



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

VIVEKANAND EDUCATION SOCIETY'S INSTITUTE OF MANAGEMENT STUDIES AND RESEARCH

VIVEKANAND EDUCATION SOCIETY INSTITUTE OF MANAGEMENT
STUDIES RESEARCH, HASHU ADVANI MEMORIAL COMPLEX, 495/497,
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<https://vesim.ves.ac.in>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

In 2012, Vivekanand Education Society (VES) celebrated 50 years of academic excellence. VES is a destination for attainment of knowledge and education. This educational trust took birth as a dream of late Shri. Hashu Advaniji - a philanthropist with the mission towards serving the society. He felt a need for “quality education to people of all classes” and understood how illiteracy was challenging the growth of the young country and denying its citizens the right to existence.

With a humble beginning of 256 students, VES has witnessed a tremendous growth over the years. Today, it has become one of the premier education hub in Mumbai with an enrolment of more than 25,000 students across 23 institutions.

In this era, when education is perceived as a lucrative monetization opportunity, VES strictly follows principles of Shri. Hashu Advaniji who believed that education is a proven and pristine way to build a nation. The principle “***no capitation fees, no donations, and no management quota***” is strictly implemented across all levels of its institutions.

Vivekanand Education Society Institute of Management Studies and Research (VESIM) was established in 1994.

Over the years, VESIM has gained several recognitions, which has helped establish it as one of the promising business schools in Mumbai.

Students enjoy a vibrant campus life at VESIM, with extra-curricular activities, and industry-interaction events. There are several Centres of Excellence that are set up to improve student’s knowledge and experience in major management subjects. The B-school believes in establishing strong connect with all verticals in order to fulfil its aim. The Institute envisages to create socially responsible leaders of tomorrow. The campus provides a vibrant environment for learning and creates an environment to connect with the world of work. The management are visionary and aims to make VESIM- A world-class institution for education and research in the areas of management and business analytics thus providing effective access to learning resources.

The legacy of VESIM can be attributed to the placement of its students in various reputed national and multinational organizations.

Vision

- To be amongst the most preferred institutes for higher management education in India with a global outlook.

Mission

- To develop socially responsible managers and entrepreneurs well grounded in theory and real world application, who can lead in their respective field.
- To develop an institute that emphasizes on research and innovation with cutting edge technology with an approach of high impact international dimension.
- To develop faculty capable of synthesizing, creating knowledge and communicating with industry, peers, alumni and students.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The institute also stands apart with its socially inclined initiatives like ‘Yuva for Sewa’ and ‘Sell-on’ activities that instills societal values in the students and bring forth their inert sensitive skills that helps them become good leaders who can infuse the concept of Triple Bottom Line in their organizations and amongst their peer groups.
- Apart from this, support provided to the faculties for their continuous upgradation by supporting them in their Research(by giving rewards for publications and provide access to various software and online data), facilitating their leadership skills by assigning them various cells and departments, giving them opportunities to grow and learn (by supporting them in attending FDPs, small-term courses, conferences & seminars), and providing them with upgraded salary structure to keep them motivated.
- The institute believes in all round learning for which the students are given opportunities to extend their knowledge in different arenas that otherwise they miss due to boundation of their chosen specialization streams and elective subjectives in the second year. ‘Workshop Week’ is a unique paradigm offered to the students that gives them knowledge of different streams/ different subjects that would give them better perspectives related to said subjects. Also, the institute offers NISM, NSE and SHRM certificate courses for strengthening student’s learnings.
- Ethical, transparent and employee friendly Institute.
- Qualified faculties having expertise in different fields of management(19 PhD out of 22 faculties in total)
- Availability of state-of-the-art computer labs, advanced Learning Management system, and central data repository .
- Strong and active Alumni committee with constant Alumni engagement round the year.
- Strong International relation aiming at students and faculty exchange and collaborative research.
- Strong digital presence in the media, catering to larger audiences , with transparency of information.

- Promoting its incubation center to facilitate & focused guide students for entrepreneurship.
- Newly built State of the Art Library at 5th Floor
- Newly built Open Turf at 8th Floor for promoting sports activities for the students.

Institutional Weakness

- The weakness for the institute is less collaborative research specifically with international authors and with other national institutes of repute. The Scopus and Web of Science publications are less in numbers compared to the institute's expectation and the number of papers published by the faculties is also very skewed i.e., few faculties are publishing maximum papers while others are not able to go for high quality publications.
- Another weakness is that the institute is not able to get government grant projects as it does not have permanent affiliation with the Mumbai University. The projects would not only help the faculty to learn but would also support their research publications. The grants would also provide support in data gathering, taking projects in rural areas, bringing their expertise in various fields and helping in their overall development.
- For a private management Institute fee is the main source of revenue, hence in absence of aid, expansion and innovation becomes a challenge.
- Though the institute is located very strategically, approaching it is not smooth as access to public transport facilities is slightly restricted.
- In absence of adequate hostel facilities, the institute is not able to offer residential programs and attract students from pan India as well as from the international arena.

Institutional Opportunity

- The institute's biggest opportunity is its affiliation with Mumbai University. The affiliation helps the institute to get students via entrance exam through DTE, Maharashtra. The curriculum and exam support from the University brings an extensive learning environment that helps both the faculty and students to grow with the latest pedagogy and learning.
- Another opportunity that the institute has is the location advantage. Mumbai is the Financial Capital of India with various Conglomerates having their Head Offices here. This gives extensive opportunities for the students to be placed in the companies of their choice. Mumbai being a Metropolitan City also provides better packages for the students and provides an extensive playground for placement opportunities.
- With higher rankings and accreditation there is scope for further expansion by offering many new courses and diversifying with the current market need of the students with the latest and

relevant curriculum that can create more learning opportunities.

- There is also Scope for more Certificate programs, MDPs, Consultancies etc. that can empower both the faculties and the institute and can lead to organic growth for all.
- Furthermore, International linkages for students and faculty exchange programs that can promote more collaborative research opportunities and teachings so that faculty can have an inclusive approach in both their research and teaching.
- The students exchange initiatives to attend semester in these international institutes would bring global perspectives which in turn would enhance their placement opportunities.
- The institute offers a very lucrative motivation policy for high-end publications which is motivating many faculties to go for FDP's and short-term courses to learn and produce internationally accepted high quality manuscripts.

Institutional Challenge

- As the institute is in Mumbai, Tier I city of India, there are many institutes- both Mumbai University affiliated and private ones that provide intense competition to the students. Though, for the past many years, the institute has been able to fill its seats, the competition is too high and students have many options to choose from. Somewhere, with mushrooming of private management colleges, the quality of students also gets compromised.
- Brand building is the greatest challenge for the institute. With huge competition in the Mumbai Metropolis and Pan India with highly recognised well-positioned management institutes, VESIM is not able to stand out with its unique propositions. The institute also lacks funds for high-level branding activities that can bring it in the league of most sought after institutes.
- As the institute has no control on the selection process of its students, the quality of students taking admission gets affected. Thus, maintaining quality standards with students becomes difficult.
- The institute is managed by VES trust and therefore all the expenses are borne via students fees. With lack of government fundings, going extensively with development activities at institute's level creates the bottlenecks.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

- The Institute follows the philosophy of Outcome-based education and incorporates a very systematic approach to ensure a purposeful and goal-oriented programme.

- Mumbai University has a well-defined approach to design/develop/revise/amend curriculum. To initiate with, the Mumbai university periodically collect feedback on curriculum from all stakeholders, which is reviewed by the Program Assessment Committee (PAC) and taken forward for deliberations and discussions with the respective experts for possible incorporation of the feedback. The incorporation of the recommended curriculum changes and/or new courses to be introduced are presented at the pre-BoS for modifications.
- The MMS program is affiliated to Mumbai University approved by AICTE. At the beginning of each academic year a comprehensive academic calendar is prepared which includes instructional days, Midterm and end-term examination schedules, Board of Studies (BOS) meeting for updating of syllabus and industry inputs relevant in the respective domain and all the college events including Literati Fest, Basic Conference, CSR activities, Sports, and cultural activities.
- The teaching pedagogy for MMS involves classroom lectures, on-field assignments, discussions on current affairs, and most importantly the case study methodology.
- During the meetings with stakeholders it is ensured that suggested changes are in alignment to the Vision, Mission, PEOs, Program Outcomes (POs), and Course Outcomes (COs) to ensure an outcome-based education delivered through the Programme. The meeting with stakeholders that is chaired by the HOD, Department of Management ensures that there is a right balance of the core courses, electives, value-added courses and lab based courses and an appropriate assessment pattern. The meeting ensures that the syllabus is vetted by the relevant industry experts and eminent academia before proposing to the BoS. T. Academic calendar and Syllabus is uploaded as additional information.
- As per the AICTE guidelines, we have incorporated Universal Human Value Module for Students through the Induction program "Parichay". At our institute 9 teaching staff, 6 non teaching staff and one student have completed their UHV certifications conducted by AICTE.
- In addition to the University approved subjects other subjects like Business Ethics, International Business, Strategic Management are also taught.

Teaching-learning and Evaluation

- **VESIM lays particular emphasis on planning the curriculum delivery.**
- **The senior management and the academic administration plan for activities, assign responsibilities and allocate time for each activity.**
- **The plans are well documented in the form of Academic Calendar, Faculty Allocation, and Timetable for the classes etc.**
- **Every activity related to curriculum delivery is documented in the Learning Management System (Google Classroom).**
- **Faculties map their course objectives with the Program Objectives on the Google Classroom.**

- At the beginning of the class, the faculty distributes the Course Outcome to the students. The Course Learning outcomes spell out the session plan, teaching pedagogy, resource material, case study if any, live projects etc.
- Faculties plan for industry interaction by arranging workshops by experts from the industry. In effect, on the day of joining, a student is well aware of the Teaching Learning process in the institute and at the beginning of the course the student is well aware of the entire session plan.
- To promote experiential learning we regularly organize Industrial Visits, Summer Internship Projects, Management Internship Program and industry specific skills and training & development sessions.
- To facilitate focus on the Case Study method of teaching the institute has subscribed to Emerald case bank and for data driven project work and assignments the institute has subscribed to Prowess.
- VESIM has introduced the Flipped Classroom as a delivery pedagogy to make students' self learners and the faculty as facilitators for learning.
- A combination of continuous assessment (Class Participation, Assignment, Presentations, Reports and Class Test) and End Term assessment is used to test if the Learning Outcomes have been achieved. A student has to pass both the continuous assessment as well as end term exam to be eligible for credits in that subject.
- The course outline is designed to map the CO with the PO and arrive at the attainment level. The Program Head evaluates the Program Outcomes at the end of each Semester. The evaluation of each Program Outcome is carried out once a year at the end of that particular year.

Research, Innovations and Extension

• Faculty Empowerment is done to encourage development of faculties in research publication of papers/books, participation in seminars and conferences by way of presenting papers, undertaking training programs, consultancy and MDP/FDPs. Monetary rewards are provided for publication of papers in Scopus/Web of Science /UGC - Care journals and publication of a book or chapter in the book. The institute also provides monetary support for participation in the national and international conferences and seminars to the faculties.

• The institute's aim is to create managers, who in their corporate/entrepreneurial journey always value their traditions and perform on the world stage in a manner that reflects their roots and identity. Thereby, the Institute has always imbibed and disseminated ideas, facts, information, and understanding of the Indian Knowledge System to the students via various sessions over the years that covers holistically the Idea of India: Past & Future. These sessions are conducted during the Institute's Annual Literature Festival.

To foster a culture of Entrepreneurship, the Institute has an Entrepreneurship Cell [E-cell]. It is an endeavor to create opportunities for students in realizing their dreams of starting up a new venture. E-Cell fosters and provides students a platform to convert their ideas into businesses. It aims to create the requisite support structure that an individual needs in his quest for the unknown and unexplored entrepreneurship zone. For the same, an MOU with Wadhvani Foundation has been signed. Different events like business plan competitions, Seminars, Workshops, and Panel Discussions are scheduled on a timely and regular basis.

VESIM inspires its students and faculties to go in for innovation to broaden the scope of their development. VESIM is part of the Institution of Innovation Council wherein as per the stated guidelines and themes, events are organized for each quarter. These events include workshops, seminars, and leadership talks to induce students to go in for startups and show their innovative side. MHRD IIC has a yearly calendar that provides themes and topics to be covered in each quarter. As per the mandate, webinars, workshops, and panel discussion are scheduled on a timely basis.

Infrastructure and Learning Resources

- VESIMSR has a state-of-the-art auditorium with 250 seating capacity and Auditorium is fully air conditioned and well equipped with all ICT facilities including audio- video facilities.
- It has Executive Board Room with state of Art facilities with all necessary equipment and having a Seating Capacity of 50 persons at a time. The 13 classrooms are well ventilated free from noise and air pollution, two of the classrooms are constructed in amphitheater style and supported with acoustics (soundproof technology). All classrooms are well furnished and are well-equipped with modern technology like Projector, Smart Board, Speakers, AC, Wi-Fi and Portable Mike System
- Various Resources are purchased- Dell Latitude 3490 Laptops, Sony Handy Camera, SAS Analytical Software License, CASO XJV2 Led Projector. Best quality (CASO XJV2) Led Projector has been purchased. NGEN Markets (Annual Licence) for Research Database have been purchased and databases used for research viz. EBSCO has been renewed. SLIM21 (Library Management Software) and Turnitin License (Plagiarism Check software) are there for Library & the institute has a well-equipped library with over 14,000 + printed & 18050
- E-Library is also provided to access a vast collection of digital resources such as eBooks, eJournals, research papers, audio books, and multimedia materials. on a wide range of management subjects. To ensure safety, security and surveillance CCTVs are installed throughout the campus. Digital notice boards on each floor are installed to ensure continuous communication and information dissemination. Implementing an ELibrary: This expands the available information and knowledge for users, often beyond what a physical library can provide.

Student Support and Progression

Today's competitive business scenario not only demands students armed with a degree in management but also expects them to be equipped with requisite skills to succeed in the industry. As the industry environment in India is undergoing a drastic change, it has become important for committed business

schools like VESIM to get the students ready for the corporate challenges within the 2 years of the study duration. In addition to a 100% interactive classroom learning, we also practice Guru-Shishya Mentorship Program. As the name suggests, this program involves a “Guru” (Mentor) and “Shishya” (Mentee).

- The mentoring program is designed on the basis of inputs from industry experts, educationists, and qualified psychologists. The program analyses a student's skill sets (at the time of joining), and matches it with a required skill set. All this is done by our faculty, and industry experts.
- A Mentor is an experienced corporate professional (alumni or a corporate visitor) and a thought leader who builds a caring and supportive relationship with a mentee.
- The program has helped us to follow our mission “facilitating overall development of a student”.
- Some areas that mentors assist students are academic exploration, appropriate decision-making, career advice, and the college to career transition.

Other Activities of Student Support

- **Personality Development:** The first impression always matters in any business organisation. Mentors help students to polish their communication skills, improve their body language, boost their confidence, and hone their presentation skills.
- **Soft Skills Development:** A big or small business organisation is always keen to employ a student who has a repertoire of knowledge, and technical skills to succeed in his job. In addition to that, employers are nowadays favoring candidates who share the positive attitude, willingness to perform at difficult times, and are flexible. At VESIM, we help students to acquire or develop these skills, as well as learn how to handle failure, success, criticisms, and conflicts at the workplace.
- **Cognitive Reframing:** Also, known as cognitive restructuring, this technique has been used by our mentors to help students overcome their negative thoughts, anxiety, depression, addictions, phobias, etc.

Governance, Leadership and Management

VESIM's MMS and PhD program aims to provide a unique learning experience for students, conduct significant research, and create value addition for stakeholders through meaningful partnerships. Following are the Value based propositions of VESIM

- To impart quality education and contribute towards character building.
- Delivery of contemporary courses that nurtures holistic development with professional integrity and social consciousness.
- Inculcating consciousness of social needs, fair, transparent and ethical standards in all practices towards personal and professional conducts.
- Encouraging innovative approaches to promote inclusive growth.

In this era, when education is perceived as a lucrative monetization opportunity, VES strictly follows principles of Shri. Hashu Advaniji who believed that education is a proven and pristine way to build a nation. The principle “*no capitation fees, no donations, and no management quota*” is strictly implemented across all levels of its institutions.

The Governing Body (GB) is the supreme authority of the institute, providing approval for long-term business plans, annual budgets, and strategic decisions. The director of the institution executes all decisions approved by the GB, monitoring the institution's performance against the plans approved and ensuring the achievement of the institute's mission and vision. VESIM has academic tie-ups with universities in Europe and the USA, emphasizing business research and Ph.D. students to enhance their careers in industry or academia.

The five-year plan is based on three pillars: Lifelong Learning, Research & Innovation, and Value Addition for Stakeholders. Over the next five years, VESIM's MMS program will focus on consolidating its position in Business Analytics, offering the highest quality educational experience to students, ensuring graduates gain enduring skills and abilities, promoting good quality research, fostering a healthy business environment, building strategic partnerships with industry experts, improving human resources functions, improving staff flow, and promoting staff's physical and mental wellness.

The school has already started a leadership program to support this engagement with the industry, involving top business leaders in discussions with students and exchanging ideas and experiences. Over the years, VESIM has gained several recognitions, which has helped establish it as one of the promising business schools in Mumbai. In its latest ranking,

Institutional Values and Best Practices

- VESIM's Women's Development Cell and ICC continuously conduct various women sensitization campaigns, training workshops, programs etc.
- There are Anti-Ragging and Discipline Committee, and Anti-sexual Harassment Cell. Various programs such as leadership talks with Women in leadership positions in Corporate, Literature, Arts and other fields have been conducted to expose our students to glass ceilings and how women have managed to break these barriers.
- Panel discussions regarding POSH Act , 2013 have been conducted to make students and faculty aware of constituents of the statute.
- Sensitizing students on key issues like communal tolerance, and obligations & responsibilities towards nation building are key thrust areas. Every year different guest sessions are conducted during the Institute's Annual Literature Festival to ensure maximum participation and learning.
- Yuva for Seva is an initiative where students work with NGO's and sensitize them about social issues and help them become better management professionals.
- Sell-on, a 5-day event where students sell NGOs made products and help them in learning basic skills to negotiate and sell those products. This helps in kindling thoughts for people who are socially deprived. Also, the thought towards inclusive growth is understood by them.
- Parichay is a two day outbound training program for New Batch every year. It aims to teach some of the management lessons through outbound learning activities which uses experiential learning techniques.

- **Faculty Empowerment is done to encourage development of faculty in research publication of papers/books, participation in seminars and conferences by way of presenting papers, undertaking training programs, consultancy in MDP/FDP and getting exposure to international universities etc. by providing monetary rewards are provided for publication of papers in Scopus/Web of Science /UGC - Care journals and publication of a book or chapter in the book. The institute also provides monetary support for participation in the national and international conferences and seminars to the faculties.**
- **Networking Opportunities are provided to faculties through various events organized by the institute like VESIM Literati Fest, BASIC (Big Data Analytics and Smart Cities International Conference), Koffee With Korporate, and Leadership Series talks VBx.**

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	VIVEKANAND EDUCATION SOCIETY'S INSTITUTE OF MANAGEMENT STUDIES AND RESEARCH
Address	Vivekanand Education Society Institute of Management Studies Research, Hashu Advani Memorial Complex, 495/497, Collectors Colony, Chembur, Mumbai 400074
City	Mumbai
State	Maharashtra
Pin	400074
Website	https://vesim.ves.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	Satish Modh	022-67893000	9869021511	-	director.vesim@ves.ac.in
IQAC / CIQA coordinator	Debjani Banerjee	022-	8828122232	-	debjani.banerjee@ves.ac.in

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes Minority Certificate.pdf
If Yes, Specify minority status	
Religious	Hindu
Linguistic	Sindhi
Any Other	Nil

Establishment Details		
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	12-04-2023	12	Applied for approval Fees paid waiting for approval from AICTE
AICTE	View Document	12-04-2023	12	Applied for approval Fees paid waiting for approval from AICTE

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	Vivekanand Education Society Institute of Management Studies Research, Hashu Advani Memorial Complex, 495/497, Collectors Colony, Chembur, Mumbai 400074	Urban	4.89	3664

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
PG	MMS,Management	24	Graduation	English	190	187
Doctoral (Ph.D)	PhD or DPhil, Doctoral	72	Masters Degree	English	10	10

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	5				7				6			
Recruited	1	4	0	5	2	5	0	7	4	2	0	6
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				28
Recruited	11	17	0	28
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	2	0	0	2
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	4	0	2	5	0	4	2	0	18
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	1	4	0	2	5	0	6	3	0	21
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	6	1	0	7
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	5	1	0	6
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	6	1	0	7

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	96	3	0	0	99
	Female	87	1	0	0	88
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	5	9	9	1
	Female	4	4	3	3
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	3	16	9	3
	Female	5	8	4	1
	Others	0	0	0	0
General	Male	71	69	67	86
	Female	65	73	87	86
	Others	0	0	0	0
Others	Male	5	7	0	1
	Female	1	2	1	1
	Others	0	0	0	0
Total		159	188	180	182

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	At the Department of Management, the primary goal of curriculum design is aligning learning strategies materials and experiences to defined program outcomes as provided by the University of Mumbai. The meeting with stakeholders that is chaired by the HOD, Department of Management ensures that there is a right balance of the core courses, electives, value-added courses, and lab-based courses and an appropriate assessment pattern. The program structure and course curriculum are ensured to meet the latest quality benchmarks and industry expectations. The recommendations are presented in the BOS at our institute. The entire effort has been made in line with the broad guidelines of the concerned statutory bodies of Mumbai University, making the curriculum employable, relevant to the industries nearby, and relevant locally and globally. The University has introduced the Choice Based Credit System (CBCS) to enable greater academic flexibility and increased employability skills of the students in line with professional and personal aspirations in addition the institution also encourages students to take MOOC Courses and other professional certification courses. The structure of the curriculum is balanced with a good combination of core courses, electives, industry internships, community projects, master thesis, and open electives (without credits). Core Courses: All such courses, which are being offered by the Program as mandatory courses offered to students mainly in the first and second semesters of the program. Elective Courses: All such courses, which are being offered by the program as choice-based course that is offered to the students in a basket as per the specializations like finance, marketing, human resource, operations, etc. Industry Internship: Industry internship, also known as the Summer Internship Project forms an important component of the program. It is an attempt to bridge the gap between academia and the corporate world. All the students enrolled in the MMS program have to undergo a 4-6 week of summer internship project in the industry after the II Semester. The students under management go for summer as well as winter internships. This helps them to get first-hand experience and exposure to corporate culture. They perform both on-the-job training as well as a project. In their management internship, they get an opportunity to develop projects which helps them
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	with their knowledge of specialization being converted to a project. Community Project: The community project is an integral part of the program that connects the students to the socio-economic concerns that need attention from households, academia, and the industry. This facilitates the objective of imbibing humanness for any leadership roles that the students would take up in the near future. As a part of this project, the students are to work closely with an NGO/ orphanage/ old age home/social enterprise like waste recycling units to understand the philosophy of the organization and do their bit to address and fix the operational concerns of these organizations. This project is to be completed by the students in the second semester of the program under the guidance of their academic mentor.
2. Academic bank of credits (ABC):	Though the institute is registered with NAD, the institute has not yet registered with the Academic Bank of Credits. Since the institute is an affiliated institute of the University of Mumbai there is no scope to transfer the credit without the consent of the University. The institute is in the process to explore the ways by which credit transfer can be done through the University of Mumbai. But the institute on its own initiative has tied up with some Foreign Universities for the Student Exchange Program. Two students of MMS have visited foreign universities through the Student Exchange Program. A student from the MMS batch, Ms. Nidhi Chandrakar visited and attended a 3-month student exchange session in ZSEM Croatia from Feb 2022 to July 2022 with a 50% scholarship in semester fee. Student from MMS Batch Mr. VAIBHAV DHOK: MMS 2021-22 has received a scholarship for 5 months from UPCT Spain starting from Feb 2022 –July 2022 [820 euros for travel and 800 euro per month] for study and stay expenses]. Dr. Shalini Bariar attended one-month training for international office establishment at strategy development at UPCT Spain in Nov- DEC 2021. Dr. Shalini Bariar, VESIM, and Dr. Carlos Rodrigues, USA Presented a Paper at EMAC 2020 September online Regional conference, in Croatia. To improve the quality of teaching and learning the Institute follows the following steps. The idea of taking all the steps is to keep the curriculum contemporary and in tune with the industry requirement and also to ensure continuous

	improvement. Pedagogical best practices are adopted and monitored to deliver the contemporary curriculum. Faculties prepare course plans with the help of BOS and they are allowed to prepare their course framework with best of the practices and teaching methodologies as mentioned below. Adoption of best pedagogical practices: To ensure a wholesome learning experience the Faculties may adopt various pedagogical approaches. The Various Pedagogical tools used by the faculties are as follows: Flip classroom Use of Case study method of teaching Role play for tacit learning Display of Videos Project Assignment and presentation Viva Situation analysis Articles analysis Quiz - to check retention of previous sessions of learning
3. Skill development:	Institute has taken a conscious approach to enhance the soft skills of students and has tied up with the Barclays GTT Learning program for a soft skill development workshop for four days. The Barclays Life skills session commenced on 13th Oct 2021 and ended on 22nd October 2021. The following were the major focus area for the development. Introducing the Life Skills Program Interview Skills and Online Image Building for creating a strong impression online and sustaining online credibility. Self-Awareness (Know Your personality) Personal Grooming (Right Attire and Right Habits) Right body language for a professional environment Handling an interview a group discussion Creating a strong profile and developing a good resume Enhance Corporate Readiness Values (Introduction to enhance values in a corporate environment) At the end of the training, an open house session was kept with the students where they can ask their queries and doubts related to careers, placements, interview preparation, resume building, communication, skills, etc. Professional Education is for developing the students' full human personality so that they are able to participate meaningfully not only in their profession but also in their family, society, and their natural environment – ultimately leading to a society that is just and equitable. Every commission on education has articulated the need for human values in education and we believe in it. Hence our Teaching, Non-teaching including students have undergone the Universal Human Values program. We have 10 faculties who have completed the UHV program and

	also our Director and 3 Non-teaching staff and one student have completed the course. The institute has also established the UHV cell to inculcate positivity amongst the learner that will develop humanistic, ethical values. To become familiar with the ethos and culture of the new surroundings, induction is held to make students know about the vision & mission of the institute. To develop bonding with peers, seniors, faculties, and staff we introduce everyone during the induction program (Parichay) to the department head and cell head including non-teaching staff. To develop awareness, sensitivity, and understanding of our students they participate in “ Yuva for Seva” where every student undergoes training from NGOs for 21 days. To develop an ethical and professional discipline soft skill training is also conducted by HR faculties. To connect and appreciate the diversity of cultures we also conduct various events like cultural programs, traditional days’ celebrations, and celebrations of festivals. To develop the skills beyond their courses we conduct workshop week every academic year where every student has to sit for any of the available workshops and has to complete 36 hours spent on these workshops.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	During the convocation, we invited Spiritual Guru Sri Chakravarti Das from IISKON where he addressed the gathering and shared his wisdom of Bhagwad Gita and mentioned how the scriptural knowledge can help them self motivated and lead them towards a spiritually rich and blissful life. His words were aimed to empower the passing out students with more competence and make them principle centered and responsible citizens. VESIM has also organized and participated in Ek Bharat Shreshtha Bharat – Poster Campaign A poster campaign was run online by the VESIM EBSB team in the month of August 2021. It received an overwhelming response with the majority of students participating where the theme was to promote the state of Orissa and its culture. VESIM also observed International Yoga Day on both physical and virtual platforms on 1st June 2022. The training was given by Shri Suvir Subnis a senior trainer & healer from Mumbai. Students, teaching and non-teaching staff participated enthusiastically in the program. The objective of the event was to help an individual to become mentally and physically fit and create a safe environment for their home in post-

	pandemic time. Approximately 100 people participated.
5. Focus on Outcome based education (OBE):	Program outcome ensures attainment of certain graduate attributes. At our institute, we emphasize 5 domain-specific program outcomes provided by NBA. These outcomes are attained through the various courses imparted to the students. Outcomes are measured by analyzing the level of attainment of program outcomes. Institute follows two types of assessments –Direct and Indirect Assessment. Direct assessment consists of internal assessment and end-term examination. The internal assessment carries 40 marks and external assessments carry 60 marks. Internal assessment is done on a continuous basis through the evaluation of student's projects, presentations, internal tests, and internship programs. MMS students must complete two internship programs of 2 and 3 months respectively. Feedback from the students on the teaching pedagogy and teaching quality helps management to evaluate the quality of teaching. In case gaps are found in the attainment of program objectives, faculty members attempt to fill these by making appropriate changes in the teaching-learning process and workshops, certifications, etc. The assessment process comprises Formative and Summative approaches. Both the formative and summative assessment adds to the quantitative attainment of the Program outcome, which happens twice a Semester. While Indirect attainment is obtained through 4 different types of feedback a) Student feedback conducted as an exit survey b) Alumni feedback taken during alumni meets c) Corporate Feedback is taken from our employer d) Parent feedback is taken during final degree distribution. Each faculty includes Course Outcomes and assessment criteria in their course outline. The course outline is designed in such a way that it is capable to map the CO with the PO and arrive at the attainment level. Targets of attainment are set based on the previous year's actual attainment. Attainment levels are decided based on the last three years' historical average. The faculties use MS Excel for calculating CO-PO attainment after the relevant semester is over. The Program Head evaluates the Program Outcomes at the end of each Semester. The evaluation of each Program Outcome is carried out once a year at the end of that particular

	year. The Course Outcome for each Course is measured for the attainment of the respective Program Outcome on a scale of 3 where: a) High Correlation (H) = 3 b) Medium Correlation (M) = 2 c) Low Correlation (L) = 1 Direct attainment of a PO is determined by taking the average across all COs in that Course corresponding with that PO. Fractional numbers indicate the attainment level between the two lower and upper-range values. For example, In the Course Operations Research, if the CO1 attainment level for PO 2 is 3 and the CO2 attainment for PO2 is 1 then the average attainment level of PO2 through the course Operations Research is 2. The attainment obtained from this direct evaluation contributes 80% of PO attainment and 20% comes from indirect assessment. Final Attainment: All the attainment PO-wise is averaged for all the courses which is the final figure for direct attainment. 80% of direct attainment and 20% of indirect attainment are then considered for final attainment.
6. Distance education/online education:	Since it is an institute that runs a professional course like MMS the vocational courses are not a priority. But we encourage students to join short-term certificate courses having recognition of the industry. For example, NISM Modules for Securities Market. In the institute, we use various technological tools for teaching and learning activities. The classrooms are well furnished with the latest technology to aid lecturing and presentation. All the classrooms are well-equipped with modern technology and infrastructure. Classrooms are having facilities like Projector Ceiling Fans, Lights, Smart Board Speakers Fixed individual chairs and desks etc. AC Desktop Computers Wi-Fi Portable Mike System In addition to that, all Classrooms are having Smart Boards and all classes are well-ventilated and free from noise and air pollution, six classrooms are constructed in Amphitheatre style and supported with acoustics (soundproof technology). In addition to earlier E-resources, IFB Maxhub 75 which is an interactive panel system for conference rooms with a mic & speaker for online classes has been installed. Desktops and Laptops have been purchased for the Staff and Faculty as the Institute is getting expanded. Turnitin Feedback Studio (a plagiarism checker software) is purchased. The Library Management System (SLIM 21) and the database used for research

like EBSCO also has been renewed for the development of the Institute's Library. To facilitate blended learning the institute has promoted the Google Classroom facilities for students where all course-related materials and assignments are sent by the professors and used by the students. All the classrooms are well equipped to run the courses in hybrid mode also. All the classrooms are having interactive setups installed where the student can ask questions online and faculties can respond accordingly.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?

VESIM Electoral Literacy Club ELECTORAL LITERACY CLUB The Electoral Literacy Club was established on October 17, 2021. It is a platform to engage and sensitize the community about electoral rights and their duties and responsibilities. At the behest of the Election Commission of India our institute aims to create awareness and motivate our students to actively participate in elections and do their rightful duty of giving vote. Main aim of this club is to bring the students under one roof and make them understand their rights and responsibilities and the "power of their votes". The formation of this club played a pivotal role in making students understand that they form an integral part of the society and every single vote matters for the election of the government which made INDIA a powerful democracy and they are also instrumental in developing the future of this nation. maximum participation of students in electoral voting promises a bright future for the nation. VISION The Electoral literacy club aims at strengthening the culture of electoral participation among young and future voters. Encouraging students to disseminate the importance of electoral democracy. OBJECTIVES -To campaign and advise citizens about the 'Right to Vote' and sensitize them about the voting process. – To conduct thought-provoking activities that can bring more awareness about rights & duties towards voting among students and faculty members. - To align the events with the themes 'Empowered (Prospective) Voter'. Website Link for VESIM

	Electoral Literacy Club: https://vesim.ves.ac.in/electoral-club/electoral-club-events
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	NODAL OFFICER Mr. Ravi Jeswani, Assistant Professor, Marketing Student Cell Representation Aditya Kapse - President Mahashweta Nandy- Vice President Mohit Nathani - General Secretary Chirag Tulsiani- Secretary Simran Dubey- Member Kamna Rijhwani- Member Tanushri Sharman- Member
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	1. One Nation One Election: Pros n Cons A session 'One Nation One Election: Pros n Cons' was conducted on Feb 10, 2023, with Mr. Sambit Patra & Dr. Satish Modh during VESIM Literati Fest. The speakers elaborated on the election scenario of India and imparted knowledge on failures that occur due to negligence in giving votes and taking national responsibilities. The event was online via Zoom. The link to the online YouTube video is: https://www.youtube.com/watch?v=sMpTrmWGjFI 2. Amrit Abhyuday: The Next 25 years Feb 10, 2023 A session 'Amrit Abhyuday: The Next 25 years' was conducted on Feb 10, 2023, with Mr. Subhash Ghai, Mr. B R Shankaranand & Dr. Satish Modh. The students were made aware of their role in this new era and responsibilities especially related to elections. Mr. Subhash Ghai was given the task by the Government of India to make a video for citizens pertaining to their responsibility to cast vote. This video was played for the students during the session and later deep discussion on their outlook and perspectives regarding electoral responsibilities was done. The link to the online YouTube video is: https://www.youtube.com/watch?v=1b_P6-kZUOM&t=2754s Web Link https://vesim.ves.ac.in/electoral-club/electoral-club-events
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Voters Day Celebration Jan 25, 2022 On the occasion of 12th National Voters Day on 25th January 2022 the institute scheduled two activities. The aim of these activities was to give the message "The Ignorance of One Voter in a Democracy Impairs the Security of All". The First activity was a Webinar of one hour on "Matdan Ek Pavitra Kartavya" via Google Meet. Speaker: Ms Shreya Bharatiya, Head – CSR & Psychological Counsellor - VESIM The second activity was "Slogan Writing" with painting / Sketching. The theme of the activity was Apna Amulya Vote dekar, Bane Desh Ke

	Bhavishya Mekar Top three slogans were awarded cash prizes. Web Link https://vesim.ves.ac.in/electoral-club/electoral-club-events
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	This does not apply to us as all students in PG are above 21 years.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
348	368	362	363	360

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2 Teachers

2.1

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

Response: 21

File Description	Document
Upload Supporting Document	View Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

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

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

3 Institution

3.1

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

Self Study Report of VIVEKANAND EDUCATION SOCIETY'S INSTITUTE OF MANAGEMENT STUDIES AND RESEARCH

2021-22	2020-21	2019-20	2018-19	2017-18
289.71	140.24	540.01	557.75	396.29
File Description		Document		
Upload Supporting Document		View Document		

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The Department of Management follows the philosophy of Outcome-based education and incorporates a very systematic approach to ensure a purposeful and goal-oriented programme. The process of curriculum changes and updating is done at various phases, starting from a Programme Assessment Committee meeting, the initial phase to the final phase of the approval of the curriculum changes proposals at the academic council and the executive council. At the Department of Management, the primary goal of curriculum design is aligning learning strategies, materials, and experiences to defined program outcomes. Mumbai University has a well-defined approach to design/develop/revise/amend curriculum. To initiate with, the Mumbai university periodically collect feedback on curriculum from all stakeholders, which is reviewed by the Program Assessment Committee (PAC) and taken forward for deliberations and discussions with the respective experts for possible incorporation of the feedback. The incorporation of the recommended curriculum changes and/or new courses to be introduced are presented at the pre-BoS for modifications.

The Masters in Management Studies (MMS) program of VESIM is an affiliated program of Mumbai University approved by AICTE. It is aimed at fulfilling the needs of the modern corporate and creating highly skilled managers who have strong competence in Management. It is offered as a two-year full-time program and encompasses Core Management courses that help build a strong base in General Management as well as Electives that build skills in specific domains of Management. The Program develops the right Knowledge, Skills, and Attitude so that the student can lead the organizations in an efficient and effective manner. It builds a solid base in General Management so that the student is capable of grasping the workings of any corporation in any industry with a global perspective. 1. At the beginning of each academic year a comprehensive academic calendar is prepared which includes: i. The beginning and last instructional days for MMS (semester I, II, III IV). ii. Midterm and end-term examination schedules. iii. Board of Studies (BOS) meeting for MMS for updating of syllabus and industry inputs relevant in the respective domain. iv. All the college events including Literati, Basic Conference, CSR activities, Sports, and cultural activities. v. After the Board of Studies meeting along with the department head, the Dean Academics discuss the subject allocation Management is an applied discipline and involves theoretical as well as practical aspects. The teaching pedagogy for MMS involves classroom lectures, on-field assignments, discussions on current affairs, and most importantly the case study methodology. During the meetings with stakeholders it is ensured that suggested changes are in alignment to the Vision, Mission, PEOs, Program Outcomes (POs), and Course Outcomes (COs) to ensure an outcome-based education delivered through the Programme. The meeting with stakeholders that is chaired by the HOD, Department of Management ensures that there is a right balance of the core courses, electives, value-added courses and lab based courses and an appropriate assessment pattern. The meeting ensures that the syllabus is vetted by the relevant industry experts and eminent academia before proposing to the BoS. T. Academic calendar and Syllabus is uploaded as additional information.

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

1.2 Academic Flexibility

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

Response: 5

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document

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

Response: 9.99

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

2021-22	2020-21	2019-20	2018-19	2017-18
44	26	33	37	40

File Description	Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

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

Response:

Professional ethics are principles that govern the behavior of a person or group in a business environment. Like values, professional ethics provide rules on how a person should act towards other people and institutions in such an environment. Human values add integrity and discipline to the students. As per the AICTE guidelines, we have incorporated Universal Human Value Module for Students through the Induction program “Parichay” where we introduce students to the following:

The objectives of VESIM’s UHV Module (UHV-1) are as follows:

1. To become familiar with the ethos and culture of the new surroundings
2. To develop bonds with peers, seniors, faculty, and staff.
3. To provide exposure to a holistic vision of life (based on larger national and human good; or the well-being of all)
4. Develop awareness, sensitivity, and understanding of the: Self---family---Society---Nation---International---Entire Nature To develop a healthy lifestyle and ethical professional discipline
5. To connect and appreciate the diversity of cultures
6. To overcome weaknesses in some essential professional skills to be ready for higher study.

At our institute 9 teaching staff, 6 non teaching staff and one student have completed their UHV certifications conducted by AICTE.

In addition to the above subjects like Business Ethics, International Business, Strategic Management are also taught. Environmental sustainability is the responsibility to conserve natural resources and protect global ecosystems to support health and wellbeing, now and in the future. Students also get the experience of understanding the importance of Environment sustainability in the above-said subjects. Each topic was discussed approx. 30 to 40 minutes with the students.

Every year during VESIM Literati FEST a women oriented panel discussion is conducted namely “Wonder Women : breaking the barriers” . The purpose is to sensitize the students both male and female, about the barriers society poses for women and various hindrances that only women face in their respective fields. Guest speakers are women celebrities and leaders and their fields who share their life journey to bring inspiration among students.

Women Development Cell celebrated International Women’s Day in association with Yunus Business Centre. Renowned women speakers were invited to our college to address the faculty, staff and students on that day. The program started with Inauguration and Panel discussion on “Women-

Key to Sustainable Development”. The panellist discussed and threw lights on the measures that are important for women development, how self-motivation and inner drives and never give up spirit have given them strength to cross the hurdle and become what they are. They inspired the audience with their stories of struggle and success.

The program recognised and awarded few woman faculty and staff who contributed in their own way to college. The awards in WDC was unique in nature as it was given to create an environment of equality among women belonging to different strata and still acknowledge women diversity.

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

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

Response: 97.7

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

Response: 340

File Description	Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response: 93.37

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

2021-22	2020-21	2019-20	2018-19	2017-18
159	188	179	182	179

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
190	190	190	190	190

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

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

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
23	46	26	10	16

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

2021-22	2020-21	2019-20	2018-19	2017-18
23	46	26	10	16

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

2.2 Student Teacher Ratio

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

Response: 16.57

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

VESIM Business School lays particular emphasis on planning the curriculum delivery. The senior management and the academic administration staff devote considerable time before the beginning of the academic year to plan for activities, assign responsibilities and allocate time for each activity. The plans are well documented in the form of Academic Calendar, Faculty Allocation, and Timetable for the classes etc. These are then shared with the faculties who are in-charge of delivery of the curriculum. Every activity related to curriculum delivery is documented in the Learning Management System (Google Classroom). Faculties map their course objectives with the Program Objectives on the Google Classroom. At the beginning of the class, the faculty distributes the Course Outcome to the students. The Course Learning outcomes spell out the session plan, teaching pedagogy, resource material, case study if any, etc. Faculties plan for industry interaction by

arranging workshops by experts from the industry. In effect, on the day of joining, a student is well aware of the Teaching Learning process in the institute and at the beginning of the course the student is well aware of the entire session plan.

To improve the quality of teaching learning the Institute follows the following steps. The idea of all the steps is keeping the curriculum contemporary and in tune with the industry requirement and also ensuring that on a continuous basis, pedagogical best practices are adopted and monitored to deliver the contemporary curriculum.

Adoption of best pedagogical practices: To ensure a wholesome learning experience the institute adopts various pedagogical approaches.

It is a Full Time Classroom Course and all the classrooms are smartboard and wi-fi enabled. At VESIM, we emphasize on honing leadership skills and cultivating analytical thinking qualities in students. We live by the philosophy of “Learning by Doing”. -The course modules are delivered through various impact-building teaching methods such as Lectures, Role Play, Case Study Discussions, Field work, Workshops, counseling Sessions, Educational and Informative Videos. In addition to that, students are encouraged to complete Assignments, participate in Quizzes, Tests, Live Projects, Presentations and Simulations and academic and extra-curricular activities. To promote experiential learning we regularly organize Industrial Visits, Summer Internship Projects, Management Internship Program and industry specific skills and training & development sessions. to facilitate focus on Case Study method of teaching the institute has subscribed to Emerald case bank and for data driven project work and assignments institute has subscribed to Prowess.

Flip classroom: VESIM has introduced the Flipped Classroom as a delivery pedagogy for all its courses. Students are handed over the Syllabus, Course Learning Objectives and Topics for the day well in advance. The students are expected to study the concepts and research the topic for the day from various sources. One of the groups then presents their learnings to the entire class in the first 15 to 20 minutes. The faculty then takes over and carries on an interactive discussion on the topic and its applications. This technique makes the students’ self learners and the faculty as facilitators for learning.

File Description	Document
Upload Additional information	View Document

2.4 Teacher Profile and Quality

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

Response: 94.39

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

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

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

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

Response: 83.17

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

2021-22	2020-21	2019-20	2018-19	2017-18
19	15	16	17	17

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document

2.5 Evaluation Process and Reforms

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

Response:

Students are informed about the pattern of continuous assessment and evaluation process through written communication in their Student's Resource Book which comprehensively informs about the entire evaluation system. They also go through a session with the Dean Academics and the

Controller of Exams to clear their doubts and apprehensions. A combination of continuous assessment and end term assessment is used to test if the Learning Outcomes have been achieved. The Continuous Assessment consists of Class Participation, Assignment, Presentations, Reports and Class Test. Through these methods, a faculty closely monitors a student's performance in the class. The Class Participation encourages the student to interact in the classroom with peers and the faculty. The End Term assessment is a written Paper and Pen exam of 60 marks. A student has to pass both the continuous assessment as well as end term exam to be eligible for credits in that subject.

The mechanism of internal assessment is transparent and robust in terms of frequency and mode. There is complete transparency in the internal assessment. The criterion adopted is as directed by the University of Mumbai. At the beginning of each course, each faculty announces the component that would be selected for the particular program & the probable dates for the evaluation. See attachment

The Continuous internal evaluation consists of the following parameters for MMS:

- **Quiz (MCQs)/Attendance/Class Participation–10 marks**
- **Class Test-Case-Based Assessment–20 marks**
- **Assignment/ Presentation (Flip Classroom)–10 Marks.**

Class Test is very rigorous, mandatory & conducted Online in the middle of the semester.

To enhance quality of continuous assessment and evaluation process the following steps are taken:

- **Faculties set the question paper based upon the Course Learning Outcomes. This is done to ensure that all the course objectives are met. Every question is linked to a Course Learning Outcome.**
- **The question paper is set in consultation with an external expert who is a neutral person & removes biases from the paper & brings in application-based questions.**
- **Faculties also provide model synoptic answers along with the question paper. Question Papers are then given a code with no reference to the subject name etc. to ensure secrecy.**
- **Each faculty gives two sets of question papers, and the exam department selects any one of them for the exam to be conducted.**
- **Exams are conducted by the exam department in a fair manner. Invigilation is done by eligible external persons with no interference by the teaching faculty. The answer sheets submitted by the students are masked to hide student's identity from faculty.**
- **Results are declared within 30 days of the conduct of the examination.**
- **A method of Scaledown/Downgrading of grades is used to balance internal marks with end**

term exams to ensure enough classroom hours are attended to earn the credit. In case a student is not satisfied with the assessment, they can ask for a photocopy of the corrected answer sheet and if the doubt still persists, can apply for revaluation. The evaluators then explain the areas of improvements to the student.

File Description	Document
Upload Additional information	View Document

2.6 Student Performance and Learning Outcomes

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

Response:

Programme outcome ensures attainment of certain graduate attributes by the learner, post completion of the programme. The management education emphasizes on 5 domain specific programme outcomes. These five different programme outcomes are to be attained through various courses imparted to the students via the concept of outcome based education.

Program outcome ensures attainment of certain graduate attributes. Each faculty includes Course Outcomes and assessment criteria in their course outline. The assessment and measuring of PO attainment start from mapping of courses outcomes with the program outcomes. Further, each course has a set of course outcomes which are designed carefully to align with selected program outcomes. While planning assessment of course outcomes, the following points are checked:

The entire assessment task should be mapped with course learning outcomes.

The assessment methods adequately assess the desired course outcomes

Whether all the learning outcomes have been tested.

A sample Course Outcome file is attached. link of Website given.

Table : Program Outcomes (PO)

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

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

2.6.2 Attainment of POs and COs are evaluated. Explain with evidence in a maximum of 500 words

Response:

PO attainment tools and processes ensure that the evaluation process is able to measure the attainment by every learner. The assessment process comprises Formative and Summative approach. The tools of assessing attainment of PO is done through-: Direct Assessment Tools and Indirect Assessment Tools. Both the formative and summative assessment adds towards quantitative attainment of Programme outcome, which happens twice in a Semester. While the Indirect attainment is obtained through 4 different types of feedback.

- a) Student feedback conducted as exit survey
- b) Alumni feedback taken during alumni meets
- c) Corporate Feedback taken from our employer
- d) Parent feedback taken during final degree distribution

Direct assessment consists of internal assessment and the end term examination. The internal assessment carries 40 marks and external assessments carry 60 marks. Internal assessment is done on a continuous basis through evaluation of students' projects, presentations, internal tests, and internship programs. MMS students must complete two internship programs of 2 and 3 months respectively. Feedback of the students on the teaching pedagogy and teaching quality helps management to evaluate the quality of teaching. In case gaps are found in attainment of program objectives, faculty members attempt to fill these by making appropriate changes in the teaching learning process and workshops, certifications etc.

The course outline is designed in such a way that it is capable to map the CO with the PO and arrive at the attainment level. The faculties use MS Excel for calculating CO-PO attainment after the relevant semester is over. The Program Head evaluates the Program Outcomes at the end of each Semester. The evaluation of each Program Outcome is carried out once a year at the end of that particular year. The Course Outcome for each Course is measured for the attainment of the respective Program Outcome on a scale of 3 where:

- a) High Correlation (H) = 3
- b) Medium Correlation (M) = 2
- c) Low Correlation (L) = 1

Direct attainment of a PO is determined by taking average across all CO's in that Course corresponding with that PO. Fractional numbers indicate attainment level between the two lower and upper range values. The attainment obtained from this direct evaluation contributes 80% of PO attainment and 20% comes from indirect assessment.

File Description	Document
Upload Additional information	View Document

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

Response: 95.25

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

2021-22	2020-21	2019-20	2018-19	2017-18
183	180	178	174	148

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

2021-22	2020-21	2019-20	2018-19	2017-18
189	180	178	181	178

File Description	Document
Institutional data in the prescribed format	View Document
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 37.69

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

2021-22	2020-21	2019-20	2018-19	2017-18
18.24	3.8	9.84	3.42	2.39

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

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

Response:

The institute's aim is to create managers, who in their corporate/entrepreneurial journey always value their traditions and perform on the world stage in a manner that reflects their roots and identity. Thereby, the Institute has always imbibed and disseminated ideas, facts, information, and understanding of the Indian Knowledge System to the students via various sessions over the years that covers holistically the Idea of India: Past & Future. These sessions are conducted during the Institute's Annual Literature Festival. As different themes and important ideas are disseminated by celebrities and experts, the event ensures maximum attendance and exposure.

Some sessions conducted are:

- **Bhartiya Parampara: The Soul of Bharat | Jan 10, 2020**
 - **Speakers:** Bharat Gupt, Makarand Paranjape, Raj Vedam, Satish Deodhar
 - **Discussion:** Bhartiya sabhyata & core identity that makes our value system strong.

- **Indic Literature: Ancient to Modern | Jan 11, 2020**
 - **Key Speakers:** Prakash Belawadi, Maria Wirth, Kavita Kane
 - **Discussion:** Unique value system, importance of Yoga & Ayurveda.
- **Saraswati Civilization | Jan 10, 2020**
 - **Key Speakers:** Maj. Gen. G D Bakshi, Vineet Bajpai
 - **Discussion:** Experts (War Veteran & Authors) talked about our roots related to Saraswati Civilization, its wrong interpretation, understanding our roots and learning from them.
- **Historically: Redefining our Roots | Jan 12, 2018**
 - **Key Speakers:** Dr. Radhakrishnan Pillai, Heramb Khot
 - **Discussion:** Experts (Renowned author & Historian) talked about Chanakya Niti and Maratha strategies which students can implement in their career to achieve success.
- **Roots to Wings: Exploring India's Entrepreneurial Footprint | Jan 12, 2018**
 - **Key Speakers:** Ganshyam Dholakia, Kailashnath Adhikari
 - **Discussion:** The entrepreneurs (Diamond merchant & Film producer) talked about the strong cultural values that Indians can use in their professional journey and how to take a structured & focus approach from the Indian ethnic entrepreneurial system.

Entrepreneurship Skill Development

To foster a culture of Entrepreneurship, the Institute has an Entrepreneurship Cell [E-cell]. It is an endeavor to create opportunities for students in realizing their dreams of starting up a new venture. E-Cell fosters and provides students a platform to convert their ideas into businesses. It aims to create the requisite support structure that an individual needs in his quest for the unknown and unexplored entrepreneurship zone. For the same, an MOU with Wadhwani Foundation has been signed. Different events like business plan competitions, Seminars, Workshops, and Panel Discussions are scheduled on a timely and regular basis.

Innovation

VESIM inspires its students and faculties to go in for innovation to broaden the scope of their development. VESIM is part of the Institution of Innovation Council wherein as per the stated guidelines and themes, events are organized for each quarter. These events include workshops, seminars, and leadership talks to induce students to go in for startups and show their innovative side. MHRD IIC has a yearly calendar that provides themes and topics to be covered in each quarter. It is mandatory to complete at least 3 events from the given set of events. As per the

mandate, webinars, workshops, and panels discussion are scheduled on a timely basis.

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

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

Response: 34

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

2021-22	2020-21	2019-20	2018-19	2017-18
18	11	4	1	0

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards

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

Response: 2.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
12	14	8	6	4

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Link to re-directing to journal source-cite website in case of digital journals	View Document
Links to the papers published in journals listed in UGC CARE list or	View Document
Institutional data in the prescribed format	View Document

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

Response: 5.33

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

2021-22	2020-21	2019-20	2018-19	2017-18
7	22	28	37	18

File Description	Document
Institutional data in the prescribed format	View Document

3.4 Extension Activities

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

Response:

The Greener the Better-Virtual PlantationDrive– All students and staff members participated in various environmentally friendly activities in the month of September 2021. Main objective of this initiative was to make this planet greener. Each participant was requested to share their selfie with the plant. Students and staff participated in the initiative enthusiastically. A small video was created on the same. Yuva for seva project has been implemented for MMS students in association with CSR cell. After change in the format, briefing has been done on Yuva for Seva Project by CSR cell. With this, new format has been created for project report by CSR cell. 180 students successfully completed their project and evaluation has been done by their respective mentors. Lets Talk : Let'stalk event was conducted on 7th and 8th of March by CSR cell. It was two-day interactive seminar event, which was attended by 150 Plus student of std VIII-IX of

vivekanand high school -chamber. The major goal of this event was to make students aware about the current challenges .

Web link for Extension Activities are given with their details

Celebration of The Green Army (Tree Plantation) Day: <https://vesim.ves.ac.in/vesim-events/cell-activities/266-celebration-of-the-green-army-tree-plantation-day.html?highlight=WyJjc3IiLCJ2ZXNpbSIzInZlc2ltJ3MiLCIndmVzaW0iXQ==>

CSR Health Day : <https://vesim.ves.ac.in/vesim-events/cell-activities/164-csr-health-day.html?highlight=WyJjc3IiLCJ2ZXNpbSIzInZlc2ltJ3MiLCIndmVzaW0iXQ==>

Rally For Rivers: <https://vesim.ves.ac.in/events/82-rally-for-rivers.html?highlight=WyJjc3IiLCJ2ZXNpbSIzInZlc2ltJ3MiLCIndmVzaW0iXQ==>

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

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

Response:

1. VESIM Students meet Honourable CM of Maharashtra Shri Devendra Fadnavis

Description - We are extremely ecstatic to announce that the students of VESIM met Honourable Chief Minister of Maharashtra Shri Devendra Fadnavis today, Where he appreciated our students in Saihyadri Government Guest House for their valuable contribution in Sahabgag, social responsibility cell of CMO Maharashtra, as a part of their Yuva for Seva program.

2. Indian Management Conclave (IMC) Awards is recognized as India's most prestigious Management Education Awards, we are proud to announce that VESIM won Bronze award for presenting the theme 'Pedagogy for Developing Job Competencies in MBAs' at the 9th Indian Management Conclave (IMC) 2018 held at IIM Bangalore and organised by MBA Universe.

3. VESIM's CSR Activities with Swanath Foundation has been acclaimed across the State of Maharashtra. Swanath Foundation is a nodal/voluntary organisation working for poor and destitute children who are in need of care and protection. It aims to create awareness for the promotion of Family based Services for Children who are institutionalized and to prevent institutionalization of children. Swanath Foundation believes that every child has a right to family and healthy and happy childhood. VESIM has signed an MOU with Swanath Foundation and CSR head Smt Shreaya Bharatiya of VESIM is playing the role of Managing Trustee at Swanath Foundation and carrying out several activities.

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

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

Response: 20

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

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

File Description	Document
Institutional data in the prescribed format	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.5 Collaboration

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

Response: 57

File Description	Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and other facilities for,

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

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

Response:

VESIMSR is having a state-of-the-art auditorium with 250 seating capacity and Auditorium is fully air conditioned and well equipped with all ICT facility including audio and videofacilities.

Executive Board Room: Executive Board Room is having state of Art facilities with all necessary equipment's and having a Seating Capacity of 50 persons at a time.

Class Rooms: Classrooms are well ventilated free from noise and air pollution, two of the classrooms are constructed in amphitheatre style and supported with acoustics (soundproof technology). Size of the class rooms are as follows. Total number of classrooms are 13. The class rooms are well furnished with latest technology to aid lecturing and presentation. All the classrooms are well equipped with modern technology. Classrooms are having facilities like -

= Projector

? Ceiling Fans

? Lights

? Smart Board

? Speakers

? Fixed individual chair and Desk etc.

? AC

? Desktop Computers

? Wi Fi

? Portable Mike System

In addition to that all Classrooms are having Smart Boards and all classes are well ventilated free from noise and air pollution, six classrooms are constructed in Amphitheatre style and supported with acoustics (soundproof technology).

In addition to earlier E – resources, IFB Maxhub 75 which is an interactive panel system for conference room with mic & speaker for online classes have been installed. Desktops and Laptops have been purchased for the Staff and Faculty as the Institute is getting expanded. Turnitin Feedback studio (a plagiarism checker software) is purchased. The Library Management System (SLIM 21) and the database use for research exa. EBSCO also has been renewed for the development in Institute's Library. Cloud based ERP CCMS have been purchased for the staff and faculty Members of VESIM. In addition to that, Anti- Virus software, Online Examination Software and Redmi 9A (3GB+32 GB) Mobiles for Admission team also have been bought.

In addition to the resources of the earlier academic year, Institute has also started alumni platform annual subscription. In addition to that, resources such as Microsoft Surface Laptop, projector, printer, refurbished Lenovo M90 CPUs, LED Monitor, Online Examination Software have been purchased. The Library Management System (SLIM 21) was bought. Besides this, databased used for research viz. EBSCO also has been renewed for the development in Institute's Library.

Various Resources such as Dell Latitude 3490 Laptops, Sony Handy Camera, SAS Analytical Software License, Turnitin License (for plagiarism Checker software) , CASO XJV2 Led Projector have been purchased this year. Exam Software for new semester system with variable grade system for MMS Course has been purchased. Best quality (CASO XJV2) Led Projector have been purchased. NGEN Markets (Annual Licence) for Research Database have been purchased and databases used for research viz. EBSCO has been renewed. Please see the attached file for more details.

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

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

Response: 7.58

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

2021-22	2020-21	2019-20	2018-19	2017-18
28.79	21.08	18.18	36.65	41.10

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

4.2 Library as a Learning Resource

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

Response:

Library Timing 8:00 Am --- 8:00 PM (Mon – Sat) Sunday & public holiday ----closed

SLIM21 (Library Management Software): System for Library Information Management is a highly comprehensive and user-friendly library management software brought by Algorithms Consultants Pvt. Ltd. SLIM makes it possible to search by any part of the names of authors and illustrators. Vesim library is managed by SLIM21 library software with SLIM 21 Retrieval of information is simple, fast, and efficient .Turn It In Software is also there: The software helps to Identify unoriginal content with the world's most effective plagiarism detection solution. Manage potential academic misconduct by highlighting similarities to the world's largest collection of internet, academic, and student paper content.

Books available in library ----- 14746

Donated books ----- 936

Total books in library ----- 15682 (Purchased books + donated books)

E books ----- 18000

The institute has a well-equipped library with over 14,000 + printed & 18050

E- Books on a wide range of management subjects. It has books on varying diverse courses covering specializations in Marketing, Finance, HR & Operations

Library also subscribes to E books, 19 print national journals, 4 international journals, E journal, database, emerald cases & anti plagiarism software.

It has an Open access system whereby students are allowed to select books based on their preferences

Earlier library is managed through SLIM-21 Software currently library is shifted to KOHA open source library software.

A detailed Library Infrastructures and other details have been added in the attached file.

File Description	Document
Upload Additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection *Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words*

Response:

VESIM prides itself on regularly updating its IT facilities to ensure optimal performance and provide a seamless experience for its Teaching, Non-Teaching Staff and Students. With the growing reliance on technology and the increasing demands for connectivity, the institution understands the importance of staying up to date with the latest advancements in IT infrastructure.

Over the past few years, VESIM has implemented several significant updates to its IT facilities, with a particular focus on improving below IT Facilities:

1. Wi-Fi connectivity and increasing available bandwidth.
2. Installing CCTVs at every location, including every cabin, which provides enhanced security and surveillance.
3. Installing IP-based cameras that cover all areas, including each cabin, and can be viewed remotely from any location can provide comprehensive surveillance. This approach offers several advantages, such as increased flexibility and accessibility.
4. Installing interactive panels in each classroom which has enhance the learning experience and facilitate interactive teaching methods.
5. Installing Digital notice boards on each floor has offered numerous advantages for communication and information dissemination. Digital notice boards allow for real-time updates and quick dissemination of information. Important announcements, event details, emergency notifications, or schedule changes can be instantly displayed, ensuring that everyone on that floor receives the information.
6. Implementing an ELibrary: An ELibrary enables users to access a vast collection of digital resources such as eBooks, eJournals, research papers, audio books, and multimedia materials. This expands the available information and knowledge for users, often beyond what a physical library can provide.
7. Providing laptops to all teaching members: Laptops facilitate communication and collaboration among teaching members. They can easily share documents, collaborate on lesson plans, and communicate through email or messaging platforms. This fosters a more connected and cohesive teaching community.

These updates have been crucial in supporting the institution's educational and administrative activities, as well as meeting the needs of its students, faculty, and staff.

The institution underwent a comprehensive upgrade of its Wi-Fi infrastructure. From D-Link to Cisco Setup. And Upgrade from 400 to 600 mbps Lease Line.

This upgrade involved the installation of state-of-the-art wireless access points throughout the campus, allowing for better coverage and signal strength in all areas. The new access points support the latest Wi-Fi standards, providing faster speeds and improved reliability. Additionally, the upgrade included the implementation of advanced security protocols to ensure the protection of sensitive data and prevent unauthorized access. The available bandwidth was doubled, allowing for faster download and upload speeds, smoother streaming, and improved overall internet performance.

To keep up with the ever-increasing demand for internet bandwidth, the institution has made significant investments in its network infrastructure. A major internet service upgrade took place, ie. “RF Network Connectivity” upgradation resulting in a substantial increase in available bandwidth. The institution worked closely with its internet service providers to establish a dedicated and high-speed connection, capable of handling the growing volume of online traffic.

To maintain the quality of the internet connection, we conduct regular bandwidth assessments to identify any potential bottlenecks or areas that require further optimization.

File Description	Document
Upload Additional information	View Document

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

Response: 2.32

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

Response: 150

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student’s usage.	View Document

4.4 Maintenance of Campus Infrastructure

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

Response: 72.55

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

2021-22	2020-21	2019-20	2018-19	2017-18
225.64	100.33	393.89	408.51	267.57

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

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 20.49

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

2021-22	2020-21	2019-20	2018-19	2017-18
78	96	95	63	37

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

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

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

Response: A. All of the above

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

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

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
348	368	362	363	360

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

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

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

Response: A. All of the above

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

5.2 Student Progression

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

Response: 92.7

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

2021-22	2020-21	2019-20	2018-19	2017-18
169	168	167	162	134

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

2021-22	2020-21	2019-20	2018-19	2017-18
183	180	178	174	148

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

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	00

File Description	Document
Institutional data in the prescribed format	View Document

5.3 Student Participation and Activities

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

Response: 12

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

2021-22	2020-21	2019-20	2018-19	2017-18
6	4	1	1	0

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

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

Response: 8.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
7	11	5	12	7

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.4 Alumni Engagement

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

Response:

VESMAA is an abbreviation for Vivekanand Education Society's Management Alumni Association, registered under Society Registration Act 1860 & Bombay Public Trust Act, 1950. VESMAA serves as an interface between VESIM and its alumni. The Association is committed to connecting alumni with the institute, supporting students through a variety of events, and mentorship programs. VESMAA helps in promoting VESIM's educational culture, encouraging students, and alumni. VESMAA is recognized as a

dynamic organization by the VESIM community. The association works in coordination with board of directors to foster a positive campus environment, as well as inculcate in students a sense of lifelong commitment towards the Institute. VESMAA represents business graduates of MMS at VESIM. The association works with a mission of promoting VESIM's educational initiatives, encouraging student-alumni interaction, generating a spirit of loyalty towards the Institute, fostering strong bonds between students: past, present, and oncoming Reinforcing industry-institute interface, and stimulating various activities that benefit student community We are proud of our alumni network, which is one of the strongest ever. Most of our alumni are like mentors and friends to the current students. They help students to overcome their difficulties while preparing themselves for the competitive business world, as well as help them find footage in the industry of their choice.

Alumni association - VESMAA is registered under Assistant Registrar of Societies, Greater Bombay region on 21st Dec., 2016.

9.2. Involvement of alumni-

1. Alumni Mentorship Program- Alumni mentorship was conducted through Alumni on 26th March, 2022 with 16 alumni. 160 students have attended this program.
2. Guest lectures has been conducted through alumni throughout the year.
3. Placement leads has been provided by Alumni Members on Almasine Alumni Portal.
4. Mock GDPI has been conducted through 21 Alumni for second year students on 23rd Oct, 2021 with all MMS students.
5. Helping students in Projects.- Alumni mentors providing all type of support to the students for making their projects.
6. Consultancy of Rs. 373000 has been received from Alumni.
7. Alumni are also the part of student development program(UNNATI)

Mentorship Programs: The Alumni Mentorship Program is designed to encourage alumni-student interaction. During the program, students are paired with an alumni mentor. The mentor is usually an established corporate or business professional who is committed to helping a student to enrich his/her learning experiences and build strong professional networks. The mentors guide students throughout their course by helping them make right career decisions and sharing tips on achieving goals. The following alumni mentorship programs are organized, which help students to refine their leadership and interpersonal skills required to succeed in the market place.

? Career guidance sessions

? Mock interviews

? Alumni guest lectures

? Grooming & counseling sessions

9.3. Methodology to connect with Alumni and its implementation

1. Alumni portal – Alumni portal is available on VESIM website.
2. Alumni database- -Registered member on alumni portal is currently 3862.
3. Alumni meet- Alumni get together once in a year.
4. Frequency of meets- 4 to 5 times in a year.

Weblink- <https://alumni.vesim.ves.ac.in/>

File Description	Document
Provide Link for Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The core objective of VESIM's MMS program is to provide a learning process that gives distinct experience to its students, conduct significant research and create value addition for our stakeholders through meaningful partnerships.

As per the vision and mission Governing body (GB) is the supreme authority of the institute with full of ambitions and aspirations to provide opportunities in creating future leaders. It provides approval for long term business plans, annual budgets related to infrastructure, staffing and R&D and other strategic decisions. The director of the institution executes all decisions approved by the governing body. It monitors the institution's performance against the plans approved and ensures the achievement of the mission and vision of the institutes. Frequency of the meeting is twice a year (January and June). A detailed report of the Governing structure and the workings of various institutional bodies are attached in a separate word file.

Details of all the other relevant issues are provided in the following link

Institute's Ranking and Awards : <https://vesim.ves.ac.in/the-institute/ranking-awards.html>

Institute's TIE UP : <https://vesim.ves.ac.in/the-institute/institute-tie-ups.html>

Institute Journal: <https://vesim.ves.ac.in/research-publications/journal-of-development-research>

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

6.2 Strategy Development and Deployment

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

Response:

VESIM has academic tie-ups with universities in Europe and USA. Business Research remains crucial with education ministry laying more emphasis on research work, VESIM has an ambitious plan in this regard and encourages its faculty members and students to take up research work. The institute also encourages its Ph.D. students to get equipped with knowledge, skills and abilities to enhance their careers in the industry or academia. VESIM's five year plan is based on three pillars – Lifelong Learning, Research & Innovation and Value Addition for Stakeholders emphasizing on quality outcomes in each. Our commitment to the stakeholders is strong and over the next five years VESIM's MMS program shall achieve some significant changes – first, it will try to consolidate its position in Business Analytics by offering the highest quality educational experience to our students. Within the portfolio of specializations will be specializations that will be tailor made for the markets. Through this MMS program, we shall ensure our graduates gain enduring skills and abilities to prepare for their lifelong learning journey. Second, good quality research will ensure a valuable contribution to Indian society and industry. VESIM has an innovation centre in place which encourages students to bring new ideas for start-ups. Finally the school shall develop an approach to engage with the industry. The school has already started with a leadership program to support this engagement with the industry in which the top business leaders interact with the students and exchange ideas and experiences.

Lifelong Learning

- ? Develop a lifelong learning process to foster students' employability
- ? Engage students in developing their future career plans.
- ? Deliver a framework to support personal development of students
- ? Explore opportunities to create collaborative learning spaces

Research & Innovation

- ? To identify research areas and strengthen our research by encouraging collaboration among various departments
- ? Recognize a spectrum of valuable research outputs
- ? Adopt a research portfolio to impact industry and academia
- ? Adopt a reward and incentive structure to acknowledge outcomes of research

Building Healthy Business Environment

Build meaningful and lifelong relationship with the alumni.

- ? Build strategic partnerships with the industry that allows industry experts to provide strategic advice to students

Culture and Performance

- ? Improve human resources functions to align with vision and mission of VESIM. The top management of VESIM shall review and improve staff functions including recruitment, staff development and the performance appraisal system.
- ? Improve the flow of information so that it is received in time by the staff.
- ? Promote staff's physical and mental wellness

Governance

- ? Identify and recognize the diverse ways in which staff can contribute to VESIM
- ? Review, redesign and introduce a framework, including organizational structure, committee structure, roles and responsibilities that better support our priorities and facilitates improved collaboration, consultation and decision making

At VESIM, we are exploring innovative ways to align more with the industry needs and look at how

students can be primed for not only today's business but also for future work practices.

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

6.2.2 Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document

6.3 Faculty Empowerment Strategies

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

Response:

Annual Performance Appraisal for non teaching staff Performance review, is an evaluation method that employers use to measure an employee's contributions to their company and it has 3 basic functions: 1. Provide adequate feedback to each person on his or her performance 2. Serve as a basis for modifying or changing behavior toward more effective working habits 3. Provide data to managers with which they may judge future job assignments and compensation. Usually the criteria is based on below factors: a. Knowledge b. Decision Making c. Communication d. Team Work e. Personality f. Human Relations g. Results produced These are some of the important factors which we consider while doing performance appraisals. . Faculty Performance, Appraisal and Development System Performance appraisal of faculties is evaluated from three angles in a decisive manner where weightage are assigned on key factors. Following file is attached to describe the key performance indicators and categorywise weightage of activities

File Description	Document
Upload Additional information	View Document

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

Response: 86.14

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

2021-22	2020-21	2019-20	2018-19	2017-18
6	6	19	27	29

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences / workshops and towards membership fee for professional bodies	View Document

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

Response: 61.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
37	34	53	10	31

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

2021-22	2020-21	2019-20	2018-19	2017-18
36	31	33	33	33

File Description	Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document

6.4 Financial Management and Resource Mobilization

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

Response:

This Institute is self-financed (Un-aided) Institute and Institute does not get any financial aid/ grant or any assistance from the State Govt. Central Govt. or any Govt. agencies. Fund resources to run the institute is only the fees received from the students. MMS course fee is fixed and regulated by FRA appointed by Maharashtra State Govt. We do not take any Donations/Capitation fees from the students because we have surrendered the Institute level seats (i.e. Management Quota) to the Admission Authority of the State (DTE) and made it open /available to the General Category students in the larger interest of the Society. Hence, only the fees is the income source. With the view of the optimal utilisation of the available infrastructure; the manpower, facilities resources and to generate the revenue Institute also conducts certification courses and short term courses in addition to the regular courses. This also helps in generating some revenue.

Institute is also taking efforts to undertake the Research Project ,Training and Consultancy to the Industry and Corporates in order to ensure the Institute and faculty contribution in these arrears which also helps the institute in revenue generation by way of grant for such Research Projects and Training and Consultancy charges. We have already undertaken few such projects Training and Consultancy during the last academic year.

Optimal Utilisation of Resources:

Budget is approved by the Governing Body of the Institute. While producing the yearly budget for sanction, the receipts by way of Fees from the students, Fees from Short term and Certification courses, Campus utilisation charges receivable and the expenses to be made during the financial year are taken into consideration to make the necessary provisions in the Budget and Action Plan for the year. Maximum care is taken by the Director (Management Representative) and the Management to manage the cost on activities and the plans within the sanctioned budget. This way the Management controls the budget and optimal utilization of Institute resources has been taken care.

We have centralised auditors appointed by our trust who conducts half yearly internal audit for each of the Institutions. Once the Internal Audit completes the Statutory Audit take place.

In the audit process all the Cash , Bank accounts are cross checked with the supporting document attached with same. Most of the queries raised by the auditors are solved during the course of audit. Some of the queries which need to be solved by the higher authorities or need some action to be taken which get sort out before the completion of the audit. Once the audit gets completed the Internal Auditor prepares audit report where all the observation, suggestions and actions to be taken are highlighted against each of the expense or income head and which is submitted to the trust.

On the basis of Audit Report justification is asked by the trust or management for the areas highlighted by the auditors. Accordingly necessary explanation or documentary evidence are provided for each of the queries to the management and are closed/ solved the queries. When the Internal Audit gets complete Statutory Audit process starts. As an when the Statutory Audit gets complete final accounts or Balance sheet is prepared and verified by the Internal and Statutory Auditors and then it goes for signing of Trustees.

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

6.5 Internal Quality Assurance System

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

Response:

The primary aim of IQAC @ VESIM is

? To develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution.

? To promote measures for institutional functioning towards quality enhancement through internalization of quality culture and institutionalization of best practices.

Strategies

IQAC evolve mechanisms and procedures for

- Ensuring timely, efficient and progressive performance of academic, administrative and financial tasks.
- The relevance and quality of academic and research programmes.

- c) Equitable access to and affordability of academic programmes for various sections of society.
- d) Optimization and integration of modern methods of teaching and learning.
- e) The credibility of evaluation procedures.
- f) Ensuring the adequacy, maintenance and proper allocation of support structure and services.
- g) Sharing of research findings and networking with other institutions in India and abroad.

Functions of the IQAC are

- a. Development and application of quality benchmarks/parameters for various academic and administrative activities of the institution.
- b. Facilitating the creation of a learner-centric environment conducive to quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process.
- c. Arrangement for feedback response from students, parents and other stakeholders on quality-related institutional processes.
- d) Dissemination of information on various quality parameters of higher education.
- e) Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles.
- f) Documentation of the various programmes/activities leading to quality improvement.
- g) Acting as a nodal agency of the Institution for coordinating quality-related activities, including adoption and dissemination of best practices.
- h) Development and maintenance of institutional database through MIS for the purpose of maintaining /enhancing the institutional quality.
- i) Development of Quality Culture in the institution.
- j) Preparation of the Annual Quality Assurance Report (AQAR) as per guidelines and parameters of NAAC, to be submitted to NAAC.

All the Minutes and ATRs of IQAC Meetings held are available on the WEBSITE of VESIM along with AQARs : <https://vesim.ves.ac.in/iqac.html>

File Description	Document
Provide Link for Additional information	View Document

6.5.2 Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years. Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

As a part of Women's Development Cell and ICC, VESIMSR continuously strives for gender sensitization among students and faculty both. This done as Gender Sensitization is a basic requirement to understand the sensitive needs of a particular gender. It helps us to examine our personal attitudes and beliefs and question the 'realities' that we thought we know. This is achieved by conducting various sensitization campaigns, training workshop, programs etc. We observe the gender equality, the girls are provided with various facilities and special attentions. It also aims to provide a harmonious and fertile environment for all students to excel physically, mentally, intellectually and emotionally upholding ethics and values. It is necessary to change their perspective about gender and create safe and secure environment where all genders coexist harmoniously. Special study room, stair-case, two-wheeler parking, Separate Circulation Counters, Reading Rooms, Ladies Room, Washroom Facility, Sanitary Napkin Vending Machine are provided for the girls. Our college has Anti-Ragging and Discipline Committee, and Anti-sexual Harassment Cell. The girl students are provided opportunities to express themselves under Women Development Cell. Various gender sensitization programmes are organized by different committees in the college to bring out the overall development of girls and boys and thereby to mould a better society with equality. Various programs such as leadership talks with Women in leadership positions in Corporate, Literature, Arts and other field have been conducted to expose our students to glass ceilings and how women have managed to break these barriers. Panel discussions regarding POSH Act, 2013 have been conducted to make students and faculty aware of constituents of the statute. They participated in the discussion to solve all their doubts regarding the Act. Our non-teaching and teaching staff were given training regarding POSH provisions. Students have been sensitized towards gender and gender issues through guest lectures, role plays, theatre, and documentaries. Campaigns on body shaming, bullying etc. were done throughout our institute through posters, presentations and talks. Poster competitions have been conducted based on theme regarding Women and her different facets. As a part of Women's Day celebrations panel discussion on mental health of student's issues and remedies was held with leading psychiatrist, psychologists, corporate HR of Mumbai in our institute. Our WDC members were sent for training on gender sensitization and ICC regulations conducted by Mumbai University. Panel Discussion on Diversity, Inclusion and Equity was conducted where discussion on issues facing Inclusion and Equity in corporate world was discussed and best practices and solutions pondered on for student and faculty awareness. Thus these programs have developed the sense of gender equality among all the male and female students of the college, maintaining a favourable and dignified atmosphere for women staff and girl students in the college by disallowing any act of harassment or exploitation, building a conducive environment to ensure equal opportunities for women to take up leadership positions in both Administrative and Academic areas, promoting gender parity in various decision-making capacities, enhance leadership skills and organizational competence of female students and faculties.

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

7.1.2 The Institution has facilities and initiatives for

1. Alternate sources of energy and energy conservation measures
2. Management of the various types of degradable and nondegradable waste
3. Water conservation
4. Green campus initiatives
5. Disabled-friendly, barrier free environment

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document

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

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

Response: A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document

7.1.4 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance

and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

Promoting Inclusive Environment

The institute promotes cultural and regional harmony among the students. Sensitizing students on key issues like communal tolerance, and obligations & responsibilities towards nation building are key thrust areas. Every year different guest sessions are conducted with experts discussing various sensitive issues of the Country and promoting regional acceptance of the fellow citizens. These sessions are conducted during the Institute's Annual Literature Festival to ensure maximum participation and learning.

Some key sessions conducted are:

- **Understanding India: One Nation, One Culture, One People | Feb 10, 2023**
 - **Key Speakers:** Student delegates of SEIL (Student Experience in Inter-State Living)
 - **Discussion:** The student delegates were a mix of North-East residents and students who recently visited there. They sensitized VESIM students about the issues and problems they face in other parts of the country. They also discussed their culture and gave tourism perspectives & invited students to explore those areas.
- **Bhasha & Sanskriti | Feb 11, 2023**
 - **Experts** were from Atharva Forum- which is known for spreading regional & national understanding and imbibing one's regional identity.
 - **Key Speakers:** Dr. Sampadananda Mishra, Pranav Vashishta, Halley Kalyan
 - **Discussion:** Value of Indian shastras in contemporary environment, importance of Sanskrit and other vernacular languages.
- **Swarajya at 75: The struggle for "Swa" | March 25, 2022**
 - **Key Speakers:** J Nandakumar, Ratan Sharda
 - **Discussion:** Speakers discussed the future of India and analyzed the changes and growth of India since Independence and new perspectives were given to students to understand their country better.
- **Roaring Tiger, Crouching Dragon: India Asserts, China Cautious | April 9, 2021**
 - **Key Speakers:** Lt. Gen. Satish Dua, Zankrut Oza

- **Discussion:** Speakers discussed China's intention and activities related to Indian terrain along with government strategies to resolve the matters and futuristic action that are considered.
- **Atmanirbhar Bharat: Resurgence of Sone ki Chidiya | April 10, 2021**
 - **Key Speakers:** Aprameya Radhakrishna, Dr. Somdutta Singh, Jatin Chaudhary
 - **Discussion:** Speakers discussed entrepreneurial opportunities provided by the government various schemes and seed funding that can help students to go for new ventures.
- **Naya Bharat: The way Forward | Jan 10, 2020**
 - **Key Speakers:** Arun Kumar, Satish Modhe
 - **Discussion:** Speakers discussed the new initiatives government is taking to make India super power and the role of citizens in making this happen.
- **Cultural Identity of Bharat | Jan 10, 2019**
 - **Key Speakers:** Manmohan Vaidya, Ratan Sharda, Shridhar Damle
 - **Discussion:** Speakers discussed the importance of understanding India as a whole and identify different states as one entity and overcome their differences.
- **The Rise of New India: | Jan 12, 2018**
 - **Key Speakers:** Aniruddha Deshpande, Shantanu Gupta, Uday Mahurkar
 - **Discussion:** Exponents pondered over issues of socio-economic divide, communal unity, linguistic capabilities etc. that needs to be analyzed & understood in detail to overcome our limitations and work together towards growth of New India.
- **Marathi Language & Beyond | Jan 13, 2018**
 - **Key Speakers:** Madhura Welankar, Ganesh Matkari, Dinesh Gune,
 - **Discussion:** Experts talked about the importance & contribution of Marathi language in Indian literature and discussed maharashtrian cultural presence & prominence across India .

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

7.2 Best Practices

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

Response:

1. Yuva for Seva

A 21 days on-field project for MMS first-year students that was started in 2014, where students work with various NGOs for above mentioned time duration

The objective behind the implantation of this practice is as follows:

- **To develop students as socially responsible business leaders.**
- **To sensitize the social problems and give them solutions through our initiatives and projects.**
- **To associate with NGOs at the Pan India level and to help them achieve their objectives.**
- **To differentiate our students at the time of final placement.**

The Context: A developing country, India has got a lot of scope for social development through different areas of application. However, societal awareness is a big challenge that leads to lack of proper support. To add to this there are areas in the society which are not looked at due to social stigma or associated taboo.

Practice: Most of the management institutes give more focused-on management workshops and projects but to differentiate our students and to make them socially responsible we initiated this practice. CSR initiatives were limited to CSR cell students so “Yuva for Seva” has been introduced to give exposure to all the students. This is an on-field compulsory project for first-year students & at the end of the project, they submit the report, & participate in a “Poster Competition”. The three best posters are selected and awarded cash prizes.

Students are placed in NGOs across India based on their area of interest and preferred location. This exposure helps them to have actual on-field experience and understand the issues at the grass-root level. This also serves one of the missions of the B school to develop socially responsible, empathetic leaders and help them stand out in placements as nowadays companies prefer socially responsible managers.

Challenges:

During the implementation of this practice, we faced various challenges such as placing more than 200 students in various NGOs, continuously monitoring these students' designing policies and rules, and regulations, accommodating these dates in our academic calendar and evaluating these projects. Important challenges were to motivate students to work in NGO & to convince their parents.

Impact:

Through 'Yuva for Seva' we have been able to sensitize students and create a sense of social responsibility in them. Application of their experiences in the social service initiatives will help become better management professionals

1. Sell-on

It is a 5-day event. In this, the student goes to NGOs and collects products made by their people, and then they are given basic skills to negotiate and sell those products. The revenue collected is again taken by the students to give to the NGOs. This helps in kindling thoughts for people who are socially deprived. Also, the thought towards inclusive growth is understood by them.

1. Objective behind Implementation is to make students able to:

- Identify and explain customer needs and wants
- Apply various selling techniques
- Demonstrate public speaking skills
- Practice and evaluate team-building skills.
- Get close to people from different segments of society and understand the importance of inclusiveness.
- Become an empathetic leader

The Context: Immediately after Outbound Program, the student goes for the 'Sell-On' activity which lasts for four to five days depending upon their ability to sell. The entire task of going to NGOs to pick up the products made by underprivileged people sensitizes them toward reality & helps them understand the joy of inclusiveness. Facing the challenges of sales, help them break the inhibition and phobia towards the concept of "Selling".

The Practice: The students are given basic training in sales and negotiation techniques. There are faculty coordinators, who monitor the entire activity. In the end, students are appreciated and motivated for their success.

Challenges:

1. Identifying the right product/concept to sell
2. Onboarding NGOs with the product/concept as identified in point 1
3. Organizing the logistics of product delivery to the student and cash handling

Impact:

1. Help the underprivileged members of the society by helping them in selling the products they make
2. The activity exposes the students to the ground realities of the society
3. Students become more proficient in dealing with unknown people, handle rejections and learn selling and team working.

3. Parichay

Two day outbound training program for MMS (New Batch) is organized by Institute every year by the HR Faculty for the students known as “Parichay” Learning by Doing at a serene and quiet place. One of the effective ways of teaching some of the management lessons is through outbound learning activities which uses experiential learning techniques. Yoga, management games, bonfires, and cultural programs etc. are done.

The objectives behind the implementation of these practices are

1. To understand the perspective we carry out about ourselves, others, and situations
2. To understand the importance of communication and negotiation
3. To know the importance of inter and intrapersonal relationships and create a sense of understanding and bonding towards each other

The Context: Outbound Training Program “Parichay” learning by doing was introduced for all students as part of the Induction Program. It helps new batch students to see the importance of communication, leadership, teamwork, planning, and delegation. Outbound training is one of the best platforms for personality development, confidence building, and team building.

The Practice: It was started in 2016 to ensure students' skills enhancement like team building, leadership skills, delegation, coordination, time management are learned through outbound learning activities. Outbound benefits students by motivating team performance by using complementary skills, increasing collaboration, innovation, and productivity, and developing team strategies for getting results & building trust.

Challenges: Since the students come from different backgrounds they are heterogeneous. Initially

they remain shy and don't mix up with everyone easily. So it becomes little difficult to break the ice at first instance.

Impact: Learning by experience is a powerful methodology. Under Parichay students undergo multiple rounds of outdoor learning, focusing on management activities and real-life challenges, designed to test their managerial and leadership skills. These outbound activities allow the student to approach physical, social, mental, and emotional challenges, this training also acts as a behavioral change tool to develop a different aspect of students

File Description	Document
Best practices as hosted on the Institutional website	View Document

7.3 Institutional Distinctiveness

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

Response:

Creating Knowledgeable and Socially Responsible Leaders

Empowering faculty and students to become socially responsible leaders and enhance their knowledge by imbibing theoretical and practical genres in their respective domains. The main points covered in strategic implementations are:

I Inculcating Human Values

We focus on fostering high humanitarian values and beliefs in both our faculty and students alike by introducing various motivational measures, promoting global exposure, and making them socially responsible citizens through various events and activities.

Both faculty and students are encouraged to think about self development and enhance their societal sensitivities for helping the less privileged. The key initiatives taken by institute are:

- Yuva for Seva:

It is a flagship project of VESIMSR where each student has to work with an NGO for the stipulated time of 21 days on a field project. Students are placed in various NGOs across India based on their area of interest and preferred location. At the end of the project, they submit a report, and these projects are monitored and evaluated by their Faculty mentors. After successful completion of the project, there is a viva presentation of their work based on their on-field experience.

- Objectives:

- To make students understand various challenges that are faced by our society.
- To develop qualities like empathy, humility, patience, and optimism which can contribute to their overall personality development.
- To assist students in developing socially responsible business leaders.
- To sensitize and encourage students for voluntary work.
- To work for the social development of underprivileged individuals, groups, and communities in the country.
- To assist in the process of social integration and personal realization of underprivileged children, young people, adults, and families.
- To inculcate art of public speaking, understand various work fields like accounting, finance, social media management, research, etc. that can add value to a student's resume.
- Sell On

It is an event conceptualized to help the underprivileged members of society and concurrently sensitize our students towards these groups and infuse selling skills and team working in students. Sell On as an activity aggregates goods and merchandise made by NGOs that support underprivileged and special children and sells these goods to the public. It also helps in National development by supporting the underprivileged and also skilling the youth.

Sell On is a non-commercial non profit activity. Students are asked to sell the NGO-made goods to the public within 3 to 4 days. The event is a tripartite work of the faculty members of the Institute, its students, and multiple NGOs. The event mutually benefits all three parties, the benefits are as follows.

- NGOs get a chance to sell it well on a large scale. This in turn helps them in carrying their service and helping agenda.
- The students get a real-life simulation of dealing with external people and also working in a team. The students also get to learn practically the nuances of selling skills.
- Sell On provided a unique pedagogy to the Institute to provide selling skills to students.

II Faculty Empowerment

The policy relating to the Faculty Empowerment is clearly published in the HR Policy of the faculty members. VESIMSR encourages development of faculty in research publication of papers/books, participation in seminars and conferences by way of presenting papers, undertaking training

programs, consultancy in MDP/FDP and getting exposure to international universities etc.

Monetary rewards are provided for publication of papers in Scopus/Web of Science /UGC - Care journals and publication of a book or chapter in the book. The institute also provides monetary support for participation in the national and international conferences and seminars to the faculties. VESIMSR shall consider for having budget allocation every year for spending towards registration, travel, and conveyance and lodging & boarding of the faculties. We encourage the faculties to register themselves for the residential programs as well.

III Creating Networking Opportunities

To develop faculty capable of synthesizing, creating knowledge and communicating with industry, peers, alumni and students the institute provides various networking opportunities to both faculty and students. Various events that are organized by the institute are:

- **VESIM Literati Fest**

It is an annual two day Literature Festival that provides management students ground to test their event management skills. Various artists, creative writers, readers, motivational speakers, and celebrities grace the event and provide great networking opportunities for faculty and students. Various panel discussions cover many genres like fiction, history, entrepreneurship, economics, industry & politics that are covered to provide deep and insightful knowledge in various streams and imbibe a new outlook towards the country's economic, cultural and intellectual dimensions.

- **BASIC - BASIC (Big Data Analytics and Smart Cities International Conference)**

It is a 5-day annual conference which is dedicated to the concept of “Redefining Business Paradigm with Data Analytics to Gain Competitive Advantage”. BASIC is one of the most prestigious data analytics events in the country that brings together academicians, industry experts, and researchers, who discuss various opportunities offered by data and analytics in building smart cities. The conference hosts plenary speakers from prestigious organizations, and also serves a platform for research paper presentations.

- **Koffee With Korporate**

It is a series of face to face dialogue with industry personnel to create a conducive platform for knowledge creation through collaboration of industry, alumni and students. It offers faculty and students an opportunity to look beyond academics and know about the happenings in the industry. The series of events is titled ‘Koffee with Korporate’ and it is conducted in a Talk Show format whereby a senior executive (CXO, Vice President, General Manager or equivalent) from the corporate is invited to provide insights of business from the insiders perspective.

- **Leadership Series talks VBx**

With the power of IDEAS to change attitude, lives, and ultimately the world, VBx Talk “LET’S Make it Happen”, is a step towards “Nai Soch Nai Khoj” In this series different leaders from various disciplines and cultures are invited to share what made them a great leader in their respective field. They talk about their entire journey, how they started, what challenges they faced and how they conquered these challenges.

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

5. CONCLUSION

Additional Information :

VESIM is a member institute in InterNepInd consortium consists of 9 universities working together to support the internationalization process of Higher Education Institutions in India and Nepal promoting a comprehensive process based on strategy design, capacity building, development of structures and networking. As a result, international opportunities will be created for different stakeholders: from students to teachers, researchers, managers and administrative staff.

The project is co-funded by the Erasmus+ Programme of the European Union, KA2 2019 Capacity Building in the field of Higher Education and will last until November 2021. Two students of VESIM were selected for student mobility under the ERASMUS+ KA107 scholarship and studied one semester at UPCT, Spain with full funding for travel and living. VESIM student has also completed master's degree at UPCT Spain under our Double degree offer.

Faculty of VESIM have visited UPCT, Spain as part of the ERASMUS + KA107 funding for faculty mobility under the internationalization process of EU and India program. VESIM is a Partner in the European Union funded Project 'InterNepInd'. The project works for creating Value in the following areas:

Concluding Remarks :

VESIM has an effective system in place for planning and implementation of curriculum that provides diverse learning opportunities and multiple avenues for continuous improvement of staff and students. VESIM believes in providing the overall package of knowledge be it students, staff, or faculties. The faculty members are always encouraged to participate and represent VESIM on Global Platforms. In addition to this we have fully funded scholarship opportunity at foreign university with credit transfer facilities.

VESIM exhibits the world class infrastructure well suited for students, staff, and faculty members. Our Library is loaded with 18000 + books, National and International Journals and Business magazines. We sponsor 45 days of residential Faculty Development program hosted and organised by IIM Ahmedabad so that the faculty can implement the learning in their classroom teaching. The infrastructure and facilities available are conducive for research and innovation which has enabled us to undertake research projects, have collaborations and MoUs with various institutes and industries and fetch grants from government and non-government agencies. Furthermore, our staff members are given the opportunities to enhance their skills whether technical or non-technical by attending workshops, seminar etc fully sponsored by the Institute. We follow the culture of grow and let others grow.

VESIM follows decentralization and participative management in all administrative practices. The Institution also has a transparent mechanism for timely redressal of student grievances / prevention of sexual harassment and ragging. We have zero tolerance policy against sexual harassment. This makes VESIM one of the premier management institutes in and around Mumbai region. Our alumni are actively involved in the development and progress of the Institute. We invite our Alumni in the Board of studies meeting so that they can give us their inputs in development of the curriculum in sync with the industry standards. VESIM is continuously aimed at fostering a culture of research and innovation and to boost the culture of research we have rolled out a policy of

rewarding the faculties with monetary benefits for their excellent research publication.