beyond syllabus, and inclusion of new and nomination of faculty members to various committees.

- The HoD's and faculties are empowered to give recommendation letters to the outgoing students of our institution.
- The administrative department gives certificates like bonafide, attendance, railway concession, etc., independently as per the requirements of the students. The participative management system encourages generation of innovative ideas for smooth operations of an institute.
- All the faculty members discuss and share their opinion and plan to conduct various events on behalf of the institute. Committees are formed to conduct the event smoothly. Faculty members are also involved in providing inputs in framing the course and examinations to be conducted by the institute.
- At functional level the faculty members participate in sharing the knowledge by discussing on the latest trends in technology during faculty meeting. They are also encouraged in writing research articles.
- Director of the institution is responsible for academic, non-academic and administrative activities of the institution. On behalf of the institution, he interacts and corresponds with AICTE, Commission of Technical Education, Govt. of Maharashtra, UGC, Affiliating University, etc.
- The budget is earmarked for staff members and students to participate in various programs organized by the institute. All the staff members actively participate in implementing the policies, procedures, and framework designed by the management in order to maintain and achieve the quality standards.
- **At Faculty Level:** Are given representation in various committees and conduct various programs to show their abilities. Encourage to develop leadership skills by being in charge of various academics, co-curricular, and extracurricular activities. Encouraged to conduct industrial tours and to have tie up with industry experts and organized seminars.
- **At Student Level:** Encourage continuously to organize various programs Guest lectures, Seminars, annual rhythm management fest to bring their leadership equality to lime light. Encouraged to take up Live projects and summer internship projects under the guidance of faculty members. Every year students are given a chance to present their business plan ideas with the sincere effort to implement some.
- The college is keen on the involvement of staff for improvement of effectiveness and efficiency of the institutional process and has always been in favor of participative management. The faculty Members have always had a say in the decision-making process within the institution.
- List of committees constituted to manage institutional activities are; Academic Advisory Board, Anti Ragging, Examination Committee, Industry Interaction committee, Internal complaint committee, Library committee, Research Cell, E-Cell, Training & Placement committee, Women cell, Events committee.

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

6.2 Strategy Development and Deployment

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

Response:

As per the focus of the institute to be best in the industry and get recognized throughout (Education sector and Industries), core focus areas are overall development of students so that they are employable in the industries. Along with this, we at AIMS provide best opportunities to all students in terms of training, placement and mentorship.

- **Various activities conducted by CMC:** At AIMS, Career Management Center (CMC) plays an important role in shaping the careers of students from their induction and orientation, summer internships, mid-term projects, right to their final placements and even beyond.
- **Efforts to meet Industry requirements:** CMC also undertakes various academic and non-academic initiatives so that students are well equipped to meet varied industry requirements.
- **Networking with Alumni:** The CMC also networks with the Institute's alumni for creating more career opportunities. Likewise, it also aims to support alumni by creating more career opportunities and switches for them, through its vast network of industry contacts.
- **Industry Academia Interface:** Managing Corporate - Institute interface is an important responsibility of this Centre and it is also involved in brand building activities for the institute. Besides its core function of Placements and Internships for the students, the CMC is engaged in a host of support functions, meant to bring about continuous improvement in student activities.
- **Our Esteemed Employers:** Having successfully placed batches of students in top companies, year after year, several renowned companies have recruited from our campus in huge numbers. Some of the many prominent companies on campus included Globe up, Shoppers Stop, Birla sun life insurance, Frootle, The leela, SOTC & many more.

The CMC has been instrumental in successfully placing several batches of students in top companies, year after year.

SOME INITIATIVES CARRIED ON BY CMC:

- **Personal consultancy counseling service:** Our Careers team provides a dedicated personal consultancy counseling service and job assistance to all our PGDM and MMS students. Our aim is to prepare students for their job search and recruit companies to hire Full-time MBA students for summer internships and permanent employment. Guidance sessions are conducted with the help of experienced industry professionals and faculty mentors to select suitable specialization and career.
- **Trainings:** Practical path to being a professional is a soft skills training program that helps students transition smoothly into corporate life. This session gives tips to students on how to become efficient through learning the basics of corporate communication, managing time, and the mind-set shift that is required when moving from a college to a corporate environment.

Campus recruitments facts:

- No. of Companies participating in the Campus Placement Process: 250+
- Profiles Offered: Management Trainee, Financial Analyst, Corporate Sales, Business Development Manager, Sr. Financial Manager, HR Compliance, Relationship Officer, Project Coordinator, Business Associate
- Range of Sectors: Banking, Financial Services, HR & Consulting, Telecom, FMCG, Media,

Pharma, Real Estate, Hospitality, Sports, Jewellery

- **The Highest package offered: Rs. 9.53 lakhs per annum**
- **Median package offered: Rs. 7 lacs per annum**

| File Description | Document |
|--|-------------------------------|
| Any additional information | View Document |
| Link for Additional Information | View Document |
| Strategic Plan and deployment documents on the website | View Document |

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

Response:

- It is a process of providing strategic leadership by setting direction, making policy and Strategic decisions, overseeing and monitoring organizational performance, and ensuring overall accountability.
- The college Governing Body is a group of trustees with Hon. Shri. Sunil Rane as its Chairperson. The hierarchy is Chairman; followed by Director of AIMS, HODs, IQAC, CMC, Examination Cell and Administrative Department. They have regular working committee meetings with the Director for effective functioning of the Institute.
- The role of the top management is:
 - To provide effective leadership to enhance quality and performance of the institution.
 - To motivate, empower and encourage the Director and staff to enhance their performance of duties
 - To encourage innovation and excellence
 - To be open and flexible to change
 - To ensure the sustainability of the institution
- For effective and efficient working, organizational responsibilities are divided amongst various departments and committees.
 - **Director:** He manages the smooth functioning of the institution by penetrating in every department and process of the institution.
 - **Registrar:** He manages and monitors the overall smooth functioning of the institute.
 - **Examination Cell:** This cell conduct two examination; Mid -Term and Final Term as per the academic calender.
 - **HOD:** They look after the daily activities and lectures conducted department-wise by the faculty members in their department.they conduct guest lectures for their department.
 - **IQAC:** This cell conduct various quality initiatives like online and offline feedbacks, Academic and Administrative Audits, Workshops, Training programmes, etc.
 - **CMC:** This cell works for the placement of the stakeholders.they conduct training programmes, mock interviews, guest lectures, group discussions, live projects and summer internship projects.

- **Administrative Departments:** It looks after the facilities provided for teaching, national and international industrial visits, academic calendar, timetable and arrange part time lectures for MFMM/MMM/MHRDM.
- **Library:** The department is focussing on innovative ways to reach the students. Apart from providing book, journals, and computer facility, it also provides Business News Update. This news is compiled on a daily basis by the five faculty members and the librarian and uploaded on the website and mailed to the faculty members and the students of the Institute.

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

6.2.3 Implementation of e-governance in areas of operation

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

- A. All 5 of the above
- B. Any 4 of the above
- C. Any 3 of the above
- D. Any 2 of the above

Response: B. Any 4 of the above

| File Description | Document |
|--|-------------------------------|
| Screen shots of user interfaces | View Document |
| ERP Document | View Document |
| Details of implementation of e-governance in areas of operation Planning and Development, Administration etc | View Document |
| Any additional information | View Document |

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

implementation of their resolutions**Response:**

All the various bodies/cells/committees try their best to be organised and planned. For the same, meetings are conducted and minutes of the meetings are shared with all the committee members and the Director.

Case 1: Annual Conference

Atharva Institute of Management Studies holds an Annual Conference every year. This conference observes participation from both students and faculties. This year 16th annual conference took place on 10th February 2018 in the Seminar Hall. To hold the conference successfully, events committee was extended to include following members:-

1. Prof. Tapas Mitra
2. Prof. Reena Poojara
3. Dr. Alok Chandra
4. Dr. Shubhi Lall Agarwal
5. Prof. Nidhi Shah
6. Prof. Darshni Phatak

- The members conducted their first meeting on 31st October'17 wherein deadlines were set for finalization of conference date, topic and number of speakers. Post meeting members sent the topics which were discussed upon further and finalized in the meeting held on 10th November.
- On 24th November, students committees were formed who assisted the faculties in F&B, Creative Designing (Posters, Brochures etc.), Sponsorship, Guests, Invitation, and Technical etc. On the basis of this meeting, a proposal was prepared and submitted to the signing authority.
- Post the acceptance of proposal budget was prepared and committee members started the preparation for the conference. This included inviting of speakers, preparation of brochures, F&B etc.
- Towards the end meetings were held every day at the start of the day to take an account of the progress and work left.
- 10th February hence marked successful holding of Annual Conference with speakers signing positive testimonials for the institute.

Case 2: IQAC Initiatives

The IQAC meetings are conducted on a regular basis and the initiatives discussed in the meetings are implemented. Recently few quality initiatives were implemented like Training Programmes, revision of AIMS Manual and Internal Quality Audits. All these tasks were discussed in the meetings and a well planned schedule is given to the Director.

Case 3: Research Paper Conference

The Research Cell conduct meetings and activities to teach innovation to the students. The students are given a task to write research paper in one semester and present that paper(if selected in any journal) in the next semester. The students are informed well in time about the conferences through class room interactions, brochures, website,whatsapp and social media pages.

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

6.3 Faculty Empowerment Strategies

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

Response:

We believe in creating the right environment to improve employee welfare for a happy, productive workforce by offering employees various benefits mentioned as follows:

- Employee Provident Fund
- Leave facility
- 15 days casual leave
- 10 days sick leave
- 30 days privileged leave
- Compensatory off for days of work on holidays
- Maternity Leave benefits
- On –Duty leave for employee attending professional development programs. workshops o Seminars, conferences.
- Training and development programs conducted on regular basis for teaching and Non- Teaching staff
- Uniforms to lower grade employee
- Clean and hygiene canteen facility with all types of meal are available at subsidized rates

- Tea & Coffee facility for employees
- Financial assistance for Faculty development
- To take care of the Emotional and Psychological health “HEAL YOUR LIFE” Sessions are conducted.

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

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

Response: 41.39

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 21 | 7 | 13 | 3 | 2 |

| | |
|--|-------------------------------|
| File Description | Document |
| Details of teachers provided with financial support to attend conferences,workshops etc during the last five years | View Document |
| Any additional information | 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: 1

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 3 | 1 | 1 | 0 | 0 |

| File Description | Document |
|---|-------------------------------|
| Reports of Academic Staff College or similar centers | View Document |
| Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff | View Document |
| Any additional information | View Document |

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

Response: 37.08

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 22 | 5 | 13 | 1 | 0 |

| File Description | Document |
|--|-------------------------------|
| IQAC report summary | View Document |
| Details of teachers attending professional development programs during the last five years | View Document |
| Any additional information | View Document |

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

Response:

The Institute follows a Self-appraisal system wherein Each and every faculty member completes the self-appraisal procedure every year in the prescribed format. Self-appraisal is done on the basis of the following points: -

- Teaching learning process evaluation, Specific duties / tasks assigned by Heads of the Department. Major contribution for the benefit of student/ staff /Institute.
- Awards/ Rewards obtained by the faculty and staff.
- Contribution towards extracurricular and co-curricular activities.
- Research contribution of staff in terms of research projects, publications and guidance provided to students for involvement in research

The management always plays a vital role in the performance appraisal of the staff. Annual increments and promotions in the grades are all implemented by the management on the basis of an individual performance indicated in the appraisal report. The management takes major financial decisions like implementation new salary structure, introduction of perks, rewards scheme etc. based on the outcomes of the review of the performance in appraisal report. Thus such review is used as an important tool and maintenance of high level of satisfaction among employees. After the review of the appraisal report the faculty members are given feedback by the Director, which will help them to perform better. They are also informed about the areas of improvement and necessary support is given to improve in those fields.

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

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The external audit is carried out by C.A. Surendra Shetty from S.K. Shetty & CO. in accordance with the standard on auditing issued by the institute of Chartered Accountants of India every year. The external auditor conducts statutory audit at the end of financial year. The report of external auditor for last two years along with audited Balance Sheet and Income and Expenditure account is enclosed. The last external audit has been completed in June, 2017 for the session 2016-17 . Audit work for the session 2015-16, 2014-15, 2013-14 and 2012-13 is also performed by same auditor. Details of the audit are attached herewith. According to audit report the Balance Sheets, Statements of Income and Expenditure comply with the accounting standards, generally accepted in India.

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

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

Response: 1

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 1 | 0 | 0 | 0 | 0 |

| File Description | Document |
|--|-------------------------------|
| Details of Funds / Grants received from non-government bodies 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 majority of the funds in the college are obtained from the tuition fees collected from the students. The Atharva Educational trust contributes resources from time-to-time to take up
- Other than events for other requirements annually various major infrastructure Development projects. The Institute estimates its expenditure and prepares budget every year.
- For any expenditure on seminars, guest lectures, Conferences, Faculty development programs, outbound trainings of students and any other events the staff members and faculty have to take prior approval of the Director. Proper bill records are maintained for such expenditure. At the end of the each event a comparative statement of Budgeted amount and actual amount spent is prepared to see the deviations in utilization of the funds.
- Every department submits Indents of materials and equipment required, they are evaluated and consolidated by the accounts head & submitted to Director/management. After the detail analysis and discussion it is identified which cost to be sanctioned. Quotations are requested from various suppliers. Quotations of different suppliers are evaluated, suppliers are called for personal discussion and after comparing all aspects from various suppliers, orders are placed by Management. This ensures that right Material is purchased at most competitive price. This helps to monitor efficient and effective use of financial resources in the Institute

| File Description | Document |
|---------------------------------|-------------------------------|
| Link for Additional Information | View Document |

6.5 Internal Quality Assurance System

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

Response:

Atharva Institute of Management Studies has been running its Internal Quality Audit System since 2nd September 2017.

The following initiative has been suggested by IQAC:

i. TRAINING ON INTERNAL QUALITY AUDIT

The faculty members are imparted training on Internal Quality Audit and trained to understand the system. This makes them aware of academics, attendance, business plan/case study competitions, sports and culture, student training program, placement cell, Infrastructure and many more activities and the related processes. This will encourage the faculty members to be competitive and develop the competence in the related fields. A training programme was conducted by Dr. Shubhi Lall Agarwal in May 2018 for the Teaching and Non-teaching staff members of AIMS. The training is divided in three main parts:

1. Session 1: It's a discussion on the basics of Internal Quality Audit, processes, distribution of self evaluation sheet followed by distribution of question paper.
2. Session 2: Discussion of question paper with the faculty members after 4 to 5 days. The faculty read the question paper and manual and find out the right answer.
3. Distribution of Certificates

ii. FACULTY FEEDBACK

1. **WRITTEN FEEDBACK:** IQAC has initiated written feedback of the students and faculty members. It is based on Simple Random Sampling where few students are selected and the feedback is taken according to the set parameters. This feedback is taken at the end of each semester. The feedback is shared with the faculty members by the Director and area of improvement is suggested. The faculty feedback aims to ensure quality in education through teaching-learning process.
2. **ONLINE 360 DEGREE FEEDBACK:** This feedback is taken from the students to improve the quality of each and every aspect of the institute and find out their opinion. It was conducted in the following areas:
3. **Teaching Methodology** – This feedback is taken from the students of all 5 courses i.e. MMS, MFM, MHRDM, MMM and PGDM. The aims of this generalized feedback is to find out status of students in learning and understand where the faculty members are not able to meet out the requirements.
4. **Library** - This feedback is conducted to find out the effectiveness of library and its environment.
5. **Canteen**- This feedback is conducted to find out the quality of the canteen.
6. **Attainment of Programme Outcomes** – This feedback is a method used to find out the attainment of Programme outcomes by students.
7. **CSR events** – This feedback is taken to see the involvement of students and find out those students who are really interested in working for social causes.

8. **Industrial Visits** – Every year the industrial visits are improved for quality through this feedback.
9. **Summer Internship** - This feedback reveals how much the student is interacting with his mentor during the Project work.

The purpose of Online 360 degree feedback is to ensure that every student gives feedback if he is not comfortable in giving offline feedback. *Apart from student, feedback is also taken from Parents, Alumni, Employer and Teachers to ensure that students are on right path and learning outcomes are met.*

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

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

Response:

Review of Teaching learning process is done through an integrated framework for Quality Assurance of the academic and administrative activities.

1. There are dedicated coordinators in the Exams, Office, Placements, Library and Computer Lab.
2. The Coordinator-IQAC co-ordinates with Director, Staff, Faculties and Stakeholders promptly.
3. IQAC procedures are also aligned to international quality standards which include training of the faculty members followed by audit of the processes by the trained faculty members.
4. All academic activities are planned in the beginning of the academic year under various processes are laid down by the Institute which are also well documented in AIMS Manual.
5. Some of the processes mentioned are also written in institutes manual and Manual is revised whenever there is a requirement:
 1. Admission process
 2. Academic Process
 3. Library process
 4. Teaching – Learning Process
 5. Examination Process
 6. Placement Process

1. AUDIT: AIMS conducts regular internal *surprise audits* to keep its records up to date and also for quality assurance. These audits are well planned and executed. Regular audit of Examination Cell, Library, Teaching, Admission and Placement Cell are conducted to ensure that the processes are executed as per the rules.

Objectives: The objectives of these audits are:

- a) To determine conformity of the management system or parts of it with audit criteria.

- b) To ensure applicable statutory, regulatory and contractual requirements are met.
- c) To ensure that the client can expect to achieve specified objectives in the given timeframe.
- d) To identify as applicable areas for potential improvement.

Findings: The findings of the audit are discussed with the relevant and concerned departments with a well-made plan of necessary change in action and the same is furnished to the Managing Council. A detailed report and necessary documents of such audits can be made available at the time of visit.

Audit Report: The audit report is presented to the Director and the Major NC's (if any) are discussed and resolved.

2. THE DUAL FEEDBACK POLICY : *Online Student Satisfaction Survey and offline Feedback:*

The institute conducts regular survey on the students and stay in touch with them and try to get the genuine online and offline feedback. The feedback can be understood and actions can take place at the right time to serve the stakeholders the best during the course.

Currently the students have given their view on:

1. Innovative Teaching Methodology
2. Library
3. Industrial Visit
4. CSR Events
5. Student Satisfaction
6. Canteen
7. Attainment of Programme Outcome by students

After the feedback is taken, the main gaps are identified and bridge courses, training programme, counseling session, changes etc. are conducted as an action.

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

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

Response: 8

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 40 | 0 | 0 | 0 | 0 |

| File Description | Document |
|--|-------------------------------|
| Number of quality initiatives by IQAC per year for promoting quality culture | View Document |
| Any additional information | View Document |
| IQAC link | View Document |

6.5.4 Quality assurance initiatives of the institution include:

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: C. Any 2 of the above

| File Description | Document |
|---|-------------------------------|
| Details of Quality assurance initiatives of the institution | View Document |
| Any additional information | View Document |
| Annual reports of institution | View Document |

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

Response:

AIMS has created the tradition that the students and the alumni take part in many activities of the Institute like placements, organizing seminars, workshops, co-curricular, extracurricular activities, etc. They

represent the institution in various competitions. They organize different events including alumni meet. They also help in admission process, personality development, etc.

Regular communication meetings are held by the IQAC. There is online student satisfaction survey done on a regular basis to find out the genuine feedback of the system. Actions are taken and the problem is sorted out within no time.

1. Mock Interviews: To build confidence and knowledge in students before facing real interview.
2. Aptitude test training: To crack aptitude test in placement process.
3. Interaction with Alumni: To give them industry exposure.
4. Guest speakers: To give them a chance to interact with the Top-Notch Company Head.
5. Industrial visits: To show them the process of manufacturing and management.
6. Annual Conference: To teach them team management and give industry exposure.
7. Faculty feedback: To understand the review of the students on faculty members and their teaching methodology.
8. Online student satisfaction survey: To know the feedback in totality.
9. Interaction with students, general public and faculties in CSR events: To develop human values.
10. Know your specialization: To know areas of interest.
11. Debate competitions: To encourage public speaking.
12. Research paper writing: To develop innovative thinking.
13. Role plays: To act in a virtual world.
14. Focus group discussion: To learn research effectively.
15. Panel discussions: To understand current affairs with discussions.
16. Alumni Meet: To network with Alumni.

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 6

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 1 | 4 | 1 | 0 | 0 |

| File Description | Document |
|---|-------------------------------|
| Report of the event | View Document |
| List of gender equity promotion programs organized by the institution | View Document |
| Any additional information | View Document |

7.1.2

1. Institution shows gender sensitivity in providing facilities such as:

1. Safety and Security
2. Counselling
3. Common Room

Response:

The Institution is a gender sensitive institute with special care taken for the women force. Right from the support staff to the management staff, there is involvement of women in the decision making. The institute is always under strict surveillance to ensure women safety. The Institute also has a committee responsible for dealing with the special issues of women staff and students. The institute aims to foster a women supporting and encouraging environment, where the women can nurture themselves and achieve greater heights of success. As a result, women staff is always greater in representation amongst the staff as well as in individual events. Following facilities have been arranged to create a friendly and safe working & academic environment for staff and students: -

- Female security guards in college premises take timely rounds during the working hours of college.
- Strict surveillance of visitors, courier staff, delivery boys, etc. Details of all the visitors such as name, organization, address, purpose of visit, people visited, time in and time are recorded in a register.

- 24x7 operational CCTV (Closed Circuit Television) cameras at vital locations such as entry/exit, common passages, etc.
- Well lit work areas such as classrooms, common passages and staircases till the last woman employee/student leaves the institute.
- Separate restrooms for women employees and students.
- The counseling cell of Atharva Institute of Management Studies aims to foster a spirit of resilience and positive mindset through a detailed diagnosis of the issues that student/teachers would face in personal, academic as well as future professional life and helping them to deal with these issues.

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

7.1.3 Alternate Energy initiatives such as:

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

Response: 0

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

7.1.3.2 Total annual power requirement (in KWH)

Response: 182

| File Description | Document |
|---|-------------------------------|
| Details of power requirement of the Institution met by renewable energy sources | View Document |
| Any additional information | View Document |
| Link for Additional Information | View Document |

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 2

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

Response: .62

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 31

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

7.1.5 Waste Management steps including:

- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

Response:

Waste Management steps at Atharva include the following:

- *Solid waste management*
 - Total solid waste collected is disposed off directly in the garbage bin provided by BMC, outside the campus.
 - Also the waste from canteen and garden waste is collected and is dumped underground to convert it into fertilizers.
- *Liquid waste management*
 - Demand on conventional water supplies and pressure on sewage treatment systems is reduced by the use of grey water.
 - Waste water from washrooms (grey water) is treated
 - Grey water collected is filtered off initially by separating solid waste and disposing off in the sewage system backyards.
 - The filtered water is then treated with hypochlorous acid, Jaggery and cow dung to remove micro-organisms and foul smell.
 - Later the treated water is used to water the plants in the college vicinity.
 - Water coming off from chemistry laboratory is filtered out first by separating of solid waste and then treating with chemicals to convert into insoluble precipitates. The processed water mixed with grey water is then used for gardening
- E- Waste Management
 - Atharva Education trust has joined hands with 'Wardd recycling company' for disposal of electronic and electrical wastes recycling, dismantling and disposal

Method of treatment (Solid waste)

- A tank of 20000 capacities is used for the recycling of grey water and hazardous water. The treatment of water is done twice a day, in the morning hours and then later in afternoon.

Capacity of tank-20000 L

Ingredients added

- Hypochlorous acid-500 ml

- Jaggery-250 g
- Cowdung-250 g

Treatment time: 7 hours

Sand filter: Consists of three layers

- 1.Gravels
- 2.Coarse sand
- 3.Fine sand

- Treated water is filtered to remove solid waste if any.
- Filtration becomes necessary when suspended solid particles are to be removed that cannot be forced to settle or float within a reasonable time.
- Most filters have a double function, they provide a fixed surface for treatment of bacteria and they form a physical obstacle for the smaller solid particles by creating adhesion of particles to their surfaces.
- In the next step water is passed through sand filter to remove tiny particles of waste matter.
- And finally after filtration, the treated water is used for gardening of plants in the premises of Phase I, Phase II and Phase III of Atharva Campus.

Maintenance

In terms of maintenance, the treatment plant does not require much of maintenance, only monitoring has to be done regarding supply of water in reaction tank, addition of required chemicals and then to utilize water for gardening.

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

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

- At Atharva Campus rain water is collected in the underground through absorbing and later on it is treated and used for in house water requirements.

Rainwater Harvesting System: Rooftop Water Harvesting:

- The runoff from the terrace of the college building is channelized into five different recharge wells located at three Five different locations, each measuring 1m x 1m x 2m.
- All the rooftop rainwater outlets, discharge into storm water drains and finally to the recharge

structures.

- A network of pipes linked through chambers take the rainwater to the recharge tanks.
- A tank of 20000 capacities is used for the recycling of conserved water. The treatment of water is done twice a day, in the morning hours and then later in afternoon.

Capacity of tank-20000 L

Ingredients added

- Hypochlorous acid-500 ml
- Jaggery-250 g
- Cowdung-250 g

Treatment time: 7 hours

Sand filter: Consists of three layers

1. Gravels
2. Coarse sand
3. Fine sand

- Treated water is filtered to remove solid waste if any.
- Filtration becomes necessary when suspended solid particles are to be removed that cannot be forced to settle or float within a reasonable time.
- Most filters have a double function, they provide a fixed surface for treatment of bacteria and they form a physical obstacle for the smaller solid particles by creating adhesion of particles to their surfaces.
- In the next step water is passed through sand filter to remove tiny particles of waste matter.
- And finally after filtration, the treated water is used for gardening of plants in the premises of Phase I, Phase II and Phase III of Atharva Campus.

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

7.1.7 Green Practices

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

Response:**Green Practices**

- Bicycles-Nearly 100% of peons and some students ride bicycles to college.
- Public Transport –Nearly 80% of staff (teaching and non-teaching) use public transport like buses, Trains, Metro etc.
- Pedestrian friendly roads- There are well maintained garden side pedestrian roads. Outside the college as well there is a private Pedestrian friendly road.

Plastic free campus

- Atharva is a plastic free campus to support the nationwide initiative of conserving and preserving environment.
- We do need to use paper for study material, notebooks and books.
- Green landscaping with trees and plants- Atharva takes sincere care and attention to keep the campus green. There are various kinds of trees planted on the campus which helps to keep the campus natural.

College is divided into 3 phases. In Phase 1, there are 276 plants which include saplings and trees. In Phase 2, there are 197 plants which include saplings and trees. In Phase 3, there are 1099 plants which include saplings and trees.

Maintenance

There is a team of people who take care of these plants by supplying composite fertilizers every 3 months, chemical pesticides (Neem leaves and salt water) every month, cleaning every day and cutting every 15 days

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

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

Response: 16.51

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 39.8 | 38.62 | 34.84 | 33.2 | 41.62 |

| File Description | Document |
|---|-------------------------------|
| Green audit report | View Document |
| Details of expenditure on green initiatives and waste management during the last five years | View Document |
| Any additional information | View Document |

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

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

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: C. At least 4 of the above

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

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

Response: 68

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise

during the last five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 12 | 27 | 10 | 9 | 10 |

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

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

Response: 16

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 5 | 3 | 3 | 3 | 2 |

| File Description | Document |
|----------------------------|-------------------------------|
| Report of the event | View Document |
| Any additional information | View Document |

7.1.12

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

Response: Yes

| File Description | Document |
|--|-------------------------------|
| Any additional information | View Document |
| URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics | View Document |

7.1.13 Display of core values in the institution and on its website**Response:** Yes

| File Description | Document |
|--|-------------------------------|
| Any additional information | View Document |
| Provide URL of website that displays core values | View Document |

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

| File Description | Document |
|---|-------------------------------|
| Details of activities organized to increase consciousness about national identities and symbols | View Document |
| Any additional information | View Document |

7.1.15 The institution offers a course on Human Values and professional ethics**Response:** Yes

| File Description | Document |
|--|-------------------------------|
| Any additional information | View Document |
| Provide link to Courses on Human Values and professional ethics on Institutional website | View Document |

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

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

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

years

Response: 19

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 5 | 4 | 6 | 2 | 2 |

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

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

Response:

Institution organizes national festivals like January 26, August 15 and October 2. On January 26 and August 15, event of flag hoisting and cultural events are organized. On October 2nd, events like Swachh Bharat Abhiyan are organized by the institute.

- 1. National pride (15th August 2013-17):** Flag Hoisting on Independence Day: On this auspicious occasion, the entire faculty of Atharva Campus as well as the police department of Malwani celebrates the Independence day with great pride. The entire ambience is enlightened on the tune of National Anthem.
- 2. Flaf Pick Up (16th August, 2014):** Everyone celebrates the Independence Day, but our volunteers took the initiative of picking up the flag thereby showing their duty towards our Nation. The volunteers picked about hundred flags littered in the surroundings of Borivali station contributing towards the national cause.
- 3. National Flag Respect Program on 14 August 2016:** At Borivali Railway Station students of Atharva felt proud to organize above program. The main purpose of this event was to make citizen aware about tricolour pride. It is found that every year next day of national festivals (Independence and Republic Days) plastic and paper tricolour flags are found on roads, in dustbins and in gutters which is an insult to our nation. As we know that national flag of every country is a sign of freedom, existence and pride. We appealed and made people aware not to throw flags anywhere and if found they can pick it up.
- 4. Republic Day (26th January 2013-18):** We celebrate Republic Day every year with great enthusiasm. The Policemen who serve us day in and out are invited to hoist our National Flag which is followed by stories of struggle of our freedom revolution and the sacrifice our soldiers

give at the borders.

5. **Swacch Bharat Abhiyaan(01 March 2015):**This work was done near Oshiwara Bus Depot Goregaon, Jogeshwari Link Road on 1 March 2015. Many volunteers and few faculties had attended the same campaign to make India clean and beautiful.

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

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

Response:

The institute has many important pillars like the administration department, accounts department and finance department. These departments strictly follow the protocols and guidelines to ensure complete compliance in their workings.

Academic: Department ensures to put up the important notices on the notice boards. It is ensured that timetable, placement updates or any award or reward received by the institute, rules and regulations of library etc. are regularly updated on the notice boards. The institute follows an academic calendar for the systematic working. This calendar helps the students to know the tentative examination dates, holidays, public holidays and dates of departmental events.

Administration:The Administration department works all through round the year. There are rules and regulations to be followed. They maintain records of professors (present and past), student's admission documents (Forms, caste certificates, scholarship etc.), change in subjects, change in syllabus and other such ancillary documents.

Financial: The accounts department is an independent authority & functions hassle free all-round the year. There is timely payment of salaries, invoicing of both internal and external agencies. Auditing is conducted seriously every year by both internal and then external authorities. They maintain and follow the prescribed protocols by the Institute.

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

7.2 Best Practices

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

Response:

DHARWALI IT PARK

Objectives of the Practice:

Atharva believes in supporting the underprivileged and in lieu of this, every Saturday, faculties of the college visit the nearby Dharwali IT park to teach students and equip them with co-curricular skills.

Features:

Faculties along with student volunteers visit the venue and take extra-curricular sessions like, seed pens, paper bags etc.

Challenges:

- Language Barrier
- Very small children

The Practice:

Dharwali village has been adopted by Atharva education trust and it takes sincere efforts in building up the same through the specialized resources of the college.

Evidence of success:

A stall will be put up during the upcoming festivals, where these students will be able to showcase their skills.

Problems encountered and resources required:

- To get discipline attendance in the classrooms as they are sensitive.

E-CELL

Objectives of the Practice

E-cell was started in 2017 with a view to instil and encourage self-employment and develop entrepreneurial acumen in young minds. Students are given an opportunity to showcase their business skills and undertake entrepreneurial endeavors through business plan competition.

Features:

Students form a team and present their business ideas as managers/heads of key functions. Students are tested across varied parameters, economic, social, financial and marketing after qualifying in the elimination round participate in the final round, where the business idea is re-presented in front of the larger audiences including expert panel of judges.

Challenges:

Choosing the best team in the final round.

The Practice:

Conducted every year since 2015.

In 2017, 11 teams of MMS & PGDM participated in the competition and they made excellent presentations on unique products as well as services. The preliminary rounds spanning for 4 days from 11th December to 14th December 2017 were judged by professors where concept feasibility and rationale was scrutinized and 5 deserving teams were shortlisted for the final round. The final round, held on 15th December 2017 was judged by our guest, Mr. Shrimohan Maheshwari (Owner, SNR Labs).

Evidence of Success:

9 students in 2016-2018 batch, 5 students in 2015-2017, 8 students in 2014-2016 etc. have notified to be entrepreneurs

Problems encountered and resources required:

To choose the best venture every time there was a competition.

NATIONAL AND INTERNATIONAL INDUSTRIAL VISITS

Objectives of the Practice

Through National and International Industrial visits students are exposed to real business environment. This helps them know the systems, procedures, processes, corporate strategies, leadership styles, corporate culture etc.

Features:

Visits help to understand the global or extra-territorial functioning process highlighting the leadership styles, corporate culture, manufacturing process and international technologically driven logistics.

Challenges:

To get timely appointments from various companies.

The Practice:

Industrial visit is considered as a part of college curriculum and objectives of industrial visit is to provide students an insight regarding internal working of companies. Post this they are able to relate to theoretical knowledge.

Evidence of success:

Students learnt the various in-sync working of departments.

Problems encountered and resources required:

1. To get timely response from companies
2. Fixing of dates in accordance with exam dates

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7.3 Institutional Distinctiveness**7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust****Response:**

The mission of the institute is to nurture the future managers and entrepreneurs of the nation with innovative and creative managerial concepts and ideas. To achieve this, the institute has entrepreneurship cell which organizes competitions and seminars for budding entrepreneurs. Apart from this the curriculum provides theoretical knowledge through the subject Entrepreneurship Management. To broaden the logical and analytical thinking and creativity of students, institute has put efforts to provide Aptitude and Excel training as an ongoing process. The training has given impetus to the students to think ahead of the future and has made them more productive and innovative.

An effective communication skill becomes a major and an important aspect in the program of global business. The art of communication which has become an important aspect is taught by senior faculty from the industry as well as academics with global vision. It covers both oral and written communication along with personality development. These programs prepare students both mentally and physically for any kind of executive job in the domestic and international market.

Our Mock-stock sessions have become an integral part of finance specialization in our institute. It is a virtual share trading place which provides practical trading experience along with knowledge on how real life trading has to be done. It helps them to test their true investment knowledge as a result of which new trading spirits were kindled.

The institute organizes Domestic Industrial visits so that the students can learn effectively in a practical environment. The institute provides industry integrated syllabus which helps the student to be corporate ready and also inculcates the energy of being self-driven by encouraging entrepreneur leadership styles.

The institute gives full freedom through live project opportunities to pursue projects simultaneously in the

industry. Students are given and encouraged to do summer and winter projects as well as start-up projects to develop entrepreneurial spirit and for professional excellence.

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5. CONCLUSION

Additional Information :

- Shri Sunil Rane Sir, Executive President Atharva Group, won the award for India's Greatest Leader 2017 and Atharva won an award for India's Greatest Brand in Education
- Winner in Business Games in the inter-Business School Competition PULSE organised by TIMSR, 2017
- Winner in the BMA Dandekar Trophy Case Study Competition, 2013
- 1st runner up in the BMA Dandekar Trophy Case Study Competition, 2015 & 2016 and 1st and 2nd runner up in 2017
- 'Best Research Paper' to Prof. Divya Jain at the International Conference PATHH organised by SFIMR, 2016
- 'Best Management Faculty' to to Dr. Sujata Pandey by BMA, 2014 and to Dr. Sreeram Gopalkrishnan in 2016
- Winner in the inter-Business School Cricket League organised by KBS, 2016
- Ranked amongst the Top Business Schools in India by AIMA in 2013 and 2015
- Ranked amongst the Top 100 B-Schools beyond IIMs by Higher Education Review, 2015
- Ranked amongst the 100 Best Business Schools in India by Business Today, 2013 and 2014
- Runner-up in the 11th National Competition for Young India, 2014
- Winner in the Western Region in the 11th National Competition for Young India, 2014
- Winner in the Western Region in the National Competition for Management Students, 2013
- Ranked amongst the Top MBA Institutes in Industry Interface at the National Level by Business World, 2013
- Ranked amongst the Top MBA Institutes in Western Region by Business World, 2013
- Ranked amongst the Top Business Schools in India by Business World, 2013

Concluding Remarks :

Our highly explored course curriculum provides a universal perspective of innovative thinking, a key to adding business value in today's fast changing and competitive environment. Through case studies, business games, simulations, research projects, coaching and mentoring, our students are encouraged to develop a sensitivity which will enable them to become efficacious business leaders. In order to develop a sense of responsibility in our students, we engaged them in various CSR activities of our institute in which they are constantly involved in spreading awareness. Recently, a salute to soldiers was given by our students through our CSR event 'One for All, All for One'. Through this programme our Indian Army Soldiers; our real heroes were presented in front of the nation with 10 stories at NCSI, Dome, Worli on 31st January 2018. We would like the students to take onus of their share of responsibilities making them sensitive towards other social evils like smoking and polluted environment. Students have been constantly involved in community service and clean-up drives under the national program Swacch Bharat Abhiyaan. Our deep assurance to Management Education, balanced with social responsibility ensures that students understand first hand, the problems faced by a vast majority of our population.