



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

DURGADEVI SARAF INSTITUTE OF MANAGEMENT STUDIES

RSET CAMPUS, 23-A, 24-28, S. V. ROAD, MALAD WEST

400064

www.dsims.org.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The essence of business today is to understand the rapidly changing global as well as domestic business environment. Durgadevi Saraf Institute of Management Studies (DSIMS), ranked amongst the top private B-schools of India is promoted by Rajasthani Sammelan Education Trust (RSET). With a generous donation by Shri. Mahavirprasad G. Saraf, the main donor, DSIMS has been named in the memory of his mother, Late Smt. Durgadevi Saraf.

DSIMS is another milestone in the history of Rajasthan Sammelan that has done unmatched service in the field of education in the commercial capital of India. Rajasthani Sammelan Education Trust, a registered public charitable trust was established in the year 1948 at Malad, Mumbai. With an aim to promote various educational, charitable and social activities, the trust has pioneered in providing educational opportunities to various sections of the society. During the last seven decades and over, the trust has played a very vital role in promoting and providing better education from primary to post graduation in the fields of Commerce, Management, Information Technology and Media Studies. Apart from its educational pursuits, Rajasthani Sammelan Education Trust also caters to the social and humanitarian needs of the community.

DSIMS-The New Age Institute

As a professional hallmark, DSIMS has always been adapting to the new age business domain. Currently the environment poses a huge challenge in the form of COVID-19 pandemic. In order to ensure uninterrupted learning, DSIMS has adopted a blended learning pedagogy using ICT, through which the institute has been successfully conducting online courses through virtual classrooms.

Blended Learning for Job Readiness

To meet the demands of both the Industry and Academics, DSIMS has designed a series of unique interventions, aiming to produce a, job ready manager on day one. For this reason, leading multinational companies prefer DSIMS management graduates as employees for their preparedness to face the industry.

State of the Art Infrastructure

DSIMS, with an excellent and state-of-the-art infrastructure, emerges as one of the preferred B-schools for young graduates aspiring to become socially sensitive global leaders of tomorrow.

Vision

To be one of the preferred B- Schools in India by developing socially sensitive business professionals with a global mind-set.

Mission

- To create a culture for academic excellence
- To emphasize on social sensitivity
- To inculcate a global mind-set amongst students

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The institute maintains transparency and professional ethics to the core:-The following are other strengths that the institute is proud of

1. DSIMS FACULTY

- a. Professionally qualified faculty with a blend of academic and industry experience.
- b. The ratio of faculty with a PhD degree is substantially high compared to the peer group institutes.
- c. The selection process of the faculty is quite rigorous comprising presentation, preliminary interview, and final interview with a panel of experts.
- d. The institute is having a well-structured plan for the development of faculty by providing financial support.

2. STUDENTS

The students enjoy the learning process to be a management professional, as the campus provides a student-friendly atmosphere. There is a good gender balance and the female students are generally more than the male students.

3. INFRASTRUCTURE

- a. The institute has a state-of-the-art infrastructure with Wi-Fi enabled campus and a good library, computer labs, well-equipped classrooms, etc.
- b. The institute also has hostel facilities both for boys and girls which is quite unique in Mumbai.

4. PLACEMENTS

The placement records have been consistently improving both in terms of the percentage of students placed and the quality of placements in terms of total compensation offered and the types of companies coming to campus for placements.

5. RESEARCH

- a. With the inception of the institute, the Remsons Centre for Management Research (RCMR) was set up at DSIMS with a generous donation from Remsons Industries headed by the Remsons Chair Professor.
- b. Under the aegis of RCMR, the institute organizes an annual International Conference on contemporary

themes, publishes a journal (online) named “The Management Quest” with ISSN, compiles and publishes Cases developed internally, best SIP projects etc.

c. The institute also incentivizes the faculty members for their publications. The RCMR encourages and provides opportunities to the faculty and the students to undertake and publish good research. A significant number of faculty produce good research for its dissemination through journal publication and participation in conferences.

Institutional Weakness

1. Being in the city of Mumbai and in a crowded suburb, the physical space is always a constraint hindering further expansion of the institute.
2. The fluctuation in the economic market conditions sometimes may affect the placements

Institutional Opportunity

1. Opportunities for getting corporate, industry-related consultancies and more faculty-driven Management Development Programs.
2. To focus and strengthen the industry-institute collaborations and partnerships.
3. Introducing super specializations within the different specializations to meet the need for highly specialized jobs in emerging areas.
4. International placements and internships are being offered to students.
5. To utilize the existing infrastructure for evening and weekend courses.
6. DSIMS curriculum is designed and continuously updated to meet the industry expectations; therefore the opportunities for better placements will significantly improve over time
7. NBA for the PGDM program, the SAR is already uploaded awaiting the audit team to take it ahead
8. The Institute has an opportunity to become autonomous sometime in the near future.

Institutional Challenge

1. There is intense competition to get better quality of students. Getting students with work experience will continue to remain a challenge.
2. To expand the physical facilities and to provide more space to the students.
3. The job creation and employment opportunities also depend upon the overall growth of the business opportunities which are largely influenced by the macroeconomic situation which poses uncertainties.
4. To motivate and equip some of the faculty members for doing good research.

5. Getting industry research project

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

DSIMS values education with an approach towards holistic learning of the student. Vision and Mission of the institute is designed to nurture the student's global mind-set with social sensitivity at the core. The institute imparts value based education, thereby nurturing mindful leaders. Feedback on PGDM curriculum design is taken from stakeholders and shared with members of Board of Studies who provide inputs which are approved by the Academic Council members and further by the Governing Council Members. The curriculum is upgraded every year with new courses and certificate programs including choice based credit systems carrying cross cutting issues relevant to gender, environment & sustainability, human values and professional ethics. The curriculum for MMS programme is designed by the university and followed by the institute. A number of industry leaders are invited to address the students who emphasise on developing professional values. Besides, the institute through LiM (Leaders in Making) and MiM (Managers in Making) initiatives also emphasise upon developing professional skills. The curriculum integrates knowledge, skill, and attitude approach in delivery and includes field projects & internships. The institute prepares the programme calendar in line with the academic schedule of the affiliated university to plan and organize curricular and other activities. Bridge courses, guest lectures, seminars, workshops, value added courses, experiential learning, project-based learning, international immersion programme, industrial visits are some of the measures adopted to provide an enriched learning experience.

Teaching-learning and Evaluation

DSIMS believes in developing global professionals through education which offers its programs for applicants across the state with diverse backgrounds including differently-abled students. A vibrant fusion of pedagogy from diverse methods like case study analysis, group discussions, role plays, projects, and presentations to experiential learning methods like International, Industrial & rural immersion programmes and live projects, are used for an enhanced learning experience. Innovation in teaching-learning methods is taken care of by the Institute in a dynamic way. The SEP (Special Engagement Program) is implemented to enhance the skills of the students at the primary stage of learning. The institute has devised an objective, transparent and dynamic "Grading System" for monitoring the academic performance and overall development of the students.

The Institute encourages practical teaching. In this context it subscribes to databases like EBSCO, along with ACE equity and Harvard Business Publishing Case studies which provides a real life perspective for decision making. These resources are quite useful for students in their studies and for the faculty in teaching and for conducting research. The Faculty members of the institute comprise a good mix of academic and industry experts.

The evaluation process is transparent and flexible for faculty members to choose the best means to assess to make students job ready. The course outcomes and programme outcomes are assessed through a robust system.

Research, Innovations and Extension

The institute has a robust ecosystem to promote a culture of research and innovation under the dedicated research cell. Faculty Development Programmes are conducted in-house to improve teaching and research acumen as well as the research policy allows faculty to enrol for FDPs and workshops outside as well. Faculty is also encouraged to participate in conferences across the country and abroad. The research cell promotes quality in publication and maintains a record of all papers published and relays information regarding upcoming conferences in the country and abroad.

The institute is actively engaged with the community through its various extension activities and sensitizes the students about the social issues and aspects. The Institute Social Responsibility cell 'SAHAYOG', regularly conducts activities that promote social well-being through charitable work, like blood donation camps, tree plantation drives, Swachh Bharat Abhiyan, orphanage visits, joy of giving drive, which includes diya selling drive, donation drives for flood relief, for the underprivileged etc. These activities are conducted in collaboration with various organisations and NGOs.

The institute boasts of an enviable network of partnerships through MOUs with various international universities and colleges of repute as well as renowned national bodies. This provides opportunities for international networking, avenues for faculty and students' exchange through the International Immersion Programme.

Infrastructure and Learning Resources

The Institution is committed to provide world class infrastructure and resources to enhance the budding managers to become future leaders. In this endeavour to provide the best available facilities, DSIMS has equipped all the classrooms and seminar hall with ICT. The institute endeavours to maintain adequate infrastructural facilities including hostel facility for its students.

The DSIMS library known as "Knowledge Resource Centre" maintains a collection of books, journals (including E-resources) and magazines. Library uses KOHA software to facilitate management of its resources. Digital Library is also set up with ICT facility to make the most of the e-resources offered. The library regularly tracks usage of its resources and motivates the readers through encouraging them by introducing them to various databases to enrich the future leaders.

Student Support and Progression

DSIMS ensures through the administration department that the eligible students get the financial support from the state. The institute also provides scholarships to deserving candidates. A number of activities such as Career Mentoring, Employability preparation, field visits, are conducted which helps students enhance their overall capability. In order to make the students ready for the corporate world, they undergo internship programs which enables them to understand the work environment.

DSIMS has a consistent track record of placements and also encourages young entrepreneurs to express their ideas by providing a platform through the E-CELL entrepreneurial developmental activities for the students which includes sessions by experienced entrepreneurs, Entrepreneurial events and ideation facility.

DSIMS has a Women Development Cell, a Grievance Redressal Committee, an Anti-Ragging Committee which is sensitive towards the students' need and helps in maintaining discipline and addressing challenges

faced by the students.

DSIMS organizes Cultural and sports events annually under which SABRANG (Cultural) and VERSUS (Sports) are held. The events are managed by the students mentored by faculty in charge of such events. Students are also motivated to participate under the guidance of faculty members in a number of co-curricular activities like different functional conclaves.

DSIMS has a very active Alumni Cell which plans meetings and Alumni Events and strengthens the community to make it more connected. The Alumni contribute to the institute through participation in Board of Studies, guest lectures, and pre- placement training programs, sponsorship for events and activities and assist in building the DSIMS network.

Governance, Leadership and Management

The institute has a well-defined internal governance structure which helps in effective academic, administration and other activities. The institute practices decentralization and participative management through a well-defined structure of Governing Council, Board of studies, College Development Committee (CDC), various Committees, IQAC, Director, Dean, Chairpersons for key responsibilities and Department Heads. Students too have representation in committees leading to collective and holistic decision making.

The institution Vision and Mission has evolved with inclusive decision making. All the stakeholders are involved in the designing of the vision and mission and the values. Roles and responsibilities of people at various levels of hierarchy are pre-decided and are included in the ISO manual as well. Operations in planning, development, administration, finance, student support, accounts and examinations are robust. Performance appraisal system is in place and followed for annual appraisals. The institute is ISO 9001: 2015 certified and is very quality conscious. The institute formulated the Internal Quality Assurance Cell in June 2018 to bring in further refinement in the quality processes.

Institutional Values and Best Practices

Manager in Making (MiM) Program and Social Responsibility Program is beyond the regular classroom activities which focus on skill developments such as (i) Effective Communication, which includes oral as well as written communication. It also aims at enhancing critical thinking and analytical writing, (ii) Aptitude Testing to be successful in the selection process of different companies coming to campus for placement (iii) Grooming and Personality Development aiming at developing self-confidence, mannerisms, etiquettes, and self-image, etc. The institute focuses on developing young minds into Socially Responsible Leaders.

The Institute organizes events to inspire and promote gender equality through the Women Development Cell.

The Institute takes adequate measures to segregate dry and wet waste. The waste is generated by means of dry and wet dustbins placed at convenient places. Institute sincerely tries to keep the processes paperless. The Institute has tied up with IDF (Indian Development Foundation) for E-waste management.

The Institute provides equal opportunities to all. The Institute also has a locational advantage that enables it to accomplish activities related to student development, Social responsibility, Industry interaction. DSIMS celebrates days of national importance like Republic Day, Independence Day, etc. to promote

responsibility towards the nation. The Institute takes pride in its ISR (Institute Social Responsibility) CELL - SAHAYOG which has taken initiatives to promote and develop a socially sensitive future leader.

The Institute celebrates festivals and specific days like Yoga day, Teachers Day, etc. The institute is committed to providing modern academic facilities in its journey to create futuristic socially sensitive leaders.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	DURGADEVI SARAF INSTITUTE OF MANAGEMENT STUDIES
Address	RSET Campus, 23-A, 24-28, S. V. Road, Malad West
City	MUMBAI
State	Maharashtra
Pin	400064
Website	www.dsims.org.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	C. Babu	022-45207711	9833984730	-	info@dsims.org.in
IQAC / CIQA coordinator	Somesh Banerji	022-45207757	9029983838	-	somesh.banerji@dsims.org.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes Minority Certificate- Marathi & English.pdf
If Yes, Specify minority status	
Religious	
Linguistic	Hindi
Any Other	

Establishment Details				
Date of establishment of the college	25-01-2010			
University to which the college is affiliated/ or which governs the college (if it is a constituent college)				
State	University name	Document		
Maharashtra	University of Mumbai	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC				
12B of UGC				
Details of recognition/approval by stationary/regulatory bodies like AICTE, NCTE, MCI, DCI, PCI, RCI etc (other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day, Month and year (dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	13-06-2020	12	

Details of autonomy	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	RSET Campus, 23-A, 24-28, S. V. Road, Malad West	Urban	0.5	3237.86

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	120	86

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				3				8			
Recruited	1	0	0	1	1	2	0	3	3	4	0	7
Yet to Recruit	0				0				1			
Sanctioned by the Management/Society or Other Authorized Bodies	0				1				0			
Recruited	0	0	0	0	0	1	0	1	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				18
Recruited	10	8	0	18
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				1
Recruited	1	0	0	1
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	1	3	0	0	3	0	8
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	3	1	0	4

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	6		1		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	42	1	0
	Female	43	0	0	0	43
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	2	1	0	0
	Female	0	1	0	0
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	1	1	0	0
	Female	4	2	1	1
	Others	0	0	0	0
General	Male	39	58	68	73
	Female	38	52	50	45
	Others	0	0	0	0
Others	Male	1	0	0	1
	Female	1	0	1	0
	Others	0	0	0	0
Total		86	115	120	120

Extended Profile

1 Program

1.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
424	372	352	354	354
File Description		Document		
Institutional data prescribed format		View Document		

1.2

Number of programs offered year-wise for last five years

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

2 Students

2.1

Number of students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
427	471	449	409	341
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

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

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2019-20	2018-19	2017-18	2016-17	2015-16
230	227	207	191	148

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
24	26	25	24	25

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
24	24	32	32	32

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 19

4.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
696.33	721.19	656.16	568.90	512.89

4.3

Number of Computers

Response: 152

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The Institute offers Masters in Management Studies (MMS) programme, affiliated to University of Mumbai and offered Post Graduate Diploma in Management (PGDM) programme approved by AICTE till 2019-20. These programmes offer four specializations in the area of Marketing, Finance, HR and Operations.

The process of effective curriculum delivery is as follows:

1. The process of planning the curriculum delivery starts with preparation of academic calendars at the beginning of academic year.
2. The programme chairpersons in consultation with Director, Dean, Associate Dean and HODs are involved in the process of academic calendar and it is further submitted to IQAC. IQAC discusses and forwards it to CDC.
3. A Bootcamp is planned for MMS before the beginning of the regular classes. IT acts as a bridge course for helping the learners reach a uniform level of understanding, as learners for this course come from a diverse background.
4. After the approval of academic calendar by IQAC, the Chairpersons initiate the process of subject allocation. The HODs discuss and finalize the subject allocation with respective faculty members. This is further approved by the Associate Dean, Dean and Director. The allotted subjects are communicated to the faculty members. Faculty members would prepare the Course outlines, as per the syllabus, along with teaching pedagogy. The course outline is reviewed and approved by HODs/Dean.
5. The approved Course Outline is shared with the students
6. The lecture schedule is prepared and is duly communicated to the students and faculty via email and put-up on the notice board.
7. Process of curriculum delivery starts by appointing a student coordinator. Every faculty member maintains a file which includes the course outline, attendance and session details, which is verified by the faculty member and the student coordinator.
8. To ensure the effectiveness of curriculum delivery, student coordinator and Class Representatives meet is organised by the Chairpersons, twice in a term.
9. Chairpersons' office takes Mid Term & End Term Faculty feedback from students. The feedback format is prepared by IQAC. After the feedback is collected, it is analysed & reported by IQAC and presented to CDC. It is also sent to HODs, Dean and Director for further course of action to be taken (if any).
10. After approval of the Dean and Director, feedback is communicated to the concerned faculty member.

The Institute also undertakes various student development activities, based on the departmental plans and

inputs received from the Faculty members. These programs are implemented after approval of HODs, Associate Dean, and Dean & Director. Problem solving exercises, field visits, case studies, live projects, industrial visits and international visits ensure skill development in relevant subject-areas of study.

The Institute has updated Knowledge Resource Centre (Library) and an up-to-date IT Lab which supplements classroom pedagogy.

During the entire term, the students are periodically evaluated with help of case study, class test, quiz, assignments, etc. Towards the end of the term, End Term Examination is conducted by the examination department at the Institute level

File Description	Document
Upload Additional information	View Document

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

Response:

The Academic Calendar is prepared well in advance before the beginning of each academic year, by referring to the calendar of University of Mumbai for MMS course. Institute receives the arrangement of terms from the University of Mumbai for MMS which the institute adheres to while designing academic calendar.

For the PGDM Program, which the institute offered till 2019-20, the arrangement of terms is done by the Programme Chairpersons in consultation with the Director and the Dean. At the beginning of the academic year, the programme chairpersons in consultation with the Director, Dean, Associate Dean and HODs prepare the academic calendar, which is further submitted to IQAC. The IQAC discusses the same and forwards it to CDC for final approval. The final copy is made available to all stakeholders through email.

The institute ensures compliance to the Academic Calendar through continuous monitoring. At the preliminary planning stage itself the entire institution activities are listed and incorporated in the academic calendar. The academic calendar provides dates for commencement & conclusion of semester; it provides dates for conduct of continuous evaluation, workshops, seminars & conferences, co-curricular and extracurricular activities. This allows the faculty to plan out their teaching and learning activities. The faculty also prepares a course outline which gives details of every session. Hence, the continuous evaluation pattern can also be facilitated along with regular assessment of the same.

The Institute conducts internal examination assessment for all the courses through Continuous Evaluation. The Continuous Evaluations are conducted in evenly spaced out time frames and at regular intervals. Every faculty prepares the semester plan as per the dates given in the academic calendar and adheres to it. The process of Continuous evaluation commences normally after 4 to 5 sessions and spreads out evenly during the entire semester / trimester. Faculty also orients the students about the frequency and dates of continuous evaluation.

Compliance related to conduct of continuous evaluation is closely monitored by Chairpersons, HoDs, Associate Dean, Dean and Director and corrective actions are taken, if required.

File Description	Document
Upload Additional information	View Document

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

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

Response: A. All of the above

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

1.2 Academic Flexibility

1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

Response: 100

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

Response: 1

File Description	Document
Minutes of relevant Academic Council/ BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional information	View Document

1.2.2 Number of Add on /Certificate programs offered during the last five years**Response:** 16**1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.**

2019-20	2018-19	2017-18	2016-17	2015-16
4	4	3	3	2

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

1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years**Response:** 45.06**1.2.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
272	253	274	134	48

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

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

DSIMS through its curriculum delivery mechanism and through co-curricular activities always tries to focus and integrate the issues concerning genders, environment and its sustainability, human values and professional issues.

Gender Issues:

Host of gender issues are discussed in most of HR, Marketing and General Management courses. The course on HR planning adequately discusses the workforce diversity. Similarly, Organisational Behaviour course widely covers the diversity issues at work place including the gender diversity. Labour Legislation course covers almost all the laws governing the problems, privileges and protection of women employees including issues and remedies under Prevention of Sexual Harassment (POSH) Act.

In marketing, product demands and behaviour of genders are adequately addressed. The course on Product and Brand Management discusses gender sensitivity, brand building & brand management issues whereas the course on Retail Management covers launching promotional campaigns keeping in view the gender needs and expectations. In a general management course like Entrepreneurship Management, issue of gender bias is discussed and also how to motivate and encourage more women entrepreneurs to start their own venture is covered. To sum it up gender issues have been deliberated upon through around seven subjects.

Environment and Sustainability:

Environment and Sustainability related issues are addressed in most of the courses under Operations Domain (Specialisation). The courses like Supply Chain Management, Manufacturing and Resource Planning, Operations Analytics adequately cover the issues related to environment protection and sustainability. The Entrepreneurship course also sensitises the students about the environment and sustainability while starting a new venture. The course on Rural Marketing and the students' visits to rural areas under Rural Immersion focusses the need and potential of business in rural areas which may necessitate the shifting of businesses and manufacturing units to rural areas for environmental sustainability. Across Marketing, HR and Operations students have been made aware about environmental sustainability through thirteen subjects.

Human Values:

Many of the HR courses like Organisational Development (OB), Global HRM, Organisational Structure and Development (OSTD) discuss the ethical organisational values and employees' ethics. Some of the courses in marketing domain also discuss the human values. For example, Negotiation & Selling Skills covers customer focus and professional ethics. The Consumer Behaviour course tries to understand the behaviour and expectations of customers and the Service Marketing focuses on employees' role in service delivery and understanding the customers' requirements. Thus through topics in eleven subjects human values have been emphasized upon.

Professional Ethics:

In almost all the courses the focus is on developing the students as successful managers with professional ethics. The course on Corporate Governance specifically focuses on best organisational practices, disclosure and transparency. A number of industry leaders are invited to address the students who emphasise on developing professional values. Besides, the students' developmental efforts taken by the

institute, through MiM initiatives students develop professional values during their interactions and mock interviews. Students also get opportunity to interact closely with the industry leaders during events like conclaves and conferences which help them to follow and learn from professionals.

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

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

Response: 6.55

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

2019-20	2018-19	2017-18	2016-17	2015-16
24	24	25	24	24

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Any additional information	View Document

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

Response: 99.3

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

Response: 424	
File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	View Document
Any additional information	View Document

1.4 Feedback System

<p>1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni</p> <p>Response: A. All of the above</p>	
File Description	Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View Document
URL for stakeholder feedback report	View Document

<p>1.4.2 Feedback process of the Institution may be classified as follows: Options:</p> <p>1.Feedback collected, analysed and action taken and feedback available on website 2.Feedback collected, analysed and action has been taken 3.Feedback collected and analysed 4.Feedback collected 5. Feedback not collected</p> <p>Response: A. Feedback collected, analysed and action taken and feedback available on website</p>	
File Description	Document
Upload any additional information	View Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 71.46

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

2019-20	2018-19	2017-18	2016-17	2015-16
363	335	228	272	286

2.1.1.2 Number of sanctioned seats year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
427	471	449	409	341

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

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

Response: 0

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

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

File Description

Document

Average percentage of seats filled against seats reserved

[View Document](#)

2.2 Catering to Student Diversity

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

Response:

The level of students admitted varies significantly due to their academic background, orientation of bachelor's degree (science, commerce, arts, management etc.) and their entrance test scores. In order to bring them at par in certain essential knowledge and skills like accounting, statistics, communication and analytical skills, the institute conducts Special Engagement Program(SEP) before the start of regular sessions for PGDM students (till 2019-20) for four weeks and condensed Boot Camp for MMS ranging two-three days.(The sample Schedules for SEP & Boot camp are appended)

The progress of the students are closely monitored and mentored by the concerned faculty to improve their performance .After each evaluation process the faculty members provide feedback to the students and pay extra attention to the slow learners If required, special sessions for slow learners are conducted.

The students who are not attending the classes regularly and fall short of attendance resulting into their poor academic performance, their names are displayed on the notice board, mails are sent to them and in chronic cases, registered letters are sent to their parents. The Student attendance monitoring policy has been devised by the Institute and the actions are initiated by the Institute as per the policy. (Student attendance monitoring policy and sample copy of the registered letter sent to their parents are appended)

The institute has devised objective, transparent and dynamic“Grading System” for monitoring the academic performance and overall development of the students .The Grading System comprises of 50percentage weightage to Academics, 20 percent to Attendance and 30 percent for their overall development (LIM and MIM-Communication skills/Advanced Excel/Aptitude tests, Ability to face interview-Mock interviews etc.) and their initiatives in institutional activities. The Top 25 percent students are classified as A category, middle 50 percent are classified as B Category and bottom 25 percent are classified into C category. The Grading system is displayed on a monthly basis so that they can improve their performance and try to come in a better category. (SOP for Grading System and Sample Grading list are appended

The institute has also introduced the “Mentoring System” for all the students. Special emphasis is given to Category A (Advanced Learners) and Category C (Slow Learners) students. For grade A students, the objective is to cater their advanced learning needs and achieve better placements. For category C students, the objective is to cater their academic and personal issues causing their poor performance that can be tackled by the faculty members and confidence can be built so that they can perform better in their exams and are able to get reasonably good placements.(Policy for Mentoring System and copy of Mentoring Booklet are appended.

Bloomberg course has been introduced for better learning for advanced learners .HBS courses has been introduced for Meritorious students.

File Description	Document
Upload any additional information	View Document

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

Response: 18:1

2.3 Teaching- Learning Process

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

Response:

DSIMS believes in Achieving Academic Excellence through a very effective teaching learning process.

Experiential:-

Live Projects

Live projects give good opportunity to the students to understand and learn the application of classroom learning to the real time industry environment. It is also aimed at developing interpersonal skills, communication skills, analysis and decision making capabilities of the student. Usually the process includes 2 to 3 days of training followed by actual working on the project with the organization. At DSIMS, we have continued association with companies like Dabur and McDonalds for live projects. In 2018, 35 students have undergone live projects and currently in 2019 36 students would be taking up live projects from various companies.

Mandi

Mandi was a learning experience, created by selling educational toys designed by an NGO, Navnirmiti. It presented an opportunity for the students to internalize and practice the myriad management theories learnt within the confines of the classroom.

Industrial Visits:-

DSIMS believes that Industrial visits offer abundant basis to gain practical knowledge. Students can observe and learn the implementation of theoretical concepts thereby helping their practical learning. Students are exposed to real working environment and exposed in what way an organisation works.

SIP – Summer Internship Competition

The Summer Internship Project is two month project every year at end of second semester for the MMS and 3 months for the PGDM at the end of 3rd trimester. The students work on projects in their chosen disciplines in organizations under the guidance of a Faculty mentor and Industry mentor. It aims to bridge the gap between Industry and academics, Sensitize students to rigor and nuances of a work place, opportunity to apply concepts learned in real life situations, opportunity to network which is useful for

career prospects

Capstone Projects

The Capstone Project is a process in which students pursue independent research on a question or problem of their choice with the guidance of a faculty mentor to produce a substantial paper that reflects a deep understanding of the topic. This gives them the understanding of experiential learning through the understanding and implementation of their learning's.

Participative:-

The pedagogy that the faculty members practices in the class rooms, is to enable participative learning of the student, for example, discussions, debates, role plays and presentations are used to make the student learning further participative.

Problem Solving

DSIMS pre dominantly uses case studies for the learning of the student. The cases are subscribed from databases, like EBSCO, HBS and other open sources. The institute is also very proud of its case study centre which has more than 30 cases studies developed by the teachers to use them in the class room so that the problem solving aspects in the teaching learning process becomes effective. The successful completion of the Summer Internship Project also aims to develop analytical skills, research orientation, and problem solving skills.

File Description	Document
Upload any additional information	View Document

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

Response:

DSIMS subscribes to good number of databases, EBSCO Business Source Premier, which covers full text of more than thousands of e-Journals and e-Magazines and EBSCO E-Books database provides more than 16640 e-books access. ACE Knowledge Research Portal database provides company and Industry related information. Harvard Business Publishing Case studies provide the real life perspectives for decision making. Wordsworth English Language Lab has been used for improving their language skills. These resources are quite useful for students in their studies and faculty for teaching and research.

Faculty members are using 'Google Classrooms' as a Learning Management System (LMS), where the faculty members share the course contents and other related documents with students. Many online tests are conducted through LMS and feedbacks have been collected on the same on regular basis. DSIMS has 2 computer labs (each lab has 60 seats) where training sessions and workshops are conducted for students. Students also use the labs for their assignments and projects and to access the databases. Video conferencing facility is available at DLCC.

Wi-fi Connectivity has been made available in the entire campus. Through KRC portal all the students and faculty are accessing all the digital contents. There are various Open Access databases available as resource for faculties and students.

The faculty members use GOLD-Virtual Classroom of Goyal Academy, to conduct online assessment. We also provide our students exposure to Bloomberg terminals helping bridge Campus and Corporate gap effectively by using this facility for analyzing the live market, comparing various investments and marketing strategies, evaluating complex financial instruments. The students have also completed Google Analytics certificates. DSIMS faculty members also utilised the ZOOM and Google MEET platforms for conduct of courses. Faculty members also use various soft wares like SPSS/Excel/R programs in respective courses and research. The exams at DSIMS are also conducted online though help of IT Team.

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

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

Response: 18:1

2.3.3.1 Number of mentors

Response: 24

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

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 87.92

File Description	Document
Year wise full time teachers and sanctioned posts for 5years(Data Template)	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Any additional information	View Document

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

Response: 46.77

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

2019-20	2018-19	2017-18	2016-17	2015-16
12	13	13	11	9

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

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 5.33

2.4.3.1 Total experience of full-time teachers

Response: 128

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

2.5 Evaluation Process and Reforms

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

Response:

To ensure effectiveness of the course delivery, the performance/ progress of the students is monitored on a continuous basis. Thus, the purpose of Continuous Internal assessment is to identify the students according to their learning abilities and help the slow learners to improve their performance. A significant weightage of 40% and 50% is assigned to the internal evaluation for MMS and PGDM respectively. Each course is delivered through 27 sessions for MMS and 20 sessions PGDM for 90 minutes each. The Internal evaluation is based on continuous evaluation using the following components of assessment tools:

1. Class Test (Mid-term Test)
2. Individual Assignment
3. Group Assignment/ Project
4. Case Study Analysis and/ or Presentation
5. Role Play
6. Simulation Exercise

These tools are used to assess various aspects of learning namely clarity of concepts and domain knowledge (class test and quiz), application of concepts into real life scenario (Case study and assignments), analysis and decision making (case study and projects, role play, simulation).

Each faculty member is essentially required to conduct a mid-term test. Sometimes two tests are conducted and the average of the two is taken in the evaluation. Besides, he should conduct a minimum of two other assessment tools depending upon the focus of the course. Each student should also be evaluated on his/her attendance, punctuality, class participation and conduct for 10 marks. It should be ensured that at least one assessment is conducted every month to spread the assessment process to the entire period of learning to ensure continuous assessment.

Complete transparency is followed in the process of internal assessment. The faculty members give their feedback/remarks/ observations in writing wherever needed. Faculty also gives feedback in the class and discusses the types of mistakes committed by the students and the possible answers. Each student is shown evaluation of their test and assignments which also contains remarks of the faculties on the areas of improvement.

After evaluation and feedback, all the answer sheets, presentations, projects, assignments are submitted to the Programme Coordinators to keep as official records and which can be referred by the students as and when required. Students who have any doubts about the marks or some part of the answer is not marked are called by the faculty to his/ her cabin to clear the doubts and re-look the answer sheet. The Scores of the different components of evaluation are shared by the academic office with the students before sending the final scores with the examination department so that the students can verify that scores on various components of evaluation.

File Description	Document
Any additional information	View Document

2.5.2 Mechanism to deal with internal/external examination related grievances is transparent, time-bound and efficient

Response:

To conduct the examination in a transparent, time-bound, and efficient manner the Institute adheres to the ordinances of the University of Mumbai as well as its own defined mechanism approved by IQAC to deal with examinations linked grievances.

1. Firstly during the Orientation programme (i.e. Boot Camp for both Ist as well as IInd year- MMS and PGDM), the students are familiarized with the examination process and examination policy.
2. Secondly, the students are given a handbook in their 1st year itself which comprises a detailed description of rules and regulations pertaining to examination.
3. The rules pertaining to examinations are also printed on the cover page of the answer booklet as well as announced by the invigilator before the commencement of the examination.

Following process is followed for the smooth and fair conduct of examination:

1. Issuing of the Hall Ticket: For university papers, hall tickets are issued to the students. In case of any inconsistency, the matter is settled by the examination cell.
2. Unfair means: On the first day of the examination, the Controller of Examination (CoE) /the Registrar/Program Chairperson/Dean visits the examination rooms and emphasizes what constitutes unfair means and its associated impact. In the event of a student found using unfair means during examinations, the following measures are adopted to address the situation.
 - a. In case of any instance of unfair means, the matter will immediately be reported by the invigilator to the Executive Examination who will further report it to CoE.
 - b. The matter is recorded and presented before the Unfair Means Committee headed by the Dean, Associate Dean, and comprising MMS/PGDM Chairperson who will look into all the unfair means cases as per the procedure laid down by Mumbai University for both MMS and PGDM courses.
3. Fair conduct of examination: To ensure fair conduct of examination, Dean/Associate Dean/Registrar/CoE/ concerned faculty of the subject randomly visits classes where the examination is conducted. In addition, CCTV cameras are installed in each class for proper vigilance. The access to these cameras is there with the Director and Registrar.
4. Revaluation and Photocopying: Students can apply for revaluation as well as photocopying of their

answer sheets.

5. Grievance Procedure: In case of term-end examination, the grievance is addressed by the Grievances Redressal Committee.

6. Results Declaration: The results are declared by the Examination Committee approved by IQAC in a timely and **efficient manner**.

File Description	Document
Any additional information	View Document

2.6 Student Performance and Learning Outcomes

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

Response:

The Institute has well-defined Program Outcomes and Course Outcomes for Post Graduate Diploma in Management (till 2019-20) and Masters of Management Studies. The Institute ensures that course outcomes and program outcomes are achieved through appropriate delivery of the curriculum. The Institute is committed to imparting quality education. The well-defined plan includes imparting knowledge by developing skills and abilities in the teaching-learning process.

Program Outcomes

The program outcomes are as follows:-

1. Students will be able to define, understand and apply managerial concepts.
2. Students will be able to analyze, evaluate and design solutions for managerial problems with legal, ethical and economic aspects of business in local and global contexts.
3. Students will be able to demonstrate and develop effective communication, teamwork, and leadership skills.
4. Students will be able to demonstrate research aptitude and the ability to acquire new knowledge.
5. Students will be able to demonstrate professional conduct through ethical responsibility and social sensitivity.

The Program Outcomes are disseminated by:-

- Student's Handbook - Program Outcomes statements are conveyed through student Handbook
- Student Orientation Meeting- Program Outcomes statements are communicated during an

orientation meeting for students

- Governing Council Meeting - Program Outcomes statements are communicated during Governing Council Meeting
- Faculty Meeting - Program Outcomes statements are communicated during Faculty Meeting
- Board of Studies- Program Outcomes statements are communicated during the BOS meeting
- Academic Council - Program Outcomes statements are communicated during the Academic Council meeting

Course Outcomes

Course Outcome (CO) takes care of the students understanding in terms of expected knowledge and ability to implement the same after the completion of the course.

Blooms taxonomy is the base for the development of the PGDM Curriculum, which is set on the model curriculum framework provided by in the AICTE.

The MMS Curriculum is designed by the University of Mumbai. The CO's are mapped as per the expectation of the learning outcome of the students.

The Course Outcomes are disseminated by:-

1. Course outline of each subject which is available in the library
2. The faculty members at the time of initial course delivery make the student aware of the respective Course outcomes and Program outcomes.

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

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

Response:

The Institute is committed to assess the attainment levels of program outcomes and course outcomes to create and promote an environment of academic excellence. To improve the effectiveness of the program and for continuous assessment it is imperative to establish the correlation between course outcomes and program outcomes.

To assure the stakeholders that the students have gained the required level of knowledge through the implementation of a well-defined teaching learning process. The Program Outcomes and the course outcomes are defined by the faculty members through Blooms Taxonomy. A well-defined system is designed to capture the attainment of PO's and CO's.

Attainment of the Course Outcomes

To measure the students learning outcomes from each course, the attainment of Course outcomes is evaluated and quantified. The process is:-

1. Selecting the appropriate tools for the assessment (Continuous and end term evaluation)
2. Mapping the assessment parameters to the course outcomes. (The understanding of evaluation tool with respect to predefined course outcomes)
3. Calculate student performance for attainment levels:-

Direct Attainment Level:

Direct attainment level	
Range	Attainment level
60% students scoring more than average marks out of the relevant maximum marks.	High=3
50-60% students scoring more than average marks out of the relevant maximum marks.	Medium=2
50% students scoring more than average marks out of the relevant maximum marks.	Low=1

4. Calculate CO attainment level by taking average of all parameters contributing towards attainment.

The COs is mapped to the POs with Low, (L), Medium (M) and High (H) level of mapping. As per the calculations of attainments of individual COs in each course respective to PO attainments are calculated for that course and subsequently for all the courses in that program.

Attainment of Program Outcomes

To measure the learning by student at the end of the program, program outcomes are calculated. For the calculating PO's, 80% weightage is given to direct assessment and 20% to indirect assessment methods.

To capture the attainment levels of program outcomes based on direct and indirect assessment. Explanation follows:

% PO Attainment					Final PO Attainment Calculation
PO	Direct Assessment Tools (80%)	Indirect Assessment Tools (20%)			
	A	B	C	D	A+B+C+D
	Attainment = CO attainment Aggregate	Attainment Level of CF (10% of 20%)	Attainment Level of SEF (5% of 20%)	Attainment Level of AF (5% of 20%)	

Direct Assessment Tools

Direct Assessment (DA) Methodology: Direct Tool is subdivided into Internal and End Term Evaluation. Internal Evaluation is based on certain techniques like-Mid-Term Test, Quiz, Class Participation, Projects, Assignments, Case Study and Presentations.

Indirect Assessment Tools

Indirect tools are Student Exit Feedback (SEF), Corporate Feedback (CF) and Alumni Feedback (AF).

At the end of each term, the attainment levels are reviewed by IQAC team and the strategic meeting takes place for the future plan of action.

It is observed that for both MMS and PGDM (till 2019-20) the Program Outcome for academic batches from year 2014-16 to 2018-20 has shown positive upward trend. This assures of the attainment of Program Outcomes wrt Course outcomes by the institute.

File Description	Document
Upload any additional information	View Document

2.6.3 Average pass percentage of Students during last five years

Response: 99.65

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

2019-20	2018-19	2017-18	2016-17	2015-16
230	227	207	191	148

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

2019-20	2018-19	2017-18	2016-17	2015-16
232	229	207	191	148

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

2.7 Student Satisfaction Survey**2.7.1 Online student satisfaction survey regarding teaching learning process****Response:** 3.11

File Description	Document
Upload database of all currently enrolled students (Data Template)	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0

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

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

File Description

Document

List of endowments / projects with details of grants

[View Document](#)

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

Response: 8.33

3.1.2.1 Number of teachers recognized as research guides

Response: 2

File Description

Document

Institutional data in prescribed format

[View Document](#)

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

Response: 0

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

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

3.1.3.2 Number of departments offering academic programmes

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

File Description	Document
List of research projects and funding details	View Document

3.2 Innovation Ecosystem

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

Response:

The institute has conducted a gamut of activities, not only to foster entrepreneurial and innovative mindset but also to increase students' entrepreneurial skills-such as:

1. E talks- Guest lectures by entrepreneurs
2. Business Plan competition
3. Business workshop
4. Selling Activity
5. Entrepreneurship Day
6. Felicitating alumni entrepreneurs

A survey of 34 students (MMS+PGDM) showed that before joining DSIMS, 94% respondents had no plans of a start up. After exposure to DSIMS entrepreneurial ecosystem **majority- 79% either had plans to or had launched their start ups.**

Innovation: In the same survey, 59% of students claimed that by making a Business Plan they learned innovation

Transfer of Knowledge: As per the survey, students such as Vishakha have used knowledge from Business Model Workshop to launch their venture whereas others such as Damini, have used it for planning their ventures and some such as Shailee Dave, used it in her job. Students such as Priyal Kadakia & Sumiran used the e-Mela learnings in growing their start ups, others such as Shashank and Sandeep in launching & planning startups and others such as Nikunj Haria in family business and Hiloni in job.

Curriculum: DSIMS has incorporated the subject, "Entrepreneurship" in the first year PGDM curriculum itself to enable the students to imbibe early the theoretical insights and have time to ideate and develop Business Plans.

Guest Lectures and e-talks: The institute through e-cell invites entrepreneurs and guest lecturers to

motivate the students. Examples- 2016, MOU and activity with IIT Kharagpur, 2016 MOU with Navyuvak Mandal and 2019, address by Mr. Uday -CEO of Atal Incubation Centre.

Workshops: The institute conducts workshops such as ‘Illuminate’ (Sep 2019, with E-Cell, IIT- Bombay) for Business models etc.

Selling activity: The institute offered selling stalls to student entrepreneurs, at 1 day ‘e-mela’ in October 2019. Students learnt sales display, stall lay outing etc..

Business Plan Competition: To help students develop Business Plans, the e-cell organized Business Plan competition in Dec 2018. The judges- entrepreneurs & VCs. guided the students.

Felicitating entrepreneurs and Entrepreneurship Day: To encourage entrepreneurship the institute felicitated an alumnus for her financial venture, at the 2019 Alumni meet. and young entrepreneurs at HEF ‘Entrepreneurship Day’ in January 2020.

Mentoring: The institute faculty offers mentoring and guidance in capstone projects for venture/ startup ideas, to hold e-Cell meetings in the e-Cell Whats App group.

Exposure to Incubators and Incubation ecosystem: The institute arranged for DSIMS students to summer intern at Sardar Patel Technology Business Incubator in 2020 and in Incubation Centre Start-Up Congress in Feb 20. 7 students worked for a few days for the start up congress.

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

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

Response: 11

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

2019-20	2018-19	2017-18	2016-17	2015-16
6	2	1	2	0

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

3.3 Research Publications and Awards

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years	
Response: 0	
3.3.1.1 How many Ph.Ds registered per eligible teacher within last five years	
3.3.1.2 Number of teachers recognized as guides during the last five years	
Response: 2	
File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document

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

Response: 0.32

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

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

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

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

Response: 1.17**3.3.3.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
10	9	4	2	4

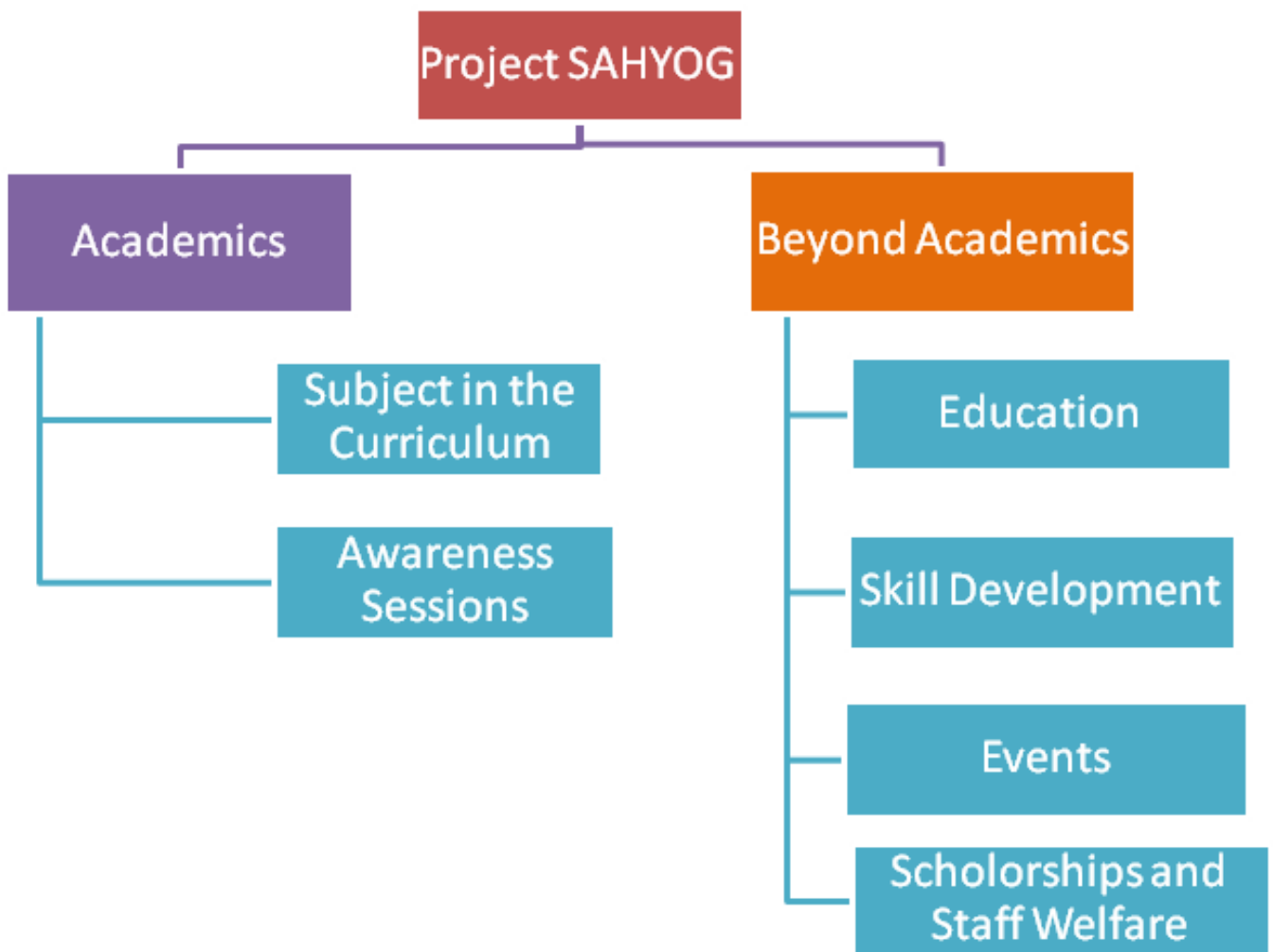
File Description	Document
List books and chapters edited volumes/ books published	View Document
Any additional information	View Document

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

Institute aims to bring Social Responsibility as one of the differentiators. We believe in being socially responsible and have undertaken initiatives for strengthening awareness and sensitivity among students. This, in turn, improves the social sensitivity and leadership skills of our young budding business professionals. DSIMS's ISR activities are conducted under Project SAHYOG. This Project was initiated in 2016. Project Sahyog activities are categorized under two major heads:

1.ACADEMICS

2.BEYOND ACADEMICS



ACADEMICS: primarily aims to sensitise students towards ethical values and responsibilities and, social issues through subjects like Corporate Social Responsibility, Indian Ethos and Business Ethics and Corporate Governance.

BEYOND ACADEMICS: captures various activities which are more experiential and aims at connecting with the society and other stakeholders like corporate and NGO through student involvement. DSIMS believes that charity begins at home. Hence there are need-based initiatives for Sarvodaya school students, which is a school under the aegis of RSET . Sessions on Language Skills as well as Computer Sessions were conducted in Sarvodaya School by students of MMS/PGDM. In addition, poster making competition was also conducted for Sarvodaya school children to showcase their creativity and talent. These sessions and competitions not only improve the confidence of school children but also aimed at the development of leadership skills, along with a sense of fulfilment for making a small difference in someone's life from DSIMS students.

The ISR Faculty member and student team of the Project Sahyog cell familiarize several activities to the students during Boot Camp and ensure their involvement all the way through the academic year. Various initiatives are conducted in collaboration with NGO's like IDF, GOONJ, Lions Club, Roti Bank and Rotary Club like Rakhi Selling Drive, Student Leadership Programme, Kerala Relief Drive, Blood donation drive, Diya Selling Drive, Beach Cleaning Drive and Blanket Donation Drive etc. Some of these drives are continued every year like Blood donation camp wherein students not only volunteer to organize

the initiative but are also motivated to donate blood as well. Initiatives like Diya selling and Rakhi selling was conducted in collaboration with IDF wherein students of DSIMS had first-hand selling experience for a social cause. The amount generated was later handed over to IDF which will be used further for the education of underprivileged children. Recently e-waste awareness, tree plantation and beach cleaning drives are conducted for sensitizing students for sustainability.

One of the most coveted social initiatives is Cricket for Social Responsibility. It's a one-day cricket tournament wherein eminent corporate participate and the fund generated through the registration fees completely goes to two NGO's Annamrita (An Iskcon Initiative) and Nanhi Kali (a Mahindra Initiative) on the day of the event itself.

Institute has also voluntarily created a staff welfare fund to financially support the staff as per the discretion of the committee. This fund is primarily utilized to support the fees of children /medical requirements of the support staff of the institute.

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

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

Response: 2

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

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

File Description	Document
Number of awards for extension activities in last 5 year	View Document
e-copy of the award letters	View Document

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

Response: 23**3.4.3.1 Number of extension and outreach Programmes conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
6	7	5	4	1

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

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years**Response: 71.69****3.4.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
363	471	456	282	10

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

3.5 Collaboration**3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year****Response: 5**

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

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

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

3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years**Response: 3****3.5.2.1 Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years**

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

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

DSIMS campus offers state-of-the-art facilities with professionally equipped latest learning technology tools to enhance students' learning experience. It houses differently styled Class Rooms, well-equipped library, Computer Lab, Conference rooms, Management Development Centre, Seminar halls, and Faculty and Administrative offices. The campus is disabled-friendly. It is equipped with a ramp, lift and disabled friendly washrooms. The whole campus is air-conditioned and Wi-Fi enabled. The campus also houses recreational facilities and a large cafeteria for the students to unwind in between the lectures.

All the classrooms are well-equipped with multimedia-based smart board, LCD, and Wi-Fi facilities.

The Management Development Centre has an amphitheater with a steeply graded seating arrangement for optimizing views and sights. It has a seating capacity of 36 persons. It occupies an area of 62.52 sq. mts. It is equipped with a multimedia projector.

The state-of-art facility 120 seated seminar hall is designed with a theater-style seating arrangement to enhance faculty-student interaction. It is equipped with a multimedia-based smart board and LCD covering an area of 145.58 sq. mts.

Durgadevi Saraf auditorium is constructed in the educational complex of Rajasthani Sannelan Campus. It is an air-conditioned, soundproof hall with state-of-the-art facilities. The Auditorium has a seating capacity of 300. It is mainly used for conducting Seminars, Workshops, Conferences, and Cultural Activities of the educational institutes of Rajasthani Sannelan including DSIMS.

The Library is a reservoir of knowledge with thousands of books from multiple disciplines and consists of quiet reading areas, a discussion room, and an E-library facility.

It has a collection of 9850 books and subscribes to around 30 journals in different disciplines of management subjects. It also subscribes to good number of databases.

The computer lab provides the right environment for online research with High speed Internet bandwidth of 32 Mbps and now updated to 50 MBPS for the current year. It serves as a convenient location to access reliable computing software applications. The facility is used optimally by both the faculty to train the students in IT skills and further by the students to do research in their specialized subject areas. Computer lab is spread across 213.3 sq mts with total 152 computers stationed for student usage.

The Institute has an in campus hostel for girl students. Out of 133 seats in the hostel 50 seats are reserved for the students of DSIMS. The hostel has double sharing and triple sharing rooms with attached washrooms on both the floors.

Boys hostel offers the best in class facilities, is the perfect residential unit for students pursuing higher education. With an accommodation capacity of up to 152 students, of these 50 seats are reserved for the students of DSIMS.

File Description	Document
Paste link for additional information	View Document

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

Response:

Institution has adequate facilities for cultural activities, sports, games (Indoor and Outdoor).

Cultural Activities :

DSIMS has conducted the following activities, various festivals like Kite flying, Garba Night in Navratri, Ganesh Festival and Christmas. A Movie club student screen management related movies under the club under the HR faculties. An entrepreneurial fair was organized to give exposure to the Student who have their small entrepreneurial venture. International Yoga day is celebrated on campus. A well-known yoga instructor is invited, Students are taught basic yoga poses and breathing techniques.

Sports and Games:

The College has a turf measuring 7315 sq meters and was made in the year 2015. On the turf you can play Box Cricket (It is a miniature version of cricket. Each team has 7+2 players). You can also play football, throw ball and basketball and other outdoor games.

The college even has Badminton Court as well as a volleyball court next to the canteen area. The following equipments are provided for the conduct of outdoor games by the Institute.

1. Cricket kits
2. Volley ball
3. Basket ball

INDOOR GAMES

For the indoor games the college has infrastructure for Carroms, Table Tennis, and Chess. The college provides the below equipment/for the Indoor games:

1. Carrom Boards

2. Table tennis

DSIMS Sports committee organizes Versus & Copa annual sports event every year. Copa is an inter collegiate sports event, where most of the students from various management institutes across Mumbai participate. Various sports activities are organized during Versus, the annual sports event at DSIMS. Versus is organized for the participation of the students of DSIMS. Students participate in various sports like Table tennis, Badminton, Box cricket etc.

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

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

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 19

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

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

Response: 0.27

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

2019-20	2018-19	2017-18	2016-17	2015-16
0.46	1.56	6.36	0.48	0.09

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

4.2 Library as a Learning Resource

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

Response:

The Library, called 'Knowledge Resource Centre' (KRC), plays a vital role in the development of any student & teacher by enhancing the cause of education and academic research. KRC provides collection of 9850 books, 30 journals, 32 magazines, and 660 Audio – Visual Materials to its users. It also subscribes to many databases like EBSCO, ACE Knowledge Portal, Harvard Business Case Studies, along with cases from world's top universities. It provides a reading and discussion room for 100 students seating capacity. It provides printing and scanning facility to the users. It circulates via email the current contents as 'New Arrivals' list of books and 'current contents of journals and magazines to the users. All books are barcoded for easy circulation. KRC Timings are 8:00 AM to 8:00 PM from Monday to Saturday and Sundays and Public Holidays remain closed, but during the examination tenure its timings are extended.

Few Salient Features of KRC are:

- Open Access library
- Books have been barcoded
- Using DDC (Dewey Decimal Classification) for classification of books
- Books have been arranged subject-wise for easy reference
- Wi-Fi enabled
- Remote access for subscribed e-resources has been provided through KRC Portal
- Institutional Repository E.g. Question Paper, Project Reports, Faculty Publications on LAN. Course materials are shared on Google classrooms.
- Book bank facility
- Print outs and scanning facility
- Library Orientation and Induction programme, Training sessions for all the databases for new students and staff every year
- Current Awareness Service (CAS) – New Arrivals and Current Contents for Journals & Magazines also Selective Dissemination of Information (SDI) service – As per the domain requirement sending newspaper articles and related service has been providing to the faculty members.
- Special collection of Book sections – Mahatma Gandhi, Swami Vivekananda, Must Read books etc
- Name of the ILMS software : KOHA

- Nature of automation (fully or partially) : Partially
- Version : 16.11.16.000
- Year of Automation: KRC is using KOHA Library Management Software since 2016.

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

4.2.2 The institution has subscription for the following e-resources

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

Response: A. Any 4 or more of the above

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

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

Response: 9.18

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

2019-20	2018-19	2017-18	2016-17	2015-16
7.82	10.26	8.41	9.99	9.41

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

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

Response: 4.88

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

Response: 22

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

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

Rajasthani Sammelan is the trust and there are 15 Institution under the Trust umbrella. DSIMS is governed by the trust IT policy. IT Policy is necessity. It is the intent of this policy to establish guidelines for the employees using the Company's IT Infrastructure facilities. It informs and guides users about daily processes, ensures that users, support staff and decision makers are informed about appropriate practices and they understand why these are necessary. Well defined policies can help new users understand existing systems and also help to ensure consistency in daily practices and decision making.

This policy applies to all trustees, governing body members, committee members, employees of Rajasthani Sammelan and its associated institutes, Students of all institutes, employees of all service agencies, employees of all contact agencies, and any other person wanting to use information technology resources of RSET. It is the responsibility of all operating units to ensure that these policies are clearly communicated, understood and followed.

These policies cover the usage of all of the RSET's Information Technology and communication resources, including, but not limited to:

- 1.All computer-related equipment, including desktop personal computers (PCs), portable PCs, terminals, workstations, PDAs, wireless computing devices, telecomm equipment, networks, databases, printers, servers and shared computers, and all networks and hardware to which this equipment is connected

2. All electronic communications equipment, including telephones, pagers, radio communicators, voice-mail, e-mail, fax machines, PDAs, wired or wireless communications devices and services, Internet and intranet and other on-line services
3. All software including purchased or licensed business software applications, Company-written applications, employee or vendor/supplier-written applications, computer operating systems, firmware, and any other software residing on Company- owned equipment
4. All intellectual property and other data stored on Company equipment

IT includes several layers of physical equipment (hardware), virtualization and management or automation tools, operating systems and applications (software) used to perform essential functions. User devices, peripherals and software, such as laptops, smartphones or even recording equipment, are included to facilitate the smooth functioning of the campus and serve the student community. There is policy and regulations governing the use of the equipment's, Internet Bandwidth and storage of data. Application transactional systems such as email servers (Web servers), Google Computer servers run applications and support the ERP system. Dedicated Server also support in Storage of data for faculty, staff and Students. There is dedicated Computer lab for the student with 120 computers. Student can access the lab for their research work. A printing facility is available for their project work. All Classroom are wifi enabled and smart boards. Internet bandwidth of 50 MBPS is available for the smooth functioning of the academic and administrative work. DSIMS web domain is registered and a website is regularly updated with latest information. Student have dedicated login and all the information pertaining to them is available on their webpage. An online feedback system is created. Students are encouraged to take online feedback and its anonymous. An ERP system is available for various administrative function like Admission, Order of stationery, Vendor Management.

File Description	Document
Upload any additional information	View Document

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

Response: 3:1

File Description	Document
Student – computer ratio	View Document

4.3.3 Bandwidth of internet connection in the Institution

Response: B. 30 MBPS – 50 MBPS

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

4.4 Maintenance of Campus Infrastructure

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

Response: 49.69

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

2019-20	2018-19	2017-18	2016-17	2015-16
378.64	400.72	352.10	242.20	216.76

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

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

Response:

DSIMS has state-of-the-art physical facilities including the classroom, conference hall, MDP room, students' recreation room, girls' rooms, faculty cabins/workstations, administrative offices (Director's cabin, Registrar's cabin, staff work stations, examination section, placement office, etc.). It also has two computer labs with 60 systems each with latest software and internet connectivity. It also has a content rich knowledge resource centre (KRC) with good collection resources both physical and on-line including data bases. The entire campus is having wifi facility.

Maintenance of Physical Infrastructure:

The maintenance of physical infrastructure both academic and administrative facilities have been outsourced to a reputed agency supervised by its Facility Manager. The contract has been assigned to the Davidson Facility with proper scrutiny of its track record. The day to day monitoring of the proper

maintenance and cleaning is strictly monitored by the Registrar's office. Any deficiency in service observed is immediately reported to the Supervisor in-charge. Due to extensive use of toilets they are thoroughly cleaned and sanitized twice a day regularly. A chart is pasted on each toilet where the schedule and time of cleaning are recorded.

All the classrooms are cleaned daily after the lecture sessions are over. Any complaint received regarding the PCs in the classrooms is immediately handled by the IT staff placed on 4th Floor of the building. Registrar takes periodical round to different classrooms and identify the broken furniture to be repaired or replaced immediately.

Maintenance of IT Lab and IT Infrastructure:

Though the maintenance of IT infrastructure facilities is centrally maintained and fall under the charge of General Manager IT of RSET, two maintenance engineers are housed at the computer lab for instant handling of problems. Internet service is provided by an external agency named Blazenet.

Maintenance of Knowledge Resource Centre (Library)

The Library of DSIMS has a rich collection of learning resources like books, journals, periodicals, magazines, and e-resources (in the form of e-books, e-journals/magazines), data bases required for research projects, etc. All the books and other resources are cataloged and allotted the accession numbers as per the standard library practices.

Maintenance of Sports Complex

RSET has state-of-the-art centralized sports facilities including world class turf laid down on the ground.

Purchases of Essential Items

Purchase of material required for DSIMS for its day to day functioning and its maintenance is done by the purchase department which comes under Purchase Manager RSET.

Maintenance of Other Facilities

Firefighting equipment maintenance is outsourced to Sai Fire which periodically checks the equipment's. Regular Fire Drills are conducted regularly under the instructions of CEO (in- charge of RSET Campus) to ensure the readiness of the people and facilities.

The Pest control of the campus has been contracted to PCI which does the pest control regularly as per the schedule, preferably during weekends.

Air conditioning services are provided by Carrier Air conditioning and Refrigeration Ltd.

Lift is maintained regularly by Schindler Ltd.

Security Services of the campus outsourced to M Power Security Services

File Description	Document
Upload any additional information	View Document

NAAC

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 2.68

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

2019-20	2018-19	2017-18	2016-17	2015-16
23	10	10	9	5

File Description

Document

upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

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

[View Document](#)

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

Response: 4.19

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

2019-20	2018-19	2017-18	2016-17	2015-16
20	24	21	17	8

File Description

Document

Upload any additional information

[View Document](#)

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

[View Document](#)

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

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

Response: A. All of the above

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

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

Response: 40.13

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

2019-20	2018-19	2017-18	2016-17	2015-16
170	210	189	145	132

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

5.1.5 The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

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

Response: A. All of the above

File Description	Document
Upload any additional information	View Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

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

Response: 84.57

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

2019-20	2018-19	2017-18	2016-17	2015-16
170	210	189	145	132

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

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

Response: 0.87

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

Response: 2

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

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 0

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

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

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

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

File Description	Document
Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template)	View Document

5.3 Student Participation and Activities

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

Response: 0

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at

university/state/national / international level (award for a team event should be counted as one) year-wise during the last five years.

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

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year	View Document

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

Response:

The student council provides an opportunity for the selected candidates to develop their leadership qualities. The purpose of the student council is to give students a way to raise their concerns and provide feedback. It plays an integral part in terms of a feedback loop to the system. In addition, they are instrumental in planning events that contribute to DSIMS spirit and help share student ideas, interests, and concerns with the school-wide community.

The Student Council in DSIMS consists of elected representatives of the student body in terms of Class Representatives (CR) for the first year and second year – a team of a total of eight students. All the other committees report to them for maintaining the decision-making structure.

Students' Representation on Institution Bodies

DSIMS has segregated the student activities into two sub-categories. There are various committees within each category as follows:

- Administrative activities
 - College Development Committee: The two student representatives of this committee are responsible for collaborating in overall administrative-related activities such as planning the calendar, suggesting improvements in co-curricular and extra-curricular activities, etc.
 - Anti-ragging Committee: The two student representatives of this committee is responsible for helping to disseminate information and sensitizing the students about anti-ragging laws. Also, the committee deals with any untoward incidents related to ragging, if any.
 - Library Committee: The two student representatives of this committee are responsible for

ensuring that teaching-learning resources are up-to-date and current in terms of books, periodicals, journals, and newspapers. Also, reading environment suitability is taken care of.

- IQAC Committee: The two student representatives of this committee are responsible for supporting the members with the quality of all the processes taken care of by this committee.
 - ICC Committee: The two student representatives of this committee are responsible for ensuring that any untoward incidents pertaining to sexual harassment do not occur or, if any, are dealt with following proper procedures.
- Co-curricular activities
 - Entrepreneurship Cell (E-Cell): The eighteen E-Cell student members provide an opportunity to the students to tap into their entrepreneurial capabilities by doing various activities.
 - Placement Committee: The twelve student members of this committee interact with the industry for placement opportunities.
 - Student Editorial Board: The eight student committee members encourage students to improve their writing and editorial skills by providing a newsletter platform to give voice to their thoughts and ideas.
 - Institute Social Responsibility Cell (ISR): The sixteen student committee members are responsible for sensitizing students towards social causes through various initiatives.
 - Conclave committee: The fifteen student committee members are responsible for planning and execution of all the conclaves and conferences in the institute.
 - Extra-curricular activities
 - Sports committee: The eight student committee members are responsible for planning and executing all the sports-related events in the institute.
 - Cultural Committee: The ten student committee members provide students with an opportunity to showcase their colorful flair for innovativeness and creativity through the annual festival – Sabrang and other activities throughout the year – such as Teachers’ Day celebration, festivals, etc.

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

5.3.3 Average number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions)**Response:** 4.4**5.3.3.1 Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
05	07	06	02	02

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

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

The Alumni Association Committee has already been formed with office bearers and members actively working towards the achievement of the DSIMS Alumni goals.

Official Association Meetings are organized thrice a year to discuss and deliberate the plans and take appropriate action and set into motion the planned activities. There are other unofficial meetings held for brainstorming sessions and taking stock of things and situations. Currently, during the Covid-19 situation, the discussion happens through video conference calls.

The Alumni meet happens once a year to network and collaborate with the Alumni, to take feedback, to improve the functioning and services of the institute. The role of the Alumni Association is to bridge the gap between industry, society and academics. The functions of the association are as follows:

- To foster, promote and contribute towards strong association between DSIMS and its Alumni
- To involve alumni in institutional developmental activity
- To organize Alumni meets, Reunions, and other developmental activities for the alumni community

The Institute has a dedicated “DSIMS Alumni portal” which serves as a platform to maintain an updated database of alumni for networking and promoting valuable interaction between the faculty, alumni & current students of DSIMS.

The Alumni cell of the institute takes steps to ensure Alumni involvement for assistance in the institutional activities, such as participation in the Board of Studies, arranging guest lectures, conducting pre-placement training programs, support for placements with industry connections, Alumni sponsorship for events and activities and assisting in building network.

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

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

Response: E. <1 Lakhs

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

RSET with an aim to promote various educational, charitable, and social activities has pioneered in providing educational opportunities to various sections of society. Over more than seven decades the trust has played a vital role in promoting and providing good education from primary to post-graduation. DSIMS is one of the two institutes of higher education set up by the RSET to implement the principles of providing high quality, ensuring Equity, recognizing Diversity, and ensuring long-term Sustainability. A well-structured policy for higher education covering in detail the governing structure of the higher education institutions has been formulated and approved by the management on 31st March 2016 to be adhered to by DSIMS. (copy of the policy is attached)

Thus, the affairs of DSIMS are conducted under the directions of Governing Council and College Development Committee constituted by the board of trustees of RSET to follow the guidelines of AICTE, University of Mumbai, Department of Technical Education, etc. The Director looks after the affairs of the Institute for its smooth functioning.

DSIMS established its Vision and Mission through a consultative process involving key stakeholders. The ideology of the institute is reflected through its Vision & Mission:

Vision

To be one of the preferred B-schools in India by developing socially sensitive business professionals with a global mindset.

Mission

1. To create a culture for academic excellence
2. To emphasize on social sensitivity
3. To inculcate a global mind-set amongst the students

The mission of DSIMS is operationalised by achieving its Educational Objectives through curricular, co-curricular, and related activities, as stated below:

- To be able to use the management concepts to drive organizational effectiveness.
- To apply analytical and problem-solving skills in the critical areas of decision-making.

- To demonstrate professional conduct through ethical responsibility and social sensitivity.
- To develop competency to work in the global business environment.

The overall development of the students is the prime focus of the Institute and a lot of initiatives are taken to make the students capable of meeting the industry demands.

This is done by adopting a student-centric pedagogy and exposure through field visits, internships, global immersion programmes etc.

The institute also provides an effective learning environment and ambiance at the campus with modern classrooms, a library, a computer lab, and internet connectivity (i.e. wifi). It also encourages the students to participate in the events to meet social responsibilities and develop ethical values.

The perspective plan of the institute has been drawn after undertaking a SWOC (Strength, Weakness, Opportunities, and Challenges) analysis.

The teachers are actively involved in the decision-making process and shoulder major responsibilities. Some of the major responsibilities handled by the faculty independently are as below:

- ? Dean – Academics and Research
- ? Departmental Heads
- ? Chairpersons of different Programs
- ? Controller of Examinations
- ? Head - Placement and Corporate Relationships
- ? Chairperson of Students' Development (LiM-MiM)
- ? Head - Entrepreneur Cell
- ? Library Committee
- ? IQAC Committee
- ? Chairperson: Anti-Sexual Committee
- ? Alumni Affairs in-charge

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

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

Response:

The affairs of DSIMS are governed by the Board of Trustees of Rajasthani Sammelan Educational Trust (RSET) headed by the President of the Trust who is also the Chairman of DSIMS. The Governing Council of the Institute is the highest decision-making body which gives the directions for the smooth functioning of the institute. The Governing Council headed by the Chairman takes decisions with the involvement of the stakeholders. The College Development Committee (CDC) which is constituted at the instance of the University of Mumbai oversees the process of implementation and improvements of academic functions. The CDC involves all the major stakeholders including the students' representatives to get their suggestions and expectations.

The Director, Dean, HODs, Chairpersons of different courses and the Heads of major academic and co-curricular activities have various & varying academic and financial powers delegated to them. Though the budget preparation and financial approval process starts at these major stakeholders' level, it is a centralised process for purpose of final approval so as to have proper monitoring vis-à-vis budget allocations.

Case: Curriculum Development Process

As regards the MMS program, the curriculum is provided by the University of Mumbai which periodically reviews and revises it. The Director and some faculty members are part of the curriculum review processes like Board of Studies (BoS) and other sub-groups constituted by the BoS.

The review and design process for PGDM starts by getting suggestions and feedback from the teachers, current students, alumni and the corporates. After compiling and reviewing this feedback, and after going through the course structures of top institutes, the HODs of the respective specialisations call a Departmental meeting (known as the Pre-BoS) to discuss the feedbacks and the course structure of emerging courses introduced by top ranked institutes, to prepare a tentative structure and the agenda for the Board of Studies meeting of the department. The latest guidelines, programme architect and model curriculum of AICTE is also kept into consideration. The courses which are not in demand by industry are considered for purposes of being dropped so as to make room for inclusion of new suggested courses. The proposed structure along with the summary of feedback received from stakeholders forms part of background papers for discussions in departmental-wise BoS meetings. Respective HODs call for the meeting of members of BoS, the membership of BoS is a good mix of industry and academia (3 from industry and 2 from academia). The Director or Dean - Academics invariably attend BoS meetings as a special invitee.

The recommendations of different BoS are compiled by the Dean's office that convenes a meeting of faculty members (called the Faculty Retreat) to finalise the recommendations and to sort out any

conflicting issues to make it implementable. Thereafter the Dean convenes a meeting of Academic Council represented by senior members of industry and academia from across specialisations to consider the recommendations based on meetings of BoS and consolidated at the Faculty Retreat. The approved curriculum is presented to the Governing Council in their next meeting.

File Description	Document
Upload any additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

The strategic/perspective plan has been devised keeping in view the vision, mission and also the present state of strengths, weaknesses, opportunities and challenges (SWOC) for being achieved in the next 3-5-years.

The major focus areas of strategic/perspective plan is to continuously aim at (i) academic excellence through consistently developing faculty with their knowledge, skills and research capabilities, improving curriculum and its delivery mechanism, industrial visits with practical exposure (ii) improving the quality of students' intake by attracting better students, (iii) exposing the students to global scenarios through international visits (for PGDM) and through relevant case studies with international issues and best practices, (iv) sensitising the students to social issues by actively involved in social activities including rural visits.

The ultimate purpose of these strategies is to provide the students better placements which have been consistently improving and have been over 90% for last 3 years (92.5% in 2019) with reasonably good financial packages.

The significant curricular and co-curricular activities undertaken at the Institute are:

- ? Conclaves of each Department on emerging themes inviting industry experts
- ? Annual International Conference on an emerging theme
- ? Updating of Curriculum and its structure with well laid process involving department-wise pre-BoS, BoS, Faculty Retreat and Academic Council Meetings (for PGDM)
- ? Inviting thought Leaders from Corporates to address students on different emerging topics, post budget discussions, etc.
- ? International Immersion of PGDM students to countries in Europe to have sessions with University/ B-School, Financial Institutions/ Stock Exchange, Manufacturing Units, etc.

- ? Student Exchange Program (for PGDM) with reputed Universities in Europe and USA to undertake a few summer courses
- ? Visit of Foreign Students under exchange program at DSIMS on academic and cultural exchange (students of Ottawa University, Kansas with faculty who visited DSIMS in January 2019)
- ? Calling Foreign Professors to teach Courses at DSIMS(in March 2018 and January 2019)
- ? Rural Immersion of PGDM students to have exposure to rural economy and business activities,
- ? LiM and MiM activity-based initiatives to develop industry ready students.

One of the most successful activities implemented with the aim of improving the placement record both quantitatively and qualitatively is Leaders in Making (LiM) for PGDM program and Managers in Making (MiM) for MMS program with the sole aim of developing students to be industry ready to get better placements.

These programs are beyond the regular classroom activities which focus on skill developments such as (i) Effective Communication which includes oral as well as written communication. It also aims at enhancing critical thinking and analytical writing, (ii) Aptitude Testing to perform better in the selection process, (iii) Grooming and Personality Development aiming at developing self-confidence, etiquettes, and self-image, (iv) Resume Writing and Interview Handling, (v) Advance Excel to handle critical data and undertake data analysis.

The LiM and MiM are dynamic processes; the activities and their coverage are enriched based on the feedback received from the industry particularly from the recruiters who give the positive aspects of our students as well as the areas of development.

File Description	Document
Upload any additional information	View Document

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

Response:

The Durgadevi Saraf Institute of Management Studies (DSIMS) was established in 2010 under Rajasthani Sammelan Educational Trust (RSET). The Governing Body of the Institute constituted by RSET takes/approves all major policy decisions which are based on the directives of the statutory, regulatory and affiliating bodies, the inputs from stakeholders, the recommendations from the various Committees and Cells etc., for smooth functioning of the Institute.

The President of the Trust has been designated as the Chairman of the Institute. The Chairman and the Honorary Secretary of the RSET approve all the major strategic decisions and grant financial approvals of the institute. The Director being administrative of the institute is responsible for day to day smooth

running of the Institute.

The governance system includes the following bodies:

Governing Council:

The Governing Council of DSIMS is constituted as prescribed by AICTE. The members of the Governing Council are nominated by the trust to represent members from different backgrounds to review the functioning of the institute and to give the directions for the smooth functioning of the institute and to safeguard the interest of the stakeholders. The major functions of the governing Council relate to:

(i) Create, teaching/ non-teaching posts and to ratify appointments, (ii) provide necessary guidance for proper Academic atmosphere and discipline, (iii) review the results of the examinations (iv) suggest new academic programs, (v) ensure adherence to AICTE guidelines (vi) approve the Annual budget and Financial Statements, (vii) ratify the agreements signed for collaborations, (viii) delegate the powers to committee(s) constituted by Governing Council, etc.

College Development Committee:

The College Development Committee is constituted at the instance of University to prepare an overall comprehensive development plan of the institute regarding academic, administrative and infrastructural growth, and enable institute to foster excellence in curricular, co-curricular and extra-curricular activities and to monitor its implementation. Some of the students are invited to represent the students' suggestions for improving the functioning of the institute.

Academic Council:

The Academic Council is the highest academic advisory body which considers the recommendation of the Board of Studies (BoS) regarding the courses of study and syllabi of various programmes, methods of teaching and evaluation system and also lays down the academic policies and directs the academic functions of the Institute.

Board of Studies:

The Board of Studies is the department level forum constituted to review the existing curriculum, their relevance and impact; suggest new courses keeping in view the latest market trends and business demands; suggest any innovations in pedagogy including evaluation system; suggest means for higher industry interaction (purpose, mode and outcome); and any other related matters.

Following policies and important rules are available in the Institutional Guidelines:

- 1.Appointment of Faculty
- 2.Program and courses
- 3.Lecture Timings
- 4.Faculty Feedback

5. Examination & Declaration of Result
6. Teaching Plan and Internal Assessments
7. Research Consultancy and Publication
8. Attending seminars, workshops and conferences
9. Faculty Development & Self-Assessment
10. Award for Best Faculty & Staff
11. Major Job Responsibilities
12. Management Development Programmes
13. HR Policies

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

6.2.3 Implementation of e-governance in areas of operation

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

Response: E. None of the above

File Description	Document
Screen shots of user interfaces	View Document
ERP (Enterprise Resource Planning) Document	View Document
Details of implementation of e-governance in areas of operation, Administration etc	View Document

6.3 Faculty Empowerment Strategies

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

Response:

Durgadevi Saraf Institute of management Studies (DSIMS) was established in the year 2010 under the aegis of Rajasthani Sammelan Educational Trust (RSET). The RSET is a seven-decade old trust formed by group of philanthropists with an aim to promote various educational, charitable and social activities, has pioneered in providing educational opportunities to various sections of society. The trust during the last seven decades played a vital role in promoting education from primary to post graduation in the fields of Commerce, Management, Information Technology and Media Studies. The DSIMS follows the philanthropist values of the Trust and is known for taking care of its employees resulting into stability and long-term association of employees with the institute. The institute provides the following welfare schemes to the teaching and non-teaching staff including the support staff.

1. Canteen Facilities:

Each employee of the DSIMS irrespective of his/her rank and class is provided tea twice in a day without any charges. The employees are also eligible to avail in-house canteen facility for their snacks and lunch. The rates of the food items are reasonably priced which are controlled and the quality of food is monitored by the administration to make it affordable. It is a luxury to have quality fresh food at work place. Most of the staff members (both teaching and non-teaching) avail the canteen facilities.

2. Staff Insurance:

DSIMS takes accidental insurance policy for all the staff members (both teaching and non-teaching) as per the requirements of AICTE. The policy is timely renewed for continued coverage.

3. Uniform Facilities to Support Staff:

DSIMS provides uniform to all the support staff to properly represent the institute. The old uniforms are timely replaced to maintain the quality and shine.

4. Financial Support to Faculty Members for their Professional Development:

DSIMS encourages and supports faculty members for their development initiatives. Each faculty member is eligible to spend up to Rs. 40,000/- per academic year to attend any training program of his/her relevance or participate in a conference for presenting the paper, etc. This allocated amount covers the participation fee, travel, boarding and lodging expenses. In some special cases when the faculty member is to present a paper in a reputed institute in India or abroad the additional cost can be approved at the discretion of the management, if so justified.

5. Maternity Leave:

DSIMS provides the facility of maternity leave with full salary as per the applicable rules/act of state/central government.

6. PF Contribution:

The institute contributes its share of Provident Fund to the regular employees as per the PF Act.

7. Outbound Faculty Retreat:

In order to have some recreation and amusement away from the work place, DSIMS organizes a faculty retreat with overnight stay at some scenic place in a refreshing atmosphere to have some fun in an informal environment. The faculty members get chance to display their hidden talents. They also get opportunity to discuss some prevailing issues faced by the institute to find their solutions with their free and frank views.

File Description	Document
Upload any additional information	View Document

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

Response: 0

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

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

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

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

Response: 1

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

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

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

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

Response: 4.83

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	3	1	2

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

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

Response:

DSIMS has a well-structured appraisal system for teaching and non-teaching staff. The appraisal system of DSIMS strives to attain the following purpose -

(i) Objectivity; (ii) Transparency; (iii) Providing timely feedback; (iv) Providing an opportunity for self-appraisal and development; (v) Identifying the potential needs of employees; (vi) Identifying High Performers for rewards and recognition

A- Appraisal of Faculty- Assignment of Responsibilities:

? The faculty members are assigned the courses to be taught during the academic year in a Department-wise meeting convened by the HoDs and Chaired by Dean.

? Director/ Dean also assign Co-curricular responsibilities to faculty members in a consultative manner. These responsibilities are carried out by the faculty members in addition to their academic load which are

assigned weightage in appraisal.

Format for Faculty Annual Activity Plan and its submission:

? The format for the **Faculty Annual Activity Plan** is filled by faculty members at the beginning of Academic Year (in June/July) indicating targets for teaching, additional responsibilities, research, Self-development initiatives, etc. to be undertaken during the academic year. The filled in format is submitted to the Director's office duly signed by Dean.

Submission of Actual Work Done after completion of Academic Year:

? After completion of the Academic year, the faculty members submit the actual work done during the academic year in the same format to include both targets and achievements.

Evaluation of Performance against various pre-decided parameters

? The faculty members are evaluated by the Dean in consultation with the Director on the specified parameters based on weightage assigned for each parameter. The faculty-wise final evaluation is prepared assigning parameter wise scores namely Teaching & Teaching Plus (Additional Responsibilities-50), Student Feedback (15), Research (15), Institutional Developmental activities (20).

? **A summary report** of each faculty is prepared by Directors' office and sent to the Dean for his remarks. After recording the remarks, Dean sends it to the Director for his comments.

Disclosure of Evaluation to the concerned faculty

The faculty members are classified into **A (85% and above), B (75-84%), C (60=64%) and D (<60)** categories and the final report is disclosed to faculty members.

The faculty who secure C grade are counselled by the Dean& Director

Appraisal of Non-Teaching Staff:

The appraisal of non-teaching staff is done on following skills/attributes:

- A. Communication Skill
- B. Team Work / Cooperation
- C. Multi-Tasking Skill (Flexibility)
- D. Time Management Skill (Punctuality & timeliness)
- E. Discipline & Conduct
- F. Attitude
- G. Safety Consciousness

- H. Dependability
- I. Confidentiality
- J. Quality & accuracy work
- K. Promptness in disposal
- L. Regularity in attendance
- M. Initiative
- N. Innovation & Creativity
- O. Any other item not covered

Director Dean and Registrar assign their scores on each of the attributes out of 10. Average of is taken as final (out of 150). Appraisal of Registrar is done by Director and Dean and the average score is taken as the final score.

The staff members are classified into A, B, C and D categories and staff rated D is counselled.

File Description	Document
Upload any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

External Audit:

Institute appointed external auditor Shankarlal Jain And Associates. External audit is regularly conducted by the said chartered accountants & books of accounts are maintained as per the norms laid by the accounting standards. Audit reports are submitted at the end of the year. Audited statements are available with the Institute.

Internal Audit:

Regular internal audits are conducted by JMT associates appointed by trust for the purpose. They Audited reports are regularly submitted to the Trust. Moreover Institute also conducts prepayment audit, for this purpose trust has appointed Chartered account JMT Associates.

Pre- payment Audit- A pre-payment audit is done by JMT associates auditors stationed at the RSET

campus. They check the data and the supporting document for each of the invoices.

Purchase Process – DSIMS follows a stringent process for all the purchases. A designated Purchase manager is appointed at the Trust. DSIMS takes quotations for all the goods from three vendors and makes a cost comparison sheet and submits to the purchase manager at least 25 days before the goods are required. Purchase manager based on the quotation received negotiates the rates and finalized the vendor. The final rate and the vendor details are shared with DSIMS. Once the rates are finalized a purchase order is generated and an order is placed with the vendor.

File Description	Document
Upload any additional information	View Document

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

Response: 0

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

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

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

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

Response:

DSIMS has been set up as a self-financing institute by the Rajasthani Sammelan Educational Trust (RSET), a well-known philanthropic trust engaged in promoting educational activities for more than 7 decades by generous donations from its members and other industrialists. The main source of funds to run the institute is from the tuition and development fee received from the students. The major heads of expenses to run the institute smoothly are:

1. Capital Expenditure for enhancing and maintaining infrastructure like Building, Fittings & Fixtures, Furniture, Equipments, Computers, Library, etc.

2. Regular and Recurring expenses for payments of Salaries and allowances.
3. Administrative, maintenance & Operational expenditure as per statutory requirements.

To estimate the income and expenditure and to monitor the receipts and payments, the institute prepares an annual budget to meet the above expenditure and other sundry expenses. As a process of budget preparations, all the departments and process holders estimate their financial requirements which are compiled to estimate the total expenditure. Besides, the major source of revenue from the fees, the other income like Bank interest, Examination fee, Rent received, Sponsorships, income from other academic activities are also included.

Accordingly, the funds requirements to run the institute as per desired quality and standard are worked out and the amount of fee to be charged from the students is fixed as per the approved norms. Based on the estimated total fee collection and the revenue from other sources, the Registrar initiates the budget preparation exercise and prepares the budget estimates (Income & Expenditure). The draft budget is submitted to the Director which is examined and finalised by the senior management group including the IQAC team. In case the essential expenditure of the institute exceeds the revenue, the Trust (RSET) arranges the additional funds to meet the deficit. The approved budget and the income and expenditure statements for the five years under consideration are attached as additional supporting documents.

The Institute takes care to incur expenditure judicially and ensures that all essential expenditure required for enhancing the quality of academic activities and satisfaction of students and staff are provided for. The salary and allowance statements are checked by the Director before releasing the payments. Bills and vouchers are checked by the administrative unit before the release of funds. There is well laid down procedure for purchase by inviting quotations and for buying items of required quality. The Purchase Manager under RSET negotiates the price with the vendors to ensure best use of funds. For the day to day requirements of items like stationary, printing, photocopying, catering, etc. the negotiated rates are fixed in advance to save the time and to ensure timely delivery of items.

File Description	Document
Upload any additional information	View Document

6.5 Internal Quality Assurance System

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

Response:

DSIMS instituted IQAC on 6th January 2016 with the objective to foster creative ideas for furthering quality in the management education space in the institute. To that end, sincere efforts are made to institutionalize the best practices that enhance the overall quality of various academic and co-curricular activities. Through these activities, efforts are made to expose the students to the latest developments and significant happenings at the workplace. It requires close interaction with the industry so that the students can get a fair idea about the application of the learnings at the workplace. DSIMS, therefore, provides a lot of opportunities to the students for interaction with the corporate leaders. The Institute Industry Partnership Cell (IIPC) with the involvement of faculty and students search the opportunities for connecting with

industry experts to get the vision and expert perspectives. Apart from imparting education to the students, we also pay special attention to inculcate human values and grooming students for bright careers through LIM/MIM programs.

Two such institutionalized initiatives are highlighted below:

1. Institute Industry Partnership Cell (IIPC):

The initiatives taken for such interactions are in the form of organizing conclaves, industrial visits, inviting experts to deliver talks on some emerging issues under thought leadership forum and meet the celebrities, panel discussions on some topical issues viz. union budget, guest lectures in almost every course to get the practical perspectives and applicability of classroom learnings at the workplace, etc.

The Industry Institute Partnership Cell provides opportunities for Internships, Field visits, Campus Placements, and Live Projects.

Under this cell, students of DSIMS have successfully completed projects at Pantaloons, Mc Donalds, HDFC Life and Wealth Management, Motilal Oswal Securities, IIFL Securities Ltd, Meru Mobility, Bajaj Consumer.

The institute has an active Industry Institute Partnership Cell. IIPC focuses on making the graduating students industry-ready through many activities.

2. Leader in Making (LIM) and Manager in Making (MIM)

In this era of constant change and globalization, aspirants have to face multiple challenges in the professional arena. The focus on academics alone does not suffice in making a transition from campus to the corporate world. Keeping this need in mind 'Leader in Making' and 'Manager in Making' aims to prepare students by equipping them with skills to make them placement ready.

Objectives:

- 1.To impart skills to students in certain areas that will help them in their academics.
- 2.To improve the communication skills of the students.
- 3.To impart skills that will help the students in getting placed.

The objectives will be achieved by administering training modules in the following areas

- 1.Resume Writing,
- 2.Interview Skills,
- 3.Oral and Written Communication
- 4.Basic and Advance MS Excel,

5. Aptitude Tests

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

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

Following are the 2 reforms brought in by IQAC:

1. Mentoring

At DSIMS, the objective of the mentoring activity is the holistic development of the student in terms of academic and non-academic performance. It also aims to counsel students for stress-related issues. This activity facilitates the mentee towards his/her desired goals with guidance. It is based on trust, confidentiality, mutual respect, and sensitivity. Mentors also use supporting resources that facilitate and sustain the engagement of the mentee. Areas of mentor-mentee discussion may include career guidance, placement guidance, networking for placements, non-fiction book reading, CV updating, LinkedIn Profile development, research projects, live projects, additional value addition course, understanding and using the standard glossary of words, basic domain-related knowledge, working on advanced excel for professional use, etc. The program includes ongoing reviews and feedback from mentors.

A well-managed program promotes accuracy and efficiency, establishes credibility and enables mentees to gauge progress effectively and identify areas that need improvement. Students are clearly communicated about the complete process of mentoring. We also give freedom to students to select their own mentors. A mentoring diary is maintained by the mentor and the mentee to note the important details of every meeting done. A final analysis of the outcomes of mentoring activity is shared by the mentor with the mentee. To ensure the effectiveness of the mentoring programme, the focus was given on proper designing and planning, mentor-mentee allocation, duration of the programme, providing orientation and training for mentors and mentees, providing a platform to mentors and mentees for activities and sessions that fall within established program structure, recognizing the contributions of all program participants, helping mentors and mentees reach the achievement of the objective.

Ongoing quality improvement is a hallmark of effective management. Continuous feedback is taken from all the stakeholders (that includes students, mentors, Director, Dean, Associate Dean, HoDs and all faculty members) every year so that whole mentoring process can be improved. Noteworthy suggestions are

implemented so that the mentoring activity can be made more and more effective and purposeful.

2. Review of the Teaching and Learning Process, Process of Revision of the Syllabus and its Implementation

Review of PGDM Syllabus, Process and Implementation-

The PGDM curriculum of the Institute is updated and enhanced periodically to make it contemporary. The changes and improvements in the curriculum are identified through Gap analysis on the basis of inputs received from Industry, Alumni, Faculties, and Students. The learning outcomes being revised at periodic intervals - the evaluation of students' performance also gives them an understanding of how they need to improve their performance in various evaluations.

For the past five years, there has been an increase in organizations coming to campus for placements. While in the year 2019-2020 a decrease is seen because of COVID-19. In the pandemic, the organizations have downsized their requirements and jobs offered to the students.

Process for Approval of architecture of Program

Step I - The programme is designed in consultation with experts from Industry and Academia. The BOS for each specialization discusses the latest trends and skills requirements by industry.

Step II – The BOS deliberate and identify the new courses to be added, modify the existing courses to focus on new developments, and deleting some courses which are no longer relevant

Step III – The recommendations of the BOS for various specializations are discussed in a faculty retreat to examine the feasibility of the recommendations. Keeping in view the overall course structure and other parameters viz number of courses, number of hours, etc. as per the model curriculum of AICTE.

Step IV - These proposed recommendations are placed before the Academic Council for its concurrence. The Academic Council deliberates on these recommendations before their approval. The final structure is placed before the Governing Council for their formal approval.

As per the AICTE guidelines, each course is of three credits (30 hours) delivered in 20 sessions of 1 and ½ hours in the form of lectures, and tutorials. In addition, the faculty can schedule practical sessions for group work, assignments, field visits, etc. A typical course may have a structure like–27 hours Lecture (18 Sessions) and 3 hours Tutorials (2 Sessions).

The following process is used to update the quality and level of the program curriculum:

- Students' feedback is taken twice in a trimester and the suggestions related to course contents are considered.
- Specific suggestions from the students regarding course contents are also sought which are consolidated and discussed in pre-BOS meetings.

- Suggestions are also sought from other stakeholders from time to time.
- The consolidated suggestions from different stakeholders are discussed in BoS meetings.
- Based on identified changes in terms of courses, data on future, current industry need, program outcomes, program educational objectives, the administrative bodies like BOS and Academic Council take appropriate action to revise the curriculum.

Review of MMS Syllabus, Process and Implementation

The syllabus prescribed by the University of Mumbai for MMS is implemented by the Institute. However, suggestions for any changes are made whenever the syllabus revision takes place. The implementation of the syllabus as per the Guidelines is reviewed during ISO Audit.

The percentage of students who were successfully placed increased progressively from 89.19% (132/148) in 2015-16 to 92.51 % (210/227) in 2018-19. Despite the widespread disruption caused by the Covid 19 pandemic and lockdown, the placement percentage achieved as of 6th December 2020 is 73.91% (170/230)

The progressive increase in successful placement over the time horizon reported above was achieved through better corporate outreach, greater acceptability of DSIMS as a good business institute, and improved skill sets of graduating students owing to various MIM interventions.

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

6.5.3 Quality assurance initiatives of the institution include:

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

Response: D. 1 of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Upload details of Quality assurance initiatives of the institution	View Document
Upload any additional information	View Document
Paste web link of Annual reports of Institution	View Document

NAAC

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

The institution has a lineage of giving importance to the need for gender equity. In fact, the parent trust RSET began its journey 7 decades back by starting a school for girl students who were not getting educational opportunities at par with their male counterparts. Later, when the trust started junior and degree colleges in a phased manner, these colleges used to get overwhelming responses from the parents of girl students as they found a safe and trusted academic environment on the campus. The same tradition has been continuing ever since DSIMS began its journey in 2010. From the very beginning, the institute has been receiving female students in large numbers at par with the male students both in MMS and PGDM. The data relating to the composition of male and female students for the last 5 years is attached. The proportion of female students is quite impressive throughout. The female students also take part in co-curricular and extra-curricular (cultural and sports activities) in large numbers.

The institute has been taking special care in organizing exclusive counselling sessions for girl students through its parent trust RSET's another institute Ramdhar Maheshwari Career Counselling Centre which specializes in offering counselling services to needy students. Professional counsellors, often, conduct town hall meetings to encourage students to come forward to discuss issues bothering them. DSIMS invites Brahma Kumari to address students to handle psychological problems, family and relationship issues.

The institute has earmarked an exclusive common room for girl students to relax and unwind. The girls' common room is fitted with the required amenities to have a relaxing ambience amidst their busy academic campus life.

The institute regularly conducts exclusive sessions for girl students stressing the need for safety and security measures. These sessions are conducted through many partners such as – Women Wing Rotary International, Inner wheel club, Indian Development Foundation (IDF). The senior members of these partnering organizations along with senior faculty members conduct such sessions. Some exclusive workshops on POSH (Prevention of Sexual Harassment) of Women at Workplace (Prevention, Prohibition and Redressal) require the presence of both genders to understand the nuances and the consequences with respect to gender sensitivity. For such occasions, the institute invites both male and female students for the seminars and workshops. Any complaint under POSH is dealt with urgently as per the guidelines.

Besides, the institute also keeps paraphernalia of equipment fitted in women restrooms to facilitate a smooth supply of sanitary napkins and other required materials. The representation of female employees in the institute – both academic and non-academic -- has always been in favour of females. Domestic issues such as child welfare, medical or maternity issues and accordingly grant leaves and other privileges to make their work life better and smooth.

The RSET has both, the Girls' and Boys' hostel to facilitate the stay of outstation students. The Girl's hostel located within the campus provides a highly secured and disciplined campus stay. Because of this

rare facility in Mumbai, outstation female students join DSIMS.

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

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

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

Response: C. 2 of the above

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

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

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

Response:

The Institute has been outsourcing professional housekeeping agencies to effectively execute a solid waste management system. The hired agency deputed adequate manpower to the Institute not only to dispose of the waste generated every day but also to maintain the entire campus neat and clean on a routine basis. The cleaning and waste disposal schedule are prepared well in advance after consultation with the group of faculty and administrative members of the institute and subsequently the deployed staff regularly clear off the accumulated waste from each and every room of the institute. The team supervisor of the housekeeping agency periodically takes rounds of the campus and examines the waste clearing process and methods of his or her team members. The institute designates staff to inspect the waste clearing process

and the charts that are clipped against the soft board of critical areas to doubly ensure that the waste disposals take place as planned in a scheduled manner. Separate bins are provided by the trust for liquid and solid waste collection such as Dry waste and wet waste. Solid waste is collected by the housekeeping staff members. This is collected daily by the Brihan Mumbai Municipal Corporation from the campus.

Liquid Waste is connected to the sewage system internally laid & this is connected to the sewage system of the Brihan Mumbai Municipal Corporation

The institute also has an efficient E-Waste management scheme. Having realized the lifestyle of students and youngsters about their keenness in acquiring many electronics and mobile and its accessories, besides, laptops, palm tops etc. The Institute has decided to come out with a solution to facilitate easy disposal of unusable and obsolete electronic gadgets as waste materials. DSIMS, therefore, joined hands with a not for profit organization, Indian Development Foundation (IDF). Accordingly, an MOU was signed between DSIMS and IDF to install an E-Waste disposal cabinet at the very entrance of the Institute. Students and staff are regularly reminded about the E-Waste management scheme and encouraged to bring their outdated electronic gadgets for safe disposal. The collected unused electronic devices are subsequently taken out by IDF as per specified protocol and disposed of at government's designated centers. Further, students organize periodic seminars for the students and staff to emphasize the need for safe E-Waste management. IDF also brings eminent speakers to DSIMS once in a while to interact with students to sensitize them about the need for e-waste mitigation to address the global warming issues.

File Description	Document
Any other relevant information	View Document
Link for Geotagged photographs of the facilities	View Document

7.1.4 Water conservation facilities available in the Institution:

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

Response: D.1 of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document

7.1.5 Green campus initiatives include:

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles

3. Pedestrian Friendly pathways
4. Ban on use of Plastic
5. Landscaping with trees and plants

Response: Any 4 or All of the above

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

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

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

Response: B. 3 of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	View Document
Any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: C. 2 of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document

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

Response:

Inclusive environment, being the hallmark of a successful professional career's requirement, the institute at the very beginning of students' boot camp, started sensitizing the need for an inclusive environment. DSIMS with the rich experience of its parent trust RSET's legacy, receives students from all walks of life from diverse cultures, regions, religions, socio-economic and linguistic backgrounds.

The institute is traditionally known for its high inclusive environment – be it among staff and students, periodic seminars, workshops, lectures, cultural activities encouraging everyone to appreciate his or her own rich cultural values are being held in the institutes. There are many student driven and institute driven programs organized successfully every now and then in the campus. The institute regularly invites different spiritual leaders to address students about internal calmness and spirituality. Regular sessions like mindful meditation, harmony yoga, and reflection on celebrity spiritual leaders are being held for both staff and students.

Students observe special occasion days like traditional day, religious festivals and traditions of different ethnic groups. The institute every year constitutes a students cultural committee under the guidance of senior faculty members and organizes a two-day cultural function to highlight an inclusive environment showcasing the cultural and traditional performances and talents affirming unity in diversity. The committee volunteers select suitable themes every year and showcase skit, drama, concert, debates, fashion shows to assimilate cultural, communal, regional, linguistic and socio-economic nuances of diversities.

During special occasions like foreign delegates/ students visiting DSIMS, the cultural committee organizes exclusive cultural events to propagate diverse cultures of India to curious inbound delegates including students and faculty members visiting under student exchange programs through many cultural shows.

The institute has a very rich inclusive environmental fabric in its DNA which is perceptible through students and staff of diverse cultures who are associated with DSIMS for many years.

The admissions are done on purely merit basis irrespective of caste, creed and gender.

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

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

Response:

The core values of DSIMS cover Social Sensitivity and Ethical Behavior which are always in the center of mind while conducting any academic, co-curricular or extra-curricular activities in the institute. The Students' Hand Book which is provided to each student at the beginning of any program adequately covers the Core Values of the Institute and their Duties and Responsibilities as responsible citizens of the country. The Constitutional Obligations as a responsible citizen are emphasized during the Boot Camp organized before the start of regular sessions in the first year of the respective programs viz PGDM and MMS. The rights, duties and responsibilities as citizens are also emphasized during the delivery of courses wherever relevant.

The industry leaders are invited to address the students under the 'Thought Leadership' and 'Meet the Celebrity' initiatives of the institute who invariably advise the students to adopt ethical values. At the time of Convocation/ Degree Distribution, the MBA oath is administered on students where the students pledge that they would discharge their responsibilities by following all ethical values without any fear or favor and without any racial, gender or any other type of discrimination and would uphold the spirit of the Indian Constitution.

In line with the Vision, Mission and Core Values of DSIMS, the Institute offers courses like Indian Ethos and Business Ethics, Corporate Social Responsibility, and Corporate Governance to sensitize the students for ethical values, social sensitivity, environmental concerns and adopting ethical practices in governing the affairs of the corporates.

As regards the sensitizing of the employees of DSIMS (teaching and non-teaching), almost in every weekly faculty meeting all matters pertaining to the institute are reviewed to ensure that all the affairs and activities are conducted as per the laid down procedures to avoid any malpractice. The non-teaching staff also is sensitized in the meetings with the Director/ Dean/ Registrar to understand their responsibilities towards the nation and society including meeting the legitimate expectations of the students. A students' grievance committee operates in DSIMS where any grievance received from the student is addressed immediately.

As a part of the Institute's social responsibility, the students under the guidance of a senior faculty undertake various activities to support social cause like organizing blood donation camp, teaching under-privileged students, beach cleaning drive, organizing cricket tournaments for social cause between the corporates and the money collected from the corporates is donated to NGOs for children education and mid-day meals.

All national festivals like Independence Day, Republic Day, Gandhi Jayanthi are celebrated with the patriotic spirit to show respect towards the Nation. In the first session of every class the students recite the National Anthem every day. All institutional activities like conclaves, seminars, conferences, foundation day, convocation, etc. start with the National Anthem.

The accounts of DSIMS are audited regularly and no incidence of any fraud has been noticed any time since its inception. The ISO audit has also appreciated the institute for following good practices.

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

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

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

Response: A. All of the above

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

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

Response:

DSIMS celebrates all major national festivals, birth and death anniversaries of great Indian personalities either independently or as a part of a bigger celebration of RSET with the participation of other sister institutions under RSET.

Celebration of Independence Day & Republic Day:

RSET celebrates Independence Day and Republic Day every year with the participation of Teachers and Students of different institutions located at RSET campus. These festivals are celebrated with full enthusiasm and patriotic feelings. A dignitary is invited for these two occasions as the chief guests to grace these occasions. The President RSET presides over the functions and other office bearers and members of RSET, heads of various institutions, teachers, staff and students participate in these national celebrations in large numbers. Students of different institutes present colorful stage programs with patriotic themes. The chief guest at the occasion unfurls the flag and delivers a highly motivating speech to inspire the students.

Celebration of Teachers' day

Students of the DSIMS enthusiastically celebrate Teachers' day every year on 5th September at the occasion of the birth anniversary of Sarvapalli Radhakrishnan, to express their gratitude and respect towards the teachers. Students acknowledge the contribution of teachers in mentoring and shaping them to prepare them for corporates and the society.

Celebration of Yoga day

The 21st of June has been declared as the International Yoga day. This day is celebrated at RSET campus with the participation of teachers, staff and students of all the institutions under RSET. Some dignitary/ yoga guru is invited to conduct the yoga session for the participants and demonstrates how yoga can help in physical fitness and overall well-being.

Celebration of Diwali and Holi

Both Diwali and Holi are celebrated in a traditional way. The festival of lights is celebrated with the distribution of sweets and lighting up the workplace. DSIMS Students make rangoli at this occasion.

Holi is also celebrated and enjoyed by the staff and students by putting colors on each other taking care of the cleanliness of the campus.

Celebration of Christmas

Christmas is celebrated on 24th December every year i.e. one day prior to the winter vacations for faculty and students. A community lunch is arranged with the participation and contribution of teaching and non-teaching staff.

Celebration of Navratri

Students arrange a garba night in our auditorium to celebrate the Navratri in the most traditional and colorful manner.

Birth and Death Ceremony of Mahatma Gandhi

DSIMS celebrated the 150th Birthday of Bapu on 2nd October 2018 by inviting Dr. Rajan Pillai, an eminent academician and a trustee of Mani Bhavan. In a competition organized at the occasion the students presented skits to portray the life of Gandhiji. On the occasion of Martyrs day on the death anniversary of Bapu, one-minute silence is observed by all at 11.00 am.

Birth Day Celebration of Dr APJ Abdul Kalam

The anniversary of Dr Kalam is celebrated by DSIMS in association with the IDF every year to recall his values and teachings which inspire the students.

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

7.2 Best Practices**7.2.1 Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.****Response:****1. Objectives of the Practice**

Ever since the institute was founded in 2010, it has made conscious efforts to inculcate two significant attributes in students' viz. (i) Developing them for leadership roles and (ii) Mentoring Students, through the following two initiatives:

1. Manager in Making (MiM) / Leaders in Making (LiM)
2. Mentor-Mentee Relationship (MMR)

These initiatives have been devised after intensive deliberations with the Faculty Council, Board of Studies, and Academic Council. The major objective of the Manager in Making (MiM) / Leaders in Making (LiM) is to equip students with an ideal fit to serve industries in an effective leadership role. The Mentor-Mentee Relationship initiative is designed to facilitate student-faculty relations in order to understand every student's background, need, and priority and accordingly develop a suitable learning environment for him/her.

2. The Context

Manager in making (MiM) / Leaders in Making (LiM) was developed and curated after interactions with the employers and alumni to understand the needs of key stakeholders and it was found that there was scope for further development of skills such as the ability to perform advanced analytical research or tasks on excel, etc. Employers further reported the need to refine business communication skills. Based on feedback, the institute designed the MiM/LiM program with the help of industry experts to make students job-ready. This initiative is in addition to developing knowledge, analytical, and decision-making skills through classroom academic learning using a combination of student-centric contemporary pedagogy.

DSIMS has built a very unique fabric of Mentor-Mentee Relationship (MMR) between student and faculty, right from its inception. The institute believes in the philosophy that each student is unique and has some hidden abilities. Having realized this fact, culturally every faculty member internalizes this while interacting with each and every student. The institute has a structured student-faculty model within the system. The faculty members make adequate efforts to ensure the students' two years journey – be it academic or non-academic -- is fairly smooth – from the beginning till they leave the Institute with flying colors.

3. The Practice

Implementation of Manager in Making (MiM) / Leaders in Making (LiM) is rather methodical due to close observation and research of every year's progress.

MiM / LiM comprises of the following modules:

1. Resume Writing
2. Interview Facing Skills (through series of mock interviews)
3. Oral and Written Communication
4. Basic and Advanced MS Excel
5. Aptitude Tests

These modules are offered to students in a structured manner apart from their regular management-related courses.

The selection of such courses takes place after many consultations with employers, alumni, current students, and faculty fraternity. The institute officially designates an experienced professor as chairperson MiM/LiM who leads this department with the help of a dedicated administrative and academic team. The Manager in Making (MiM) / Leaders in Making (LiM) team regularly invites professionals and trainers to discuss and understand their fitment. Later, all such courses are delivered in different modes such as in lab settings, classroom lectures, one-to-one personal sessions, workshop formats, seminar modes, and so on.

Similarly, the institute has designed a formal mentor-mentee relationship (MMR) reporting system under which all faculty members are assigned a set of students as their mentees. As DSIMS, customarily, get students from diverse backgrounds the institute puts in plenty of efforts to understand each and every student's profile through different psychoanalytic techniques, which are largely carried out by the Department of Human Resource faculty members during the pre-academic sessions in the form of Special Engagement Program and Boot Camp.

The mentor-mentee relationship, within the institute as well as outside the institute is curated and developed both formally and informally. The formal mentor-mentee relationship is recorded periodically and the progress of the student is officially recorded for the purpose of academic analysis. Alternatively, the institute encourages each student to feel comfortable to connect with concerned faculty members for any academic help or to the faculty with whom he/ she is comfortable to discuss any personal issues. Generally, the institute encourages every student to spend time with faculty members on all Thursday afternoons. No sessions are therefore scheduled during Thursday post-lunch. During the mentoring sessions, faculty mentors record profiles of each student, and different aspects of students' personalities are analyzed. Based on the above analysis, a series of meetings and conversations take place between the faculty mentors and their mentees. Faculty members offer mentoring, coaching, and counseling service to

students as the need be. Every possible issue, both personal and academic, is discussed with students with the view to strengthen their academic achievements, aspirations and build confidence. These mentoring sessions make students interpersonally and emotionally strong to face the harsh corporate world.

Both MiM/LiM and MMR are unique practices in the context of Indian Higher Education as both the practices are designed with the view to carving DSIMS students as an ideal fit for the industries so that once the students join the organization they would be able to sync their personal goals with organizational goals and excel in their professional careers. Also, this seamless integration will help them to develop themselves as leaders of tomorrow and achieve success in all personal and professional aspects of their lives.

4. Evidence of Success

The Chairpersons of MiM/LiM, Corporate Relations & Placements, Academic Programs, along with Dean and Directors discuss various proposals related to MiM/LiM to enhance the placement record. Based on previous year placement records, Chairperson-Corporate Relations proposes desired targets of students required skill sets to be developed.

The performance of individual students is recorded and based on that the students are graded under a well-designed, objective, dynamic, and transparent grading system. The grading system has a 50-50 weightage of academic record and overall development of students (including MiM performance).

Rigorous monitoring and inclusion of new modules and experience of their execution and interaction with industry professionals have yielded desired success year on year. The last five years placement record is given hereunder:

S.No.	Year	MMS	PGDM	Total	Percentage
1	2015-16	97	35	132	89.19
2	2016-17	91	54	145	75.92
3	2017-18	106	83	189	91.3
4	2018-19	107	103	210	92.51
5	2019-20	84	86	170	73.91

The placement results have indeed reinforced the belief of DSIMS about the constant intervention of new courses after close monitoring.

Similarly, the MMR has blossomed and evolved into many further shapes. The institute regularly witnesses numerous alumni participating in the institute's meet-the-expert counseling sessions wherein DSIMS alumni eagerly visit the institute to meet students to offer career-based advice. Further, the mentor-mentee has built a strong relationship with the placement department. Alumni, conventionally, bring their employers to recruit students from their alma mater. Not only that, senior alumni continuously handhold the new recruits and guide them throughout their career journey. The mentor-mentee relationship is long-lasting. Many of the past students connect with the faculty members to seek guidance or help in solving the problems faced at their workplace. Further, due to the strong bond that is created because of mentor-mentee relationships, passed out students visit DSIMS as career counselors, communication experts, guest faculty, and so on and deliver numerous sessions voluntarily on a pro bono basis. The alumni and the Chairperson-Alumni Relation customarily meet every fortnight, alternate Saturdays, and plan many things to help the institute and strengthen the Corporate-Campus relationship.

Every year DSIMS gets numerous students based on referrals and word of mouth from alumni and senior students. Students of DSIMS and alumni have opined their positive experiences of faculty relationships in leading MBA portals such as Shiksha.com, MBAUniverse, CollegeDunia, Career 360 degree, registering their pleasant experiences with faculty members. It is very common to witness comments related to faculty support extended to students while studying alumni relationships, career guidance, and placement support.

5. Problems Encountered and Resources Required

There were few bottlenecks for the smooth conduct and delivery of MiM/LiM. Initially, students were not prepared to put in extra efforts to learn the new development modules due to their academic pressure. However, after regular counseling and the realization that it would enhance their placement prospects, students happily adopted MiM/LiM as part of their academic journey.

The second problem encountered was to identify suitable resource persons from industries to instill required skill sets as per the policy norms and expectations of the MiM/LiM team. Constant search, survey, interviews, and personal examinations have yielded results.

Financial resource requirements were indeed taken care of by the Director's office. The annual budget incorporates the requirements of MiM/LiM expenses. The requested/allotted budgets are approved by the Governing Council for the smooth functioning of the MiM/LiM activities.

Dean's office has created grading systems that included their developmental performance through leanings from MiM/LiM modules. The grading system is quite dynamic and provides a competitive environment. It provides a better opportunity for placement to those who are placed in higher grades.

Similarly, implementation of a robust MMR can only happen when students feel free and without any inhibitions approach faculty mentors for counseling sessions. As management students are hailing from diverse demographic backgrounds, sometimes they feel apprehensive and shy to approach faculty mentors for counseling. Under such circumstances, all faculty members keep on discussing, in many faculty council meetings about different ways and means to connect with every student/mentee and address their issues, if any. The institute also brings clinical psychologist as career counselors regularly to the institute to conduct workshops. Mentors are also advised by senior colleagues to be watchful about any abnormal behavior of students either within or outside the classrooms; the same is reported in faculty council meetings. RSET has an exclusive counseling center Ramdhar Maheshwari Career Counselling Centre, which has dedicated professionally trained counselors. Whenever a mentor decides to refer a particular student on account of any specific abnormality, the same is done by maintaining complete confidentiality and the mentee is offered professional counseling support. On many occasions, mentees are encouraged to bring their parents for such counseling, if needed as part of personal counseling. Right from the beginning, the institute encourages a very transparent relationship between the faculty mentors and their student mentees which grossly helps in strengthening the faculty-student bond which is the core of a successful Mentor-Mentee Relationship.

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

7.3 Institutional Distinctiveness

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

Response:

Social Responsibility Projects (SRP)

Social interventions are capable of making a substantial impact on management students. Traditional Management syllabus usually focuses on maximisation of profits, indifferent to the social spillover effects. Through our **Social Responsibility Projects**, we attempt to fill this void. As a management Institute DSIMS aims to bring Social Responsibility as one of its major differentiators and being socially responsible we have undertaken initiatives for strengthening awareness and sensitivity amongst our students. This, in turn, improves the social sensitivity and leadership skills of our young budding business professionals.

At DSIMS we have a number of initiatives that serve as a dual purpose of developing our students and also helping society in the process. **Project SAHYOG** is a compulsory beyond classroom activity for all our students where they engage with NGOs/SHGs/Corporate CSR departments. All the Institutional Social Responsibility Projects/Activities at DSIMS are conducted under Project Sahyog. This Project was initiated in the year 2016. Project Sahyog activities are categorized under two major heads:

1. ACADEMICS
2. BEYOND ACADEMICS

ACADEMICS: Activities under academics primarily aims to sensitise students towards ethical values and responsibilities and, social issues through subjects pertaining to the curriculum like Corporate Social Responsibility, Indian Ethos and Business Ethics and Corporate Governance. It also includes social and medical awareness sessions for children like sessions on Personal hygiene and environmental cleanliness.

BEYOND ACADEMICS: Projects and activities under Beyond Academics capture various activities which are more experiential and aims at connecting with the society and other stakeholders like corporate and NGOs through student involvement. DSIMS believes that charity begins at home. Hence there are need-based initiatives for Sarvodaya school students. Sessions on Language Skills as well as Computer Sessions were conducted in Sarvodaya School by students of MMS/PGDM. In addition, a poster making competition was also conducted for Sarvodaya school children to showcase their creativity and talent. These sessions and competitions not only improve the confidence of school children but are also aimed at the development of leadership skills, along with a sense of fulfilment for making a small difference in someone's life for DSIMS students.

Social Responsibility Projects are delivered outside academic settings wherein students conceive and prioritise their area of focus. Besides other things, organising blood donation campaigns, collecting sponsorship money for lesser privileged children, offering basic communication classes, conducting leadership development classes for government school children, participating in group initiatives such as beach cleaning drives etc., are part of the social responsibility projects.

Similarly, Social Responsibility Projects (SRP) are also steered by senior professors. The professor in charge of SRP every year nominates Core Committee of students and the Committee intern inducts like-minded committed volunteers for different projects based on their interests such as blood donation camp, communication and computer classes to underprivileged school children, leadership development classes for municipal school children, beach cleaning camps, sports events to generate sponsorship money to donate to NGO's to support mid-day meals and schools books, etc for poor school-going children, collect funds/materials for natural calamity victims and so on. DSIMS has also tied up with the Roti Bank initiated by the retired DGP of Maharashtra to provide meals to underprivileged slum dwellers.

SRP particularly, moulds students to be a socially responsible employee to ensure that they uphold basic values of business ethics and societal responsibilities.

Projects of social responsibility in nature have brought perceptible changes among students and alumni who have graduated from the institute. The number of alumni who volunteer to participate in different SRP has been steadily increasing every year. DSIMS, alumni are indeed responsible for helping the institute to garner sponsorship money that is donated to different NGO's. Though the Institute gradually increasing the number of SRP's every year, the ethical and moral values in students' personalities mostly remain dormant and imperceptible. Therefore, it may be difficult to provide evidence of success in this field except for the list of projects handled successfully with a sense of satisfaction by the student teams.

The Institutional Social Responsibility Faculty member and student team of the Project Sahyog cell familiarize several activities to the students during Boot Camp and ensure their involvement all the way through the academic year. Various initiatives are conducted in collaboration with NGO's like IDF, GOONJ, Lions Club, Roti Bank and Rotary Club like Rakhi Selling Drive, Kerala Relief Drive, Blood donation drive, Diya Selling Drive, Beach Cleaning Drive and Blanket Donation Drive etc. Some of these drives are continued every year like the Blood donation camp wherein students not only volunteer to organize the initiative but are also motivated to donate blood as well. Initiatives like Diya selling and Rakhi selling was conducted in collaboration with IDF wherein students of DSIMS had first-hand selling experience for a social cause. The amount generated was later handed over to IDF which will be used further for the education of underprivileged children. Recently e-waste awareness, tree plantation and beach cleaning drives were conducted for sensitizing students for sustainability.

One of the most coveted social initiatives at the institute is Cricket for Social Responsibility. It's a one-day cricket tournament wherein eminent corporates participate and the fund generated through the registration fees completely goes to two NGO's Annamrita (An Iskcon Initiative) and Nanhi Kali (a Mahindra Initiative) on the day of the event itself.

Institute has also voluntarily created a staff welfare fund to financially support the staff as per the discretion of the committee. This fund is primarily utilized to support the fees of children /medical requirements of the support staff of the institute.

In this way, the Social Responsibility Projects under the coveted Project Sahyog activity at DSIMS

attempts to inculcate social and environmental sensitivity amongst the management students of today and in the due course tries to mould them into socially sensitive business leaders of tomorrow.

File Description	Document
Link for appropriate web in the Institutional website	View Document

NAAC

5. CONCLUSION

Additional Information :

DSIMS is committed to deliver quality education to the students. In the process to make them job ready, DSIMS has invested in the program called LEADERS IN MAKING and MANAGERS IN MAKING.

This takes care of the students beyond learning initiatives. Secondly, the students are awakened to the idea of giving back to the society through a very vigorous program under Institute Social Responsibility. This takes care of not only developing a global professional, but also developing a socially sensitive business leader of tomorrow.

Concluding Remarks :

Thus, DSIMS as a new age institute has imbibed the attribute of upgraded Curriculum with the participation of Industry and academicians. The Institute has developed a very robust teaching learning and evaluation process by providing quality education thorough the tools provided by our Knowledge Resource Centre and committed faculty members and staff. The Remson's Centre of Research takes care of the Research. The center takes initiatives of enriching the faculty members to the idea of research, especially by organizing the International Conference every year. The students are mentored, guided and supported for all the needed guidance, which enhances their professional caliber. This is done through a very well monitored Mentoring System. The Institute also nurtures talents regarding co-curricular and extracurricular activities of the students, this is done through SABRANG, our cultural fest and VERSUS our sports initiative.

DSIMS takes pride in the institutions progress from its inception, and is working tirelessly to build the leadership capabilities of the students so that they become not only successful Managers, but inspirational leaders of the future.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.2.1	<p>Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented</p> <p>1.2.1.1. Number of Programmes in which CBCS / Elective course system implemented. Answer before DVV Verification : 2 Answer after DVV Verification: 1</p> <p>Remark : DVV has made the changes as per IIQA.</p>																																								
2.1.1	<p>Average Enrolment percentage (Average of last five years)</p> <p>2.1.1.1. Number of students admitted year-wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>195</td> <td>240</td> <td>240</td> <td>218</td> <td>190</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>363</td> <td>335</td> <td>228</td> <td>272</td> <td>286</td> </tr> </tbody> </table> <p>2.1.1.2. Number of sanctioned seats year wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>240</td> <td>240</td> <td>240</td> <td>240</td> <td>240</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>427</td> <td>471</td> <td>449</td> <td>409</td> <td>341</td> </tr> </tbody> </table> <p>Remark : DVV has given the input as per provided report by HEI.</p>	2019-20	2018-19	2017-18	2016-17	2015-16	195	240	240	218	190	2019-20	2018-19	2017-18	2016-17	2015-16	363	335	228	272	286	2019-20	2018-19	2017-18	2016-17	2015-16	240	240	240	240	240	2019-20	2018-19	2017-18	2016-17	2015-16	427	471	449	409	341
2019-20	2018-19	2017-18	2016-17	2015-16																																					
195	240	240	218	190																																					
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2019-20	2018-19	2017-18	2016-17	2015-16																																					
240	240	240	240	240																																					
2019-20	2018-19	2017-18	2016-17	2015-16																																					
427	471	449	409	341																																					
2.3.3	<p>Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)</p> <p>2.3.3.1. Number of mentors Answer before DVV Verification : 21 Answer after DVV Verification: 24</p> <p>Remark : DVV has made the changes as per 3.1</p>																																								

3.3.2	<p>Number of research papers per teachers in the Journals notified on UGC website during the last five years</p> <p>3.3.2.1. Number of research papers in the Journals notified on UGC website during the last five years.</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>3</td> <td>2</td> <td>5</td> <td>5</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>1</td> <td>1</td> <td>2</td> <td>2</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per provided report of research papers in the Journals notified on UGC website by HEI.</p>	2019-20	2018-19	2017-18	2016-17	2015-16	5	3	2	5	5	2019-20	2018-19	2017-18	2016-17	2015-16	2	1	1	2	2
2019-20	2018-19	2017-18	2016-17	2015-16																	
5	3	2	5	5																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
2	1	1	2	2																	
3.3.3	<p>Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years</p> <p>3.3.3.1. Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1133 1046 1267"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>12</td> <td>9</td> <td>4</td> <td>2</td> <td>4</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1346 1046 1480"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>9</td> <td>4</td> <td>2</td> <td>4</td> </tr> </tbody> </table> <p>Remark : DVV has excluded ISSN number here.</p>	2019-20	2018-19	2017-18	2016-17	2015-16	12	9	4	2	4	2019-20	2018-19	2017-18	2016-17	2015-16	10	9	4	2	4
2019-20	2018-19	2017-18	2016-17	2015-16																	
12	9	4	2	4																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
10	9	4	2	4																	
3.4.3	<p>Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., during the last five years (including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)</p> <p>3.4.3.1. Number of extension and outreached Programmes conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1957 1046 2092"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>14</td> <td>8</td> <td>7</td> <td>1</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	10	14	8	7	1										
2019-20	2018-19	2017-18	2016-17	2015-16																	
10	14	8	7	1																	

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
6	7	5	4	1

Remark : DVV has excluded RAKHI SELLING DRIVE, FLOOD RELIEF DRIVE BAL MELA POSTER MAKING COMPETITION shared by HEI.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
420	552	516	398	10

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
363	471	456	282	10

Remark : DVV has not considered those students participated in such RAKHI SELLING DRIVE, FLOOD RELIEF DRIVE BAL MELA POSTER MAKING COMPETITION activities shared by HEI.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
5	5	2	1	1

Answer After DVV Verification :

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

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

3.5.2	<p>Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years</p> <p>3.5.2.1. Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>2</td> <td>2</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>1</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : DVV has given the input as per shared report of MoUs by HEI.</p>	2019-20	2018-19	2017-18	2016-17	2015-16	2	2	2	0	0	2019-20	2018-19	2017-18	2016-17	2015-16	1	1	1	0	0
2019-20	2018-19	2017-18	2016-17	2015-16																	
2	2	2	0	0																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
1	1	1	0	0																	
4.1.3	<p>Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)</p> <p>4.1.3.1. Number of classrooms and seminar halls with ICT facilities Answer before DVV Verification : 14 Answer after DVV Verification: 19</p> <p>Remark : DVV has given the input as per shared report of classrooms and seminar halls by HEI.</p>																				
4.2.4	<p>Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the last completed academic year</p> <p>4.2.4.1. Number of teachers and students using library per day over last one year Answer before DVV Verification : 111 Answer after DVV Verification: 22</p> <p>Remark : DVV has made the changes as per average of teacher and students using library per day on (dates)</p>																				
5.3.3	<p>Average number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions)</p> <p>5.3.3.1. Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years Answer before DVV Verification:</p> <table border="1" data-bbox="304 1852 1046 1986"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>16</td> <td>14</td> <td>8</td> <td>8</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p>	2019-20	2018-19	2017-18	2016-17	2015-16	11	16	14	8	8										
2019-20	2018-19	2017-18	2016-17	2015-16																	
11	16	14	8	8																	

2019-20	2018-19	2017-18	2016-17	2015-16
05	07	06	02	02

Remark : DVV has not consider "Farewell Party; Teachers Day Celebration; Fresher's Day; Traditional Day;" Garba Night and DVV has considered days activities and events held on the same day to be counted as one shared by HEI.

6.2.3 Implementation of e-governance in areas of operation

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

Answer before DVV Verification : B. 3 of the above

Answer After DVV Verification: E. None of the above

Remark : Provided report are blurred.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
10	18	16	22	25

Answer After DVV Verification :

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

Remark : Relevant document has not shared by HEI.

6.5.3 Quality assurance initiatives of the institution include:

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

Answer before DVV Verification : A. All of the above
 Answer After DVV Verification: D. 1 of the above
 Remark : DVV has made the changes as per provided report by HEI.

7.1.4	<p>Water conservation facilities available in the Institution:</p> <ol style="list-style-type: none"> 1. Rain water harvesting 2. Borewell /Open well recharge 3. Construction of tanks and bunds 4. Waste water recycling 5. Maintenance of water bodies and distribution system in the campus <p>Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: D.1 of the above Remark : DVV has given the input as per provided report by HEI.</p>
7.1.7	<p>The Institution has disabled-friendly, barrier free environment</p> <ol style="list-style-type: none"> 1. Built environment with ramps/lifts for easy access to classrooms. 2. Disabled-friendly washrooms 3. Signage including tactile path, lights, display boards and signposts 4. Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading <p>Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: C. 2 of the above Remark : DVV has made the changes as per provided report by HEI.</p>

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of courses offered by the Institution across all programs during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="196 1592 986 1704"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>139</td> <td>135</td> <td>148</td> <td>161</td> <td>175</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="196 1787 986 1899"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>424</td> <td>372</td> <td>352</td> <td>354</td> <td>354</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	139	135	148	161	175	2019-20	2018-19	2017-18	2016-17	2015-16	424	372	352	354	354
2019-20	2018-19	2017-18	2016-17	2015-16																	
139	135	148	161	175																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
424	372	352	354	354																	
1.2	<p>Number of programs offered year-wise for last five years</p> <p>Answer before DVV Verification:</p>																				

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

Answer After DVV Verification:

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

2.1 **Total number of classrooms and seminar halls**

Answer before DVV Verification : 14

Answer after DVV Verification : 19

NAAC