



Xavier Institute of Management & Research

Xavier Institute of Management & Research
Xavier's College Campus, Mahapalika Marg,
Mumbai 400001.



SELF ASSESSMENT REPORT (SAR)
POSTGRADUATE MANAGEMENT
MASTER OF MANAGEMENT STUDIES

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Xavier Institute of Management & Research

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PART A

INSTITUTIONAL INFORMATION

PART A: INSTITUTIONAL INFORMATION

1. Name and Address of the Institution:

**Xavier Institute of Management & Research
St. Xavier's College Campus, 5 Mahapalika Marg,
Fort , Mumbai 400 001.**

2. Name and Address of the Affiliating University, if applicable:

University of Mumbai

3. Year of establishment of the Institution:

2006

4. Type of the Institution:

Institute of National Importance	
University	
Deemed University	
Autonomous	
Affiliated Institution	✓
AICTE Approved PGDM Institutions	
Any other (Please specify)	

5. Ownership Status:

Central Government	
State Government	
Government Aided	
Self financing	
Trust	✓
Society	
Section 8 Company	

6. Vision of the Institution:

XIMR will be a pre-eminent, multi-cultural, global business school. It will advance global management knowledge and practice, and will be sought after by Governments, Non-governmental organizations, Multinational corporations, and the media for its expertise in forming persons for others, and with others.

7. Mission of the Institution:

XIMR will develop leaders for global business with character, competence, and commitment who will make a difference to their organizations and to society at large.

8. Details of all the programs offered by the institution:

S. No.	Program Name	Year of Start	Intake at the start of the program	Increase in intake, if any(from the start)	Year of increase	AICTE Approval	Accreditation Status
1	Master of Management Studies	2006	60	NIL	N/A	File No. 06/7/MS/MBA/2006/008	Applying first time

9. Programs to be considered for Accreditation vide this application

Sr. No.	Program Name	Current Year Sanctioned Intake	Current Year Admitted nos.
1	Master of Management Studies	60	60

10. Contact Information of the Head of the Institution and NBA coordinator, if designated:

- i. Head of the Institution
Name: Prof. Dr. K. N. Vaidyanathan
Designation: Director
Mobile No: +91 90294 46767 / +91 98193 16091
Email id: director@ximr.ac.in
- ii. NBA coordinator, if designated
Name: Pranil Naik
Designation: Assistant Professor
Mobile No: +91 98928 10716
Email id: pranil.naik@ximr.ac.in

PART B

CRITERIA SUMMARY

CRITERIA SUMMARY**Name of the Program: Master of Management Studies**

Criteria No.	Criteria	Weightage
1	Vision, Mission & Program Educational Objectives	50
2	Governance, Leadership & Financial Resources	100
3	Program Outcomes & Course Outcomes	100
4	Curriculum & Learning Process	125
5	Student Quality and Performance	100
6	Faculty Attributes and Contributions	220
7	Industry & International Connect	130
8	Infrastructure	75
9	Alumni Performance and Connect	50
10	Continuous Improvement	50
	Total	1000

1 - CRITERION 1
VISION, MISSION AND
PROGRAM EDUCATIONAL OBJECTIVES

CRITERION 1	VISION, MISSION & PROGRAM EDUCATIONAL OBJECTIVES	50
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CRITERION 1	VISION, MISSION & PROGRAM EDUCATIONAL OBJECTIVES	50
Self Assessment		50

1.1 Vision and Mission Statements (5)**Self Assessment (5)**

(Vision statement typically indicates aspirations and Mission statement states the broad approach to achieve aspirations)

Vision:

XIMR will be a pre-eminent, multi-cultural, global business school. It will advance global management knowledge and practice, and will be sought after by Governments, Non-governmental organizations, Multinational corporations, and the media for its expertise in forming persons for others, and with others.

Mission:

XIMR will develop leaders for global business with Character, Competence, and Commitment who will make a difference to their organisations, and to society at large

M1 : To develop students as global business leaders.

M2 : To mould students with Character , Competence and Commitment.

M3 : To encourage students to make a difference to their organisations, and society at large.

XIMR is a premier Jesuit B-school providing top quality management education in the city of Mumbai, in the western region of India.

Xavier Institute of Management & Research (XIMR) is an unaided Roman Catholic minority B-School affiliated to Mumbai University and has been striving for academic excellence since its inception. It is a part of the Jesuit Higher Education which is the world's largest, spanning 5 continents.

1.2 PEOs Statements (5)**Self Assessment (5)**

(State the Program Educational Objectives (3 to 5) of the program seeking accreditation)

The programme educational objectives have been designed to ensure holistic development of students and to offer the industry corporate ready students. Students of Xavier Institute of Management and Research, who acquire their MMS Degree shall be able to:

- PEO.1 : Apply the fundamentals of Business and Management acquired during the course to real life scenarios.
- PEO.2 : Ensure feasible and optimal solutions through both analytical reasoning and out of the box thinking when faced with challenges in professional life.
- PEO.3 : Exhibit high order of commitment and character at all times in both personal and professional engagements.
- PEO.4 : Evolve as global business leaders who have far reaching positive impact on both micro and macro ecosystems that they influence.

1.3 Dissemination among Stakeholders (10)**Self Assessment (10)**

(Describe the process which ensures awareness among internal and external stakeholders with effective process implementation)

(Internal stakeholders may include Management, Governing Board Members, faculty, support staff, students etc. and external stakeholders may include employers, industry, alumni, funding agencies, etc.)

1. The institute is extremely conscious of , and thus responsible for effective dissemination of the Vision and Mission statements amongst all the stakeholders. The Institute ensures that the Vision and Mission is:
 - a. Owned by the leadership and management
 - b. Internalised by employees and students
 - c. Known and made aware of, to the relevant authorities, corporate partners, recruiters and the general ecosystem at large
2. Vision and Mission statements are clearly informed and uniformly understood by all internal and external stakeholders including the top leadership, employees, students, parents/guardians, university authorities, recruiters, sponsors, suppliers, service providers, partners etc.
3. They are prominently displayed on the institute website which in most cases is the first point of contact for many stakeholders.
4. Displayed prominently at multiple locations in the campus so that anyone who visits the campus shall be able to read the same. These are printed in our institute prospectus, event brochures, research publications, policy manuals etc.
5. The Top leadership plays a key role not only in the formulation of the vision and mission statements but also in its effective dissemination by ensuring that these are always conveyed to eminent dignitaries, guests and senior officials of the university and government who grace the institute on various occasions.
6. All employees are briefed about the vision and mission by the director and their immediate superiors at the time of induction into the institute. These are described to them and also explained along with emphasising their roles in the attainment of this vision.
7. All the teaching faculty members incorporate these into their teaching-learning philosophy which is reflected in their course outlines and session plans. The institute ensures that the faculty members align their respective course objectives and outcomes in line with the institute's vision, mission and PEOs.
8. In the case of the support staff, these are broadly conveyed to all and disseminated through the respective hierarchies and used as a compass to determine direction for effective decision making and actions. These reflect not only the tangible aspects of the service offered to the learners, but also in various intangibles that are part of the service.
9. The vision and mission of the institute displayed on the institute website helps the prospective students understand about the educational philosophy and value system of the institute even before admission.

10. The institute prospectus serves as the next stage where the prospective students who seek admission get acquainted with the institute's vision and mission.
11. Learners who are finally admitted to the institute's program are formally educated about the Vision , Mission and Jesuit Values as well as their role in the accomplishment of the same, at the time of induction.
12. Learners are made to continuously keep sight of the vision and mission not only through the curricular activities but also through the wide range of co-curricular, extra-curricular and extension activities that are offered to them as part of the course.
13. At the time of departure on completion of the course during events like the farewell function and Convocation certificate distribution ceremony, the vision and mission are reiterated, and the learners are urged to uphold the same through their conduct in their professional and social lives, as alumni of the institute.
14. Parents and guardians of the learners are informed about the Institute's Vision , Mission and Values right from the time of admission of their wards to the time of departure on completion of the course. Even during interactions with parents and guardians during the course, for various issues the vision and mission are kept as guiding beacons.
15. In case of other stakeholders like recruiters, sponsors, partners, guest speakers etc., the vision and mission are shared with them right at the time of first contact orally and then through documents to ensure that there is clear alignment of the objectives of both parties. There is a conscious attempt to not only disseminate but also to incorporate the tenets of the vision and mission in the day-to-day functioning of the institute.

Dissemination to Stakeholders			
Employees – Teaching & Non-Teaching	Students and Parents	Corporate Partners / Recruiters / Governing Authorities	General Ecosystem
<ul style="list-style-type: none"> • Induction of the Employee • Through the display of the Vision and Mission at all prominent locations in the institute • Orientation Programme 	<ul style="list-style-type: none"> • Website • Induction Programme • Transition Programme • Conferences and Events on campus • Farewell Ceremony • Convocation Ceremony 	<ul style="list-style-type: none"> • Website • Placement Brochure • Event Brochure • Publications of the Institute • Invitations and Memorabilia 	<ul style="list-style-type: none"> • Website • Through the display of the Vision and Mission at all prominent locations in the institute • Advertisements and all other promotional communication

Table 1.3.1: Dissemination to Stakeholders

1.4 Formulation process (15)**Self Assessment (15)**

(Articulate the process for formulating the Vision, Mission and PEOs of the program)

The Institute boasts of an existence of more than a decade now and prides itself in being one amongst the new age B-schools in the state of Maharashtra that has created a strong niche for itself in value-based education. Run by the Society of Jesus, commonly known as the Jesuits (established in 1540), the Institute has inherited the proud legacy of the Xavier brand name that has global recognition. The Institute has, since inception, believed in ensuring global business managers high on moral values and character.

The Vision and Mission statement of the institute was designed in 2006, in its formative years, keeping in mind the ideals and philosophy of the Jesuits. The Vision and Mission then was formulated by the core group that was spearheading the launch of the Institute. The Vision and Mission statement that was envisaged in the early foundation years of the institute are still the guiding stars for value-based education imparted at the institute.

The accreditation journey was envisaged in 2017, after a resolution by the Board of Governors (BoG) to kickstart the NBA journey. The Board of Governors (BoG) also instructed to revisit and validate the Vision and Mission statement of the Institute.

The Vision and Mission statement was then subject to a revisit and revalidation by stake holders of the Institute representing all aspects of the Institute. A meeting of these stake holders comprising Teaching Staff, Non-teaching Staff, Alumni, Students, Recruiters, Parents and Management Representatives was held to review the Vision and Mission. The stake holders after deliberations agreed upon continuing with the same Vision and Mission formulated on inception.

The PEOs were then formulated before embarking on the accreditation journey. The formulation of the PEOs was done by a committee comprising the Director, select faculty members, select alumni and some corporate partners. The PEOs were formulated in alignment with the Vision and Mission statement.

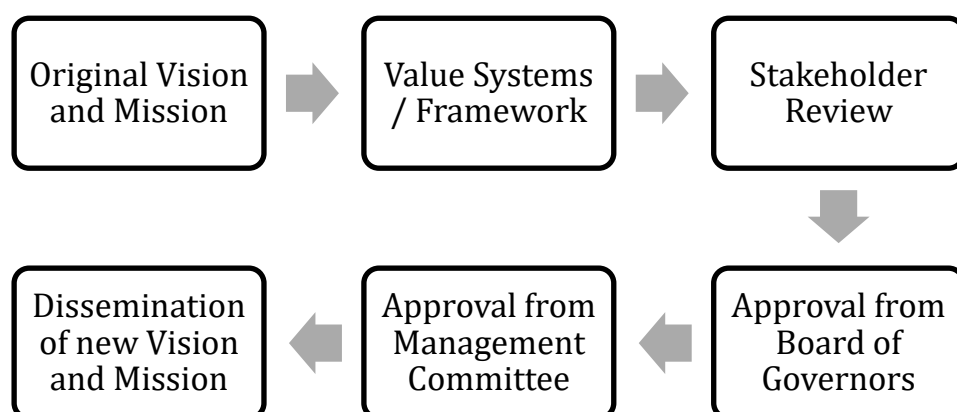


Figure 1.4.1: Flowchart for adopting Vision and Mission

1.5 Consistency of PEOs with the mission (15)**Self Assessment (15)**

(Generate a "Mission of the Institute – PEOs matrix" with justification and rationale of the mapping)

The design of the PEOs was done keeping in mind the strengths of the institute, the need of industry and the holistic development of the learner. The PEOs were mapped with the Mission to check the correlation and create an enhanced learning outcome. The following table indicates the mapping along with the justification for the correlation.

PEOs Mission	M1	M2	M3
PEO1	H	M	M
PEO2	H	H	M
PEO3	H	H	H
PEO4	H	H	H

Note: M1, M2, ..., Mn are distinct elements of Mission statement.
The correlation levels are defined as : L : Low, M : Medium, H : High

Table 1.5.1: Correlation Matrix of Missions with PEOs

Mission	PEO	Corr.	Justification
M1: To develop students as global business leaders.	PEO1: Apply the fundamentals of Business and Management acquired during the course to real life scenarios.	H	Any leadership journey has the critical requisite of having fundamentals in place and the ability to apply the fundamentals to real life scenario irrespective of the constraints.
M1: To develop students as global business leaders.	PEO2: Ensure feasible and optimal solutions through both analytical reasoning and out of the box thinking when faced with challenges in professional life.	H	A key aspect of leadership is the ability to come up with creative solutions that are not only radical to shatter the conventional but also practical in their application.
M1: To develop students as global business leaders.	PEO3: Exhibit high order of commitment and character at all times in both personal and professional engagements.	H	Integrity has always been a strong pillar of leadership in any domain and leaders are always expected to display character and morality in all their actions which influences the overall governance of their organization.
M1: To develop students as global business leaders.	PEO4: Evolve as global business leaders who have far reaching positive impact on both micro and macro ecosystems that they influence.	H	It is not only the mere designate of being a leader, but the accountability of creating a significant impact on lives of all stake holders.
M2: To mould students with character, competence and commitment.	PEO1: Apply the fundamentals of Business and Management acquired during the course to real life scenarios.	M	Sound learnings always translate into sound characters that help us get the best out of ourselves , commitment to lifelong learning and self-motivation in life.
M2: To mould students with character, competence and commitment.	PEO2: Ensure feasible and optimal solutions through both analytical reasoning and out of the box thinking when faced with challenges in professional life.	H	Ability to come up with pragmatic solutions and face challenges with aplomb and take on the mantle of global social responsibility.

Mission	PEO	Corr.	Justification
M2: To mould students with character, competence and commitment.	PEO3: Exhibit high order of commitment and character at all times in both personal and professional engagements.	H	Learnings that build on the moral compass of the individual is what makes them possess characters that can stand the test of time.
M2: To mould students with character, competence and commitment.	PEO4: Evolve as global business leaders who have far reaching positive impact on both micro and macro ecosystems that they influence.	H	Respect garnered for exhibiting values and commitment to excel shall always help influence all sections at all times.
M3: To encourage students to make a difference to their organisations and society.	PEO1: Apply the fundamentals of Business and Management acquired during the course to real life scenarios.	M	Strong fundamentals are always a stepping board for the larger good in any set up.
M3: To encourage students to make a difference to their organisations and society.	PEO2: Ensure feasible and optimal solutions through both analytical reasoning and out of the box thinking when faced with challenges in professional life.	M	The ability to think out of the box is always an assurance to solve issues that are detrimental to progress. The difference to the society at large is significant in all regards.
M3: To encourage students to make a difference to their organisations and society.	PEO3: Exhibit high order of commitment and character at all times in both personal and professional engagements.	H	A strong value system is definitely a catalyst to drive a positive influence in both organisations and society, always strive for being better.
M3: To encourage students to make a difference to their organisations and society.	PEO4: Evolve as global business leaders who have far reaching positive impact on both micro and macro ecosystems that they influence.	H	An intent to create a strong positive impact shall always be the driving force to leave an indelible mark on both the organization and the society at large.

Table 1.5.2: Correlation Matrix of Missions with PEOs with Justification

2 - CRITERION 2
GOVERNANCE, LEADERSHIP &
FINANCIAL RESOURCES

CRITERION 2	GOVERNANCE, LEADERSHIP & FINANCIAL RESOURCES	100
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CRITERION 2	GOVERNANCE, LEADERSHIP & FINANCIAL RESOURCES	100
	Self Assessment	100

2.1 Governance and Leadership (60)**Self Assessment (60)****2.1.1 Governance Structure and Policies (25)****Self Assessment (25)****2.1.1.1 Governing Structure (10)****Self Assessment (10)**

(List the governing, senate, and all other academic and administrative bodies; their memberships, functions, and responsibilities; frequency of the meetings; and attendance therein, details of monitoring of performance done by the BoG. A few sample minutes of the meetings and action-taken reports should be annexed)

Xavier Institute of Management and Research boasts of an existence of more than a decade now and prides itself in being one amongst the new age B-schools in the state of Maharashtra that has created a strong niche for itself in value-based education. Run by the Society of Jesus, commonly known as the Jesuits (established in 1540), the Institute has inherited the proud legacy of the Xavier brand name that has global recognition. The Institute has since inception believed in ensuring global business managers high on moral values and character. The Institute is a part of the heritage 150 year old Bombay St. Xavier's College Society Trust that also runs the following prestigious educational Institutes:

- St. Xaviers College
- Xavier Institute of Communication
- Xaviers Institute of Ancient Indian Culture
- Xavier Institute of Social Sciences

The governing structure of the Institute is as explained in the chart below:



Figure 2.1.1.: Governing Structure

A. Management Committee

The Managing Committee of XIMR is the apex body that governs, regulates and monitors the overall working of the Institute.

The members of the Managing Committee of XIMR are social and public figures, industry stalwarts, business professionals and distinguished academicians. The Managing Committee is the apex body of the trust and is primarily responsible for the following:

- a. Strategic guidelines and direction for institutional development.
- b. Policy matters both short-term and long-term.
- c. Financial approvals, decisions and audit.
- d. Decisions related to infrastructure and capital investment.
- e. Monitoring of quality of academic standards.

The Managing Committee of XIMR meets for pre-defined regular matters and as and when necessary for issues that deserve attention and guidance.

List of Members of Managing Committee of XIMR	
Name of the Managing Committee Member	Designation
Dr. Fr. Arun D'souza S.J.	Chairman
Dr. Fr. Keith D'souza S.J.	Executive Chairman
Dr. Fr. Conrad Pessa S.J.	Secretary and Treasurer
Fr. Francis Demelo S.J.	Counselor
Fr. John Rose S.J.	Director
Fr. Jude Fernandes S.J.	Manager

Table 2.1.1: Members of Management Committee of XIMR

B. Board of Governors (BoG)

The Board of Governors is an eclectic mix of distinguished individuals representing the trust, members of faculty, nominees of the state government, nominees of AICTE and eminent educationists. The BoG not only provides strategic direction to the institute but also keeps a close eye on performance at regular intervals. The BoG is appointed for a period of three years, and they meet at least twice in a year for review and monitoring. The primary responsibilities of the BoG are as follows:

- a. Encourage Quality education system in the Institute
- b. Propose strategic decisions in the interest of the stakeholders.
- c. Monitor and review effective functioning of the academic activities of the Institute
- d. Critique performance and suggest areas and methods of improvement.
- e. Advice on academic issues for holistic quality education

List of Members of Board of Governors		
Name of the Member	Nomination	Designation
Dr. (Fr.) Conrad Pessa S.J.	Nominated by Trust	Chairman
Mr. Gajanan Nabar	Industry Representative	Member
Mr. Sudhir Jha	Industry Representative	Member
Prof. Dr. Kalim Khan	Academics Representative	Member
Ms. Sandra Rana	Academics Representative	Member
Prof. Dr. K. N. Vaidyanathan	Director	Secretary
Mr. Pranil Naik	Staff Representative	Member
Mr. Ravindra Dey	Staff Representative	Member

Table 2.1.2: Members of Board of Governors

C. Director

The Director is the academic head of the institute. He is assisted by a team of competent and capable professionals and is responsible for the regular academic, administrative and operational matters of the institute. The Director is responsible for driving the academic rigour and ensuring the implementation of all policies that help the institute achieve its academic endeavours and goals.

D. Affiliating University – University of Mumbai

By virtue of being affiliated to the University of Mumbai, the institute is also governed by all the rules and regulations of the University. The institute comes under the academic hierarchy of the University including the Managing Council, Senate, Faculty Deans, Board of Studies etc. The University is the driving force of the curriculum and academic impetus of the Institute.

E. Other Regulatory Bodies

The institute is also governed by the statutes and regulations of other government bodies like AICTE , DTE, ARA, FRA, etc. These governing bodies are responsible for the regulations pertaining to admissions, fee fixation and regulating the academic schedule of the course.

F. Internal Committees

Statutory and non-statutory Committees constituted for various functions and tasks work through their respective conveners with the Director as ex-officio chairperson of each committee.

Organogram of the Institute

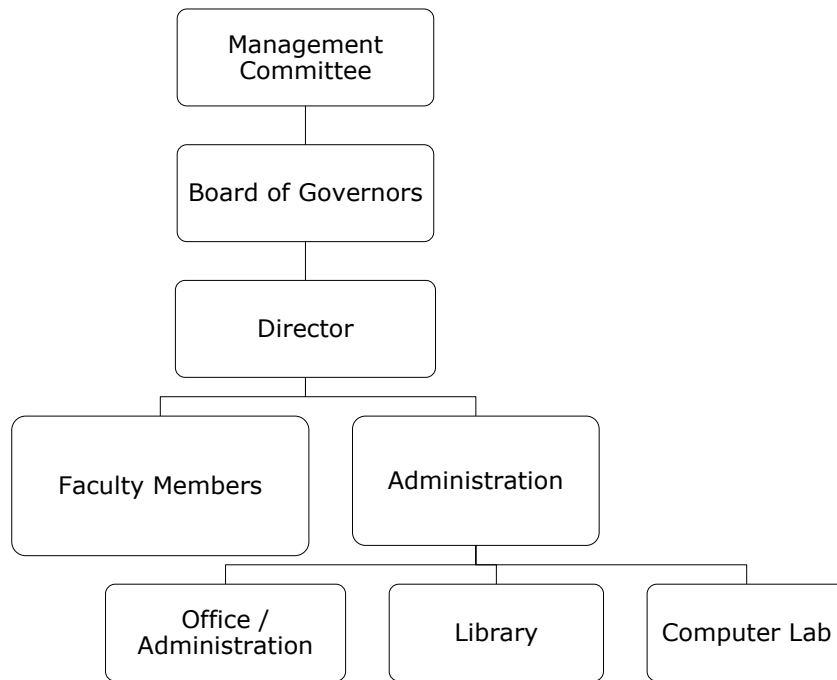


Figure 2.1.2: Organogram of the Institute

Internal Committees

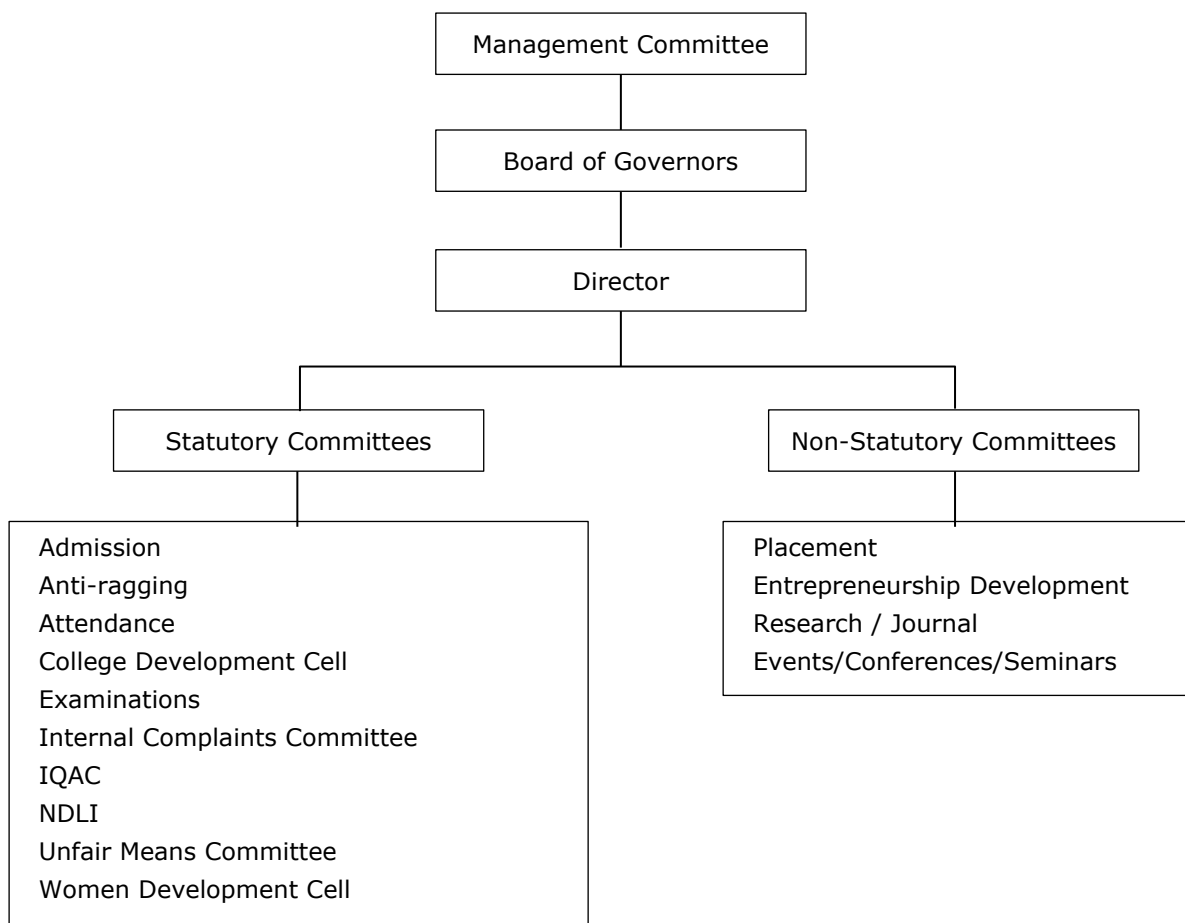


Figure 2.1.3: Internal Committees

2.1.1.2 Service Rules (5)**Self Assessment (5)**

(Service rules should be published, employees should be made aware and its compliance)

The Institute is approved by AICTE, recognized by DTE and Affiliated to University of Mumbai. Hence all types of policies, service rules and functioning of the institute are governed by the competent authorities. The institute adheres to all the norms of recruitment, pay scales, functioning, guidelines and procedures as mandated. Further the institute adheres to all notifications, circulars and amendments issued by the authorities at regular intervals.

All policies, rules and guidelines that the Institute adheres to as prescribed by the competent authorities are published in the Employee Handbook and are

- Made available on the Institute website
- Kept available in the institute office for the perusal of all employees at any point in time.
- Cited in the appointment letters issued to all employees and shared with them at the time of their joining.

2.1.1.3 Policies (5)**Self Assessment (5)**

(There should be well defined and implemented policies of governance with stakeholders participating in the development of these policies. Also state the extent of awareness among the faculty and students)

Just as in the case of 2.1.1.2. above, the policies for governance are predominantly prescribed by various regulatory authorities including the University of Mumbai, Office of the Joint Director, Higher and Technical Education, ARA, FRA, etc. These authorities mandate the following policies:

Policy	Authority
Admissions	Admission Regulatory Authority – DTE
Fee Fixation and Regulation	Fee Regulatory Authority – DTE
Academics and Curriculum	University of Mumbai
Appointments, Qualifications and Pay scales	AICTE, University of Mumbai, DTE
Attendance	University of Mumbai
Student Issues	University of Mumbai, AICTE
Examination and Results	University of Mumbai
Employee Policies	University of Mumbai, AICTE

Table 2.1.3: Policy and Regulatory Bodies

2.1.1.4 Strategic Plan (5)**Self Assessment (5)**

(Availability and implementation)

The strategic plan of XIMR is aligned with the Vision and Mission of the institute. It aims at excellence in academics, research, knowledge creation and meeting stakeholder expectations. Besides, it also believes in quality certifications and accreditations as a means to continuous improvement and continual growth. The Institute, in its strategic plans, aims to be a B-School that will be known globally.

The Strategic Plan of the Institute was formulated in the year 2019 for a period of five-year and was approved for implementation from Jan 2020. Hence a five-year period from 2020-25, was identified as the timeline for implementation of the strategic plan. The strategic plan has the vision and mission statement of Institute as the guiding force and has considered the following perspectives in its formulation:

- a. Learning and Growth
- b. Students and Alumni
- c. Internal Stakeholders
- d. External Stakeholders
- e. Financial Perspective

The strategic plan in its formulation has considered both the internal capabilities and the external opportunities and challenges.

Strategic Area	Strategic Intent	Timeline	Action Report
Academic Impetus	<p>The intent of the Institute is to offer contemporary education that makes the student industry ready. The Institute intends to create business leaders and entrepreneurs who can blend academic inputs to business realities. As a part of this intent the Institute shall:</p> <ol style="list-style-type: none"> 1. Constantly upgrade its academic offering through value add courses 2. Invite eminent corporate personalities, alumnus and entrepreneurs as a part of knowledge enrichment 3. Tie up with relevant bodies for entrepreneurial development 4. Tie up with relevant academic setups for knowledge augmentation 5. Provide state-of-the-art learning resources embedding technology for any time learning 	Continual ongoing process	<p>A. Value add courses are offered across each of the semesters. Some of the courses are:</p> <ol style="list-style-type: none"> i. MS Office Proficiency ii. Advanced Excel iii. Python for Beginners iv. Business Analytics for Decision Making v. Digital Marketing vi. Alternate Investments vii. Luxury Goods Marketing <p>B. Regular Guest Lectures, Workshops and Seminars were organized by inviting Corporate / Entrepreneurs / Alumnus</p> <p>C. Tie-up with Coursera for certification programmes for students</p> <p>D. Participation in AICTE initiatives like ARIIA and IIC</p> <p>E. Remote access to Library is provided to all students at all times to access rich resources like EBSCO, Crisil Database and access to the resources of NDLI</p>
Accreditation	To ensure that the institute is NBA accredited	2023	The institute started the accreditation journey in 2017 and since then it has implemented processes for outcome-based education, so as to be able to apply for the accreditation.
Research	<p>The Institute intends to develop its research quotient through:</p> <ol style="list-style-type: none"> 1. Doctoral programmes 2. Publication of Research based Articles in prominent indexed journals 3. Publication of Inhouse Research Journal 4. Participation of the faculty in National and International Research Conferences 5. Organising inhouse Research Conference 	Continual ongoing process	<p>The Institute as a part of the development of the Research Quotient has undertaken the following:</p> <ol style="list-style-type: none"> A. Formulation and implementation of research policy to enhance publications by the faculty B. Organising Research Conference on contemporary themes C. Publication of inhouse research journal <p>The institute further intends to increase the number of</p> <ol style="list-style-type: none"> A. Quantum of publications in prominent indexed journals B. Enhance the quality of inhouse research publication C. Undertake sponsored Research Projects

Strategic Area	Strategic Intent	Timeline	Action Report
Industry Connect	<p>The Institute intends to enhance industry connect for the following:</p> <ol style="list-style-type: none"> 1. Enhancing the placement performance 2. Relevant and contemporary industry inputs 	Continual ongoing process	<p>The institute has had a steady increase in the placement performance in terms of:</p> <ol style="list-style-type: none"> A. Number of companies in campus B. Types of roles and profiles C. CTC D. Number of opportunities per student <p>The institute ensures multiple guest lectures, conferences, seminars and events round the year for enhancing industry connect.</p>
Human Resource	<ol style="list-style-type: none"> 1. Attract and retain the best academic talent 2. Provide opportunities and incentives for continual learning, research and intellectual growth. 3. Enhancing staff efficiency 	Continual ongoing process	<p>The Institute proudly boasts of its high retention and has managed to recruit the best of academic talents regularly.</p> <p>Policies like the research policy, availability of learning resources, avenues for training and consulting along with a robust pay scale has always managed to keep the employees in good stead.</p>
Admissions	Improve the quality of students admitted in terms of diversity, work experience, graduation and qualifying examination marks	Continual ongoing process	<p>The cutoff CET percentile has been amongst the top five b-schools in Mumbai</p> <p>The Institute has managed to attract diversity of students in terms of gender, geography, work experience and graduation</p>
Collaboration	Establish national and international academic collaboration for research, publication, training and exchange programme	2025	
Center of Excellence	The CCoE aims to be a premier knowledge partner by providing strategic inputs for businesses, collaborating with industry for knowledge creation and contributing to social development initiatives. Efforts are being undertaken to develop key focus areas such as Research, Training, Consulting and Sustainable Development Programs.	2025	
Autonomy	The Institute will be a part of the St. Xavier's cluster University for which application is being filed with the Sate Government. This will give us autonomy in framing our curriculum , student diversity PAN India and corporate connect at National Level.	2025	

Table 2.1.4: Strategic Plan with Implementation Status

2.1.2 Faculty Empowerment (15)**Self Assessment (15)****2.1.2.1 Faculty development policies (5)****Self Assessment (5)**

(The institution should have a well-defined faculty development policy to ensure that faculty continues to meet high standards)

The institute provides a very encouraging and empowering work environment to faculty members in order to facilitate their academic development and progress.

- a. Faculty members are supported in the pursuit of academic qualifications like Ph.D. Four faculty members have acquired Ph.D. while in service and two faculty members are presently pursuing their Ph.D. Support in the form of study leave is made available for researchers for pursuing course work, data collection, thesis compilation etc. All benefits admissible on acquiring Ph.D., as per university and UGC norms are awarded to the faculty members on successful completion of Ph.D.
- b. Faculty development programs and activities covering a wide array of areas like Research, Stress Management, Writing Research Papers, analytics, simulations, use of ICT tools, use of digital resources etc. are regularly conducted on campus in association with external experts or agencies.
- c. Faculty members are encouraged to participate in FDPs conducted by AICTE, University and other agencies in order to help them develop their academic profiles and outlook.
- d. Faculty members are also encouraged to attend national and internal conferences and seminars organised by other academic institutions.
- e. Faculty members have been motivated to enroll for many online courses like those offered by Udemy, Coursera and AICTE's Swayam.
- f. A high level of Faculty involvement is ensured while working with institutional stakeholders like the University, recruiters, sponsors, event partners etc in order to broaden their academic vision and perspectives.
- g. Encouragement is given to faculty members to associate with industry and institutions as trainers, subject experts, consultants etc.
- h. Online feedback from students is collected and the same is shared with the faculty member regularly.
- i. Formal appraisal process is conducted annually where objective feedback and guidance is given to the faculty member on an individual basis to enable them to self-evaluate and take corrective measures if any required.
- j. Process of CAS has been implemented as per the University and UGC guidelines in order to provide for transparent and objective career advancement.
- k. Research, MDP and Consulting Policies have been formulated to encourage quality research and industry interaction. Faculty members are encouraged to publish in prominent index-based journals.

2.1.2.2 Decentralization, delegation of power and Collective decision making (10)**Self Assessment (10)**

(List the names of the faculty members who have been delegated powers for taking administrative decisions. Mention details in respect of decentralization in working)

(Institution should explicitly mention financial and administrative powers delegated to the Principal, Heads of Departments and relevant in-charges. Demonstrate the utilization of financial powers for each year of the assessment years)

(Procedure for decision making on issues such as strategic development and resourcing with respect to educational provision and management of educational resources)

The Institute very strongly believes in a holistic and integrated mode of operation wherein the faculty members besides academics are also involved in the smooth functioning of the institute. The faculty members have been assigned various administrative responsibilities and also been delegated authority to ensure implementation of the same. The table below indicates the roles and responsibilities assigned to various faculty members.

Sr. No.	Name of Faculty	Responsibility
1	Dr.(Fr.) Conrad Pessa SJ	<ul style="list-style-type: none"> • Incharge - Admissions
2	Dr. Sameer Lakhani	<ul style="list-style-type: none"> • Incharge - Examinations • Coordinator - Finance Specialisation
3	Dr. Anil Gour	<ul style="list-style-type: none"> • Coordinator - Research Conference • Convener – Unfair Means
4	Mr. Pranil Naik	<ul style="list-style-type: none"> • NBA Coordinator • Coordinator - Marketing Specialisation • Convener - Attendance Committee
5	Mr. Ravindra Dey	<ul style="list-style-type: none"> • Coordinator - IQAC • Coordinator – HR Specialisation • Convener – Anti Ragging
6	Dr. Aruna Rajan	<ul style="list-style-type: none"> • Convener - Internal Complaints Committee • Convener – Grievance Redressal • Convener – Women Development Cell
7	Mr. Venkata Subramanian	<ul style="list-style-type: none"> • Coordinator - Inter/Intra Collegiate Events

Table 2.1.5: Delegation of Responsibilities

The following are the salient features of decentralization and delegation of power that also facilitates collective decision making:

- a. All institutional processes are carried out by various committees that have clearly defined roles and responsibilities.
- b. The committees are headed by the Director as Ex officio and convened by designated senior faculty members.
- c. These committees include statutory committees for Admission, Examination, Attendance, Discipline, Prevention of use of Unfair means, Student Council, Affiliation, Grievance redressal, Backward community Cell, Anti-ragging, Prevention of Sexual Harassment, etc.
- d. In addition to the various statutory committees as per the university guidelines, non-statutory committees are constituted for institutional activities like induction, placement assistance, Entrepreneurship development, Library, use of ICT, Branding etc.
- e. Committees are also formed for organising events like seminars, workshops, conclaves, CSR initiatives, study tours, etc.
- f. All these committees are delegated authority to plan their activities and submit their proposed plans and budgets to the Director who then approves of the same.
- g. Similarly, all activities are budgeted and the same is sanctioned vide an internal note that contains statement of expenses and rationale of the same.
- h. Decision making on most issues is collective by ensuring participation of all members. The final decision on most matters is taken by the Director of the Institute.
- i. The Director has been given autonomy on financial matters and reserves the right to make financial decisions once the expenses have been budgeted. For major expenditures he consults and seeks approval from Fr. Pessa, who is the Chairman of the Board of Governors.

The various committees currently functional in the institute are as listed herewith.

ADMISSION COMMITTEE

Sr. No.	Name of the Member	Designation
1	Dr. Vaidyanathan K. N	Chairperson
2	Dr. Fr.Conrad Pessa S.J.	Convener
3	Mr. Pranil Naik	Member Representative – Teaching
4	Ms. Sampada Dixit	Member Representative – Non-Teaching
5	Mr. Malachy Dias	Member Representative – Non-Teaching
6	Mr. Marcellus Gomes	Member Representative – Non-Teaching
7	Ms. Vandana Patil	Member Representative – Non-Teaching

ANTI-RAGGING COMMITTEE

Sr. No.	Name of the Member	Designation
1	Dr. Vaidyanathan K.N.	Chairperson
2	Mr. Ravindra Dey	Convener
3	Mr. Pranil Naik	Member Representative – Teaching
4	Mr. Marcellus Gomes	Member Representative – Non-Teaching
5	Ms. Pranoti Tarde	Member Representative – Senior Student
6	Ms. Smital Fargose	Member Representative – Senior Student
7	Mr. Iqbal Memon	Member Representative – Parent
8	Mr. Somesh Kapila	Member Representative – Parent

ATTENDANCE COMMITTEE

Sr. No.	Name of the Member	Designation
1	Mr. Pranil Naik	Convener
2	Mr. Ravindra Dey	Member Representative – Teaching
3	Mr. Martin Fernandes	Member Representative – Non-Teaching

COLLEGE DEVELOPMENT CELL

Sr. No.	Name of the Member	Designation
1	Fr. Keith D'souza S.J.	President
2	Dr. Fr. Conrad Pessa SJ	Secretary
3	Dr. Sameer Lakhani	Convener
4	Mr. Pranil Naik	Member Representative – Teaching
5	Mr. Venkata S	Member Representative – Teaching
6	Mr. Ravindra Dey	Member Representative – IQAC
7	Mr. Neil Murray	Member Representative – Industry
8	Mr. Keegan Pereira	Member Representative – Industry
9	Dr. Hanif Kanjer	Member Representative – Academics
10	Mr. Chetan Bakkad	Member Representative – Alumni
11	Ms. Vandana Patil	Member Representative – Non-Teaching
12	Dr. Vaidyanathan K.N.	Director – Member Secretary

EXAMINATION COMMITTEE

Sr. No.	Name of the Member	Designation
1	Dr. Vaidyanathan K.N.	Chairperson
2	Dr. Sameer Lakhani	Convener
3	Mr. Ravindra Dey	Member Representative – Teaching
4	Mr. Malachy Dias	Member Representative – Non-Teaching
5	Mr. Marcellus Gomes	Member Representative – Non-Teaching

INTERNAL COMPLAINT COMMITTEE (ICC)

Sr. No.	Name of the Member	Designation
1	Ms. Sandra Rana	Chairperson
2	Dr. Aruna Rajan	Convener
3	Mr. Pranil Naik	Member Representative – Teaching
4	Ms. Sampada Dixit	Member Representative – Non-Teaching
5	Ms. Vandana Patil	Member Representative – Non-Teaching
6	Ms. Jenipher D'souza	Member Representative – NGO

INTERNAL QUALITY ASSURANCE CELL (IQAC)

Sr. No.	Name of the Member	Designation
1	Dr. Vaidyanathan K.N.	Chairperson
2	Dr. Sameer Lakhani	Teacher Representative – Assoc. Prof.
3	Mr. Pranil Naik	Teacher Representative – Asst. Prof.
4	Dr. Fr. Conrad Pessa SJ	Member Representative – Management
5	Dr. Karuna Gokarn	Member Representative – Management
6	Mr. Martin Fernandes	Member Representative – Non-Teaching
7	Ms. Melissa Fernandes	Member Representative – Industry
8	Ms. Nishita Mazumdar	Member Representative – Alumni
9	Mr. Ravindra Dey	Convener

NATIONAL DIGITAL LIBRARY OF INDIA

Sr. No.	Name of the Member	Designation
1	Dr. Vaidyanathan K. N	Patron
2	Dr. Sameer Lakhani	Member Representative – Teaching
3	Ms. Sampada Dixit	Member Representative – Non-Teaching

RESEARCH JOURNAL / CONFERENCE

Sr. No.	Name of the Member	Designation
1	Dr. Anil Gor	Convener
2	Dr. Sameer Lakhani	Member Representative – Teaching
3	Ms. Neeta Jadhav	Member Representative – Non-Teaching

UNFAIR MEANS COMMITTEE

Sr. No.	Name of the Member	Designation
1	Dr. Anil Gor	Convener
2	Mr. Ravindra Dey	Member Representative – Teaching
3	Mr. Pranil Naik	Member Representative – Teaching

WOMEN DEVELOPMENT CELL

Sr. No.	Name of the Member	Designation
1	Ms. Sandra Rana	Chairperson
2	Dr. Aruna Rajan	Convener
3	Mr. Venkata S	Member Representative – Teaching
4	Ms. Sampada Dixit	Member Representative – Non-Teaching
5	Ms. Vandana Patil	Member Representative – Non-Teaching
6	Ms. Neeta Jadhav	Member Representative – Non-Teaching

Staff Secretary : Mr. Ravindra Dey
Contact Details : ravindra.dey@ximr.ac.in

NBA Co-ordinator : Mr. Pranil Naik
Contact Details : pranil.naik@ximr.ac.in

2.1.3 Effective Governance Indicators (20)**Self Assessment (20)****2.1.3.1 Grievance Redressal Mechanism (5)****Self Assessment (5)**

(Specify the mechanism and composition of grievance redressal cell including Anti Ragging Committee & Sexual Harassment Committee.)

- The Institute has constituted Committees for prevention of Ragging and Sexual Harassment. These committees are active in deterring any unfortunate occurrences of Ragging or Sexual harassment on campus by adequately educating the students about the consequences of such offences.
- Students and Employees are briefed about the institute's policy in this regard at the point of first contact and these are also reiterated intermittently.
- Anti-ragging posters are displayed at prominent places on campus and students have to sign an undertaking regarding the same during admission.
- Newly admitted students are adequately briefed about the redressal mechanisms they can avail of; in case any unfortunate incident occurs to them or anyone else. Talks are conducted to sensitise students and employees on gender equality and sensitivity through our CSR initiatives.
- Gender sensitivity and appropriate professional behaviour with the opposite sex, is also incorporated in some subjects like Effective Business Communication and CSR.

Year	Grievance – Anti Ragging	Action Taken	Grievance – Sexual Harassment	Action Taken
2019 – 20	NIL	NIL	NIL	NIL
2020 - 21	NIL	NIL	NIL	NIL
2021 - 22	NIL	NIL	NIL	NIL
2022 - 23	NIL	NIL	NIL	NIL

Table 2.1.6 : Grievance Redressal Status

2.1.3.2 Transparency (5)**Self Assessment (5)**

(Information on policies, rules, processes and dissemination of this information to stakeholders is to be made available on the web site)

1. The institute adheres to the standard rules and policies laid down by the University of Mumbai and other statutory authorities.
2. Areas concerning employees like employment terms, promotion policy, leave policy etc. are made known to all employees at the time of appointment. These are made available whenever they are required by them. These are mentioned in the appointment letters and also in promotion letters.
3. Likewise, students are informed about all rules and policies that govern them right at the time of admission and induction. These rules covering academic policies, attendance, discipline etc. are made available to them in the prospectus as well as on the institute website.
4. The Institute exhibits transparency in all forms by ensuring all information that should be known to various stakeholders is displayed and prominently on the website.

2.1.3.3 Leader and Faculty Selection Process (5)**Self Assessment (5)**

(Effective implementation)

(A well delineated selection process should be there for leader and faculty selection process. Institute should provide sufficient proofs of such process being in existence)

1. The institute is governed by the rules and procedures laid down by the University of Mumbai for filling all Leadership and Faculty positions.
2. All the procedures for recruitment, selection, placement, promotion etc. prescribed by the University of Mumbai are scrupulously adhered to by the institute.
3. The Institute has got the staff details and roster updated and approved by the competent authority and has followed all the laid down procedures for the selection.
4. All these are meticulously documented and submitted to the University for approval.
5. The appointments of the Director and all the senior faculty members of the institute have approval from the University of Mumbai.
6. The recruitment and selection of the Director and the members of the faculty follows the following steps:
 - a. Approval from the Trust for filling vacant posts
 - b. Approval of post from the competent authority
 - c. Preparation of the draft advertisement as per University guidelines
 - d. Approval of the advertisement from the University
 - e. Release of advertisement
 - f. Formation of Selection Committee as per the University Guidelines and Instructions
 - g. Formation of Internal Scrutiny Committee for shortlisting of applications
 - h. Interviews of the candidates by the Selection Committee constituted by the University
 - i. Submission of documents to the University of selected candidates
 - j. Approval of the selected candidates from University of Mumbai

2.1.3.4 Stability of the Academic Leaders (5)**Self Assessment (5)**

The institute has been led by a capable, qualified and established academician with strong industry experience since inception. This is an indication of the institution and management's commitment to ensuring stability to the academic leadership.

The same can also be said about many of the senior faculty members who have been with the institute for more than ten years and collectively provide the operational academic leadership at the institute in all the operational areas.

2.2 Financial Resources (40)**Self Assessment (40)****2.2.1 Budget Allocation, Utilization, and Public Accounting at Institute level (40)****Self Assessment (40)**

Summary of current financial year's budget and actual expenditure incurred (for the institution exclusively) in the three previous financial years.

Total Income at Institute level: For CFY, CFYm1, CFYm2 & CFYm3

CFY: Current Financial Year, CFYm1 (Current Financial Year minus 1), CFYm2 (Current Financial Year minus 2) and CFYm3 (Current Financial Year minus 3)

Xavier Institute of Management and Research is an Educational Institute under the aegis of The Bombay St. Xavier's College Society. The Society is registered as a Public Charitable Trust under Bombay Public Charitable Trust Act, 1950.

The Society is governed by Bombay Public Charitable Trust Act, 1950 and by The Income Tax Act 1961, as amended from time to time. The Society has obligation of compulsory statutory audit and submission of Audit Report under Section 33(2) and Section 34 of Bombay Public Charitable Trust Act, 1950 and under Section 11 and 12 of The Income Tax Act 1961. The trust is registered under Section 12A of the Income Tax Act 1961.

The management of the institute ensures that sufficient budget allocations are made for each of the expenses/ capex to ensure optimum utilization of financial resources.

The budget allocations for various purposes are based on past year's budget allocations, past year's actual expenses, any new requirement for expenses/ capex in the current year. Due care is taken to cover almost all kinds of expenses as a part of the budget. Any expenses which are not a part of the budget require special approval from the management.

The budgets, along with audited financial statements are submitted to "Fee Regulatory Authority" of Government of Maharashtra. Based on budgeted expenses and past year's actual expenses, 'Fee Regulatory Authority' fixes the fee to be collected from the students. The institute abides by the fee sanctioned by the Fee Regulatory Authority.

Thus, the budget has limitation of fee collected from students as per 'Fee Regulatory Authority' which is used for expenditures / CAPEX.

Table 2.2.1: Total Income

For CFY 2022-23				
Income				Total Income
Fee Received	Grant received from Govt.	Grant received from Industry	Other Sources (specify)	
3,39,18,132	Nil	Nil	5,57,039	3,44,75,171

Details of Fee Received during CAY 2022-23	Rs
Tuition Fees	3,03,11,390
Development Fees	35,86,190
Examination Fee	6,552
Transcript Fees	14,000
Total	3,39,18,132

Details of Income from other sources during CAY 2022-23	Rs
Interest on Saving Bank Account	2,87,465
Interest on Fixed Deposits	2,01,574
Misc Income	68,000
Total	5,57,039

For CFYm1 2021-22				
Income				Total Income
Fee Received	Grant received from Govt.	Grant received from Industry	Other Sources (specify)	
3,28,38,822	Nil	Nil	5,16,357	3,33,55,179

Details of Fee Received during CAYm1 2021-22	Rs
Tuition Fees	2,93,68,969
Development Fees	34,16,353
Transcript Fees	53,500
Total	3,28,38,822

Details of Income from other sources during CAYm1 2021-22	Rs
Interest on Saving Bank Account	3,28,640
Interest on Fixed Deposits	1,18,893
Misc Income	68,824
Total	5,16,357

For CFYm2 2020-21				
Income				Total Income
Fee Received	Grant received from Govt.	Grant received from Industry	Other Sources (specify)	
3,17,93,784	Nil	Nil	5,15,284	3,23,09,068

Details of Fee Received during CAYm1 2020-21	Rs
Tuition Fees	2,85,76,548
Development Fees	31,94,984
Transcript Fees	22,252
Total	3,17,93,784

Details of Income from other sources during CAYm1 2020-21	Rs
Interest on Saving Bank Account	3,04,344
Interest on Fixed Deposits	1,00,040
Misc. Income	1,10,900
Total	5,15,284

For CFYm2 2019-20				
Income				Total Income
Fee Received	Grant received from Govt.	Grant received from Industry	Other Sources (specify)	
3,14,84,687	Nil	Nil	6,51,213	3,21,35,900

Details of Fee Received during CAYm1 2019-20	Rs
Tuition Fees	2,83,42,314
Development Fees	31,17,686
Transcript Fees	24,687
Total	3,14,84,687

Details of Income from other sources during CAYm1 2019-20	Rs
Interest on Saving Bank Account	2,99,413
Interest on Fixed Deposits	2,69,051
Misc. Income	82,749
Total	6,51,213

Table no. 2.2.2: Summary of budget and the actual expenditure incurred (for the stand-alone Management Institute/ Management department of an institute)

Items	Actual (Unaudited) in CFY 2022-23	Budgeted in CFY 2022-23	Budgeted in CFYm1 2021-22	Actual Expenses in CFYm1 2021-22	Budgeted in CFYm2 2020-21	Actual Expenses in CFYm2 2020-21	Budgeted in CFYm3 2019-20	Actual Expenses in CFYm3 2019-20
Infrastructure Built-up	11,12,667	12,00,000	12,00,000	15,73,610	25,00,000	24,26,637	16,00,000	15,80,873
Library ¹	11,30,723	12,00,000	5,00,000	8,06,573	16,00,000	8,94,773	14,00,000	15,51,757
Computer Labs and Software ²	61,52,470	60,00,000	35,00,000	39,50,741	20,00,000	16,22,316	26,00,000	24,76,965
Teaching and non-teaching staff salary	2,17,62,635	2,25,00,000	2,10,00,000	2,00,81,586	2,10,00,000	1,85,81,088	2,05,00,000	2,06,25,909
Research ³	67,405	1,00,000	50,000	24,426	2,00,000	41,358	2,00,000	1,55,139
Training and Travel	82,509	1,00,000	1,00,000	1,03,090	1,00,000	74,031	1,00,000	89,429
Placement activities	8,22,665	10,00,000	1,00,000	50,853	1,50,000	0	1,00,000	71,388
Entrepreneurship	2,55,552	2,00,000	0	0	0	0	0	0
Co-Curricular	6,37,906	6,00,000	4,00,000	5,46,588	4,00,000	1,86,890	3,00,000	5,56,210
Extra-Curricular	5,58,540	6,00,000	2,00,000	1,30,195	2,00,000	76,626	1,00,000	1,28,685
Alumni Relations	1,32,710	2,00,000	1,00,000	7,637	4,00,000	0	4,00,000	3,62,626
Miscellaneous expenses	1,75,748	2,00,000	10,00,000	4,76,388	12,00,000	10,59,291	13,00,000	11,83,222
Others, specify	47,39,970	50,00,000	50,00,000	33,93,639	50,00,000	29,17,016	50,00,000	49,41,964
Total	3,76,31,500	3,89,00,000	3,31,50,000	3,11,45,326	3,47,50,000	2,78,80,026	3,36,00,000	3,37,24,167

1. Paper books and electronics (e -journals, e-books, e-subscription, publications etc.)
2. Purchase and Maintenance (Databases, e-access, statistical tools)
3. Research funds including fellowships to the students and faculty

2.2.1.1 Adequacy of budget allocation (15)**Self Assessment (15)**

(The institution needs to justify that the budget allocated during assessment years was adequate)

The income source of the institute is Fees collected from students, as "sanctioned by Fee Regulatory Authority".

The institute takes care to ensure sufficient budget allocation to each expense including capital expenditure. The budget allocations are for the purpose of infrastructure Built Up, Library, Computer Lab and software, Teaching and non-teaching salary, Placement activities, Training and Development, entrepreneurship, Alumni connect, Research and Other administrative expenses. Looking at the budget for the past three years, institute has allocated small portion of fund for research. Sufficient funds are allocated for co-curricular activities and extra-curricular activities. Budget allocation for infrastructure, Computer Lab and Library are adequate looking into the facilities available. Miscellaneous expenses for the purpose of budget allocation includes AMCs, maintenance of infrastructure, Electricity Charges, Local body taxes, Affiliation Fees, Examination expenses, stationery charges etc.

2.2.1.2 Utilization of allocated funds (15)**Self Assessment (15)**

(The institution needs to state how the budget was utilized during assessment years)

Looking into the past three years' actual expenses and budgeted expenses, the institute has allocated sufficient funds to various purposes, as mentioned above. The details of each of the heads of expenses along with actual expenses and budgeted expenses are provided in the table separately. As far as utilization of the fund is concerned, the comparison of budgeted fund and actual utilization of fund shows that in most of the cases, the budgeted fund is almost fully utilized for the purpose for which it is allocated. The details of some of the heads of expenses and explanation are as below:

1. Infrastructure Built Up: Budgeted amount for the last 3 financial years has been consistently more than Rs.10,00,000/- and the utilization has been more than 90%. Further post Covid, the Institute spent a substantial amount on repairs and maintenance.
2. Library: The Institute has always believed in enhancing the quality of academics and one aspect of the same is the quality of the library. The Institute has always kept a healthy budget for Library spends and surpassed the actuals, other than the Covid period.
3. Computer Lab and software: To ensure that the Institute is state of the art in terms of the technology offerings, the Institute has always budgeted for purchases of items in the Computer Lab and in the last year spent a substantial amount in purchases. This has enabled a strong technology interface for the students.
4. Teaching and Non-teaching staff salary: The Institute has always paid its employees, both teaching and non-teaching staff, as per the norms specified by all Governing Bodies. The salary to the staff accounts for more than approximately 60% of the total budget and total amount spent.

5. Placement Activities: Budgeted amount for Placement has always been around Rs.1,00,000/- in the period from 2019 to 2022. Also, the spending on the same in the Covid period was negligible due to reasons obvious. To establish a strong reconnect back with the Corporates due to the Covid gap, the Institute allocated a strong budget for Placements and spent the same on pre-planned spends.
6. Entrepreneurship: Budget allocation for Entrepreneurship was planned for the first time in 2022-23 and the Institute spent the budgeted amount for Entrepreneurship related activities.

Items	% of budget utilised for 2022-23	% of budget utilised for 2021-22	% of budget utilised for 2020-21	% of budget utilised for 2019-20
Infrastructure Built-up	93%	131%	97%	99%
Library	103%	161%	56%	111%
Computer Labs and Software	103%	113%	81%	95%
Teaching and non-teaching staff salary	97%	96%	88%	101%
Research	67%	49%	21%	78%
Training and Travel	83%	103%	74%	89%
Placement activities	82%	51%		71%
Entrepreneurship	128%			
Co-Curricular	106%	137%	47%	185%
Extra-Curricular	93%	65%	38%	129%
Alumni Relations	66%	8%		91%

Table 2.2.3: Adequacy and Utilization of Budget

2.2.1.3 Availability of the audited statements on the institute's website (10)

Self Assessment (10)

(The institution needs to make audited statements available on its website)

The audited statements of the institute are made available on the Institute website and are also a part of the mandatory disclosure.

3 - CRITERION 3
PROGRAM OUTCOMES AND
COURSE OUTCOMES

CRITERION 3	PROGRAM OUTCOMES AND COURSE OUTCOMES	100
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CRITERION 3	PROGRAM OUTCOMES AND COURSE OUTCOMES	100
	Self Assessment	100

Establish the correlation between courses and program outcomes

Table No. 3.0: CO and PO Correlation table

Course Name	CO Code	PO1	PO2	PO3	PO4	PO5
MMS I						
Perspective Management	C101.1	3	3	1	2	2
	C101.2	3	3	2	2	2
	C101.3	3	3	2	2	3
	C101.4	3	1	3	2	2
	C101.5	3	3	2	3	3
Financial Accounting	C102.1	3	2	-	2	-
	C102.2	3	3	-	2	-
	C102.3	3	3	-	2	-
	C102.4	3	3	2	2	-
	C102.5	3	3	1	2	-
Business Statistics	C103.1	2	3	-	1	-
	C103.2	2	3	-	1	-
	C103.3	2	3	-	1	-
	C103.4	2	3	-	1	-
	C103.5	2	3	-	1	-
Operations Management	C 104.1	3	3	-	1	-
	C 104.2	3	3	-	1	-
	C 104.3	3	3	1	2	-
	C 104.4	3	3	2	2	1
	C 104.5	3	3	3	2	1
Managerial Economics	C105.1	3	3	-	1	-
	C105.2	3	3	-	1	-
	C105.3	3	3	-	1	-
	C105.4	3	3	-	2	-
	C105.5	3	3	2	2	2
Effective and Management Communication	C106.1	3	3	1	2	1
	C106.2	3	3	1	2	1
	C106.3	3	3	2	2	2
	C106.4	3	3	2	2	3
	C106.5	3	3	3	2	3

Course Name	CO Code	PO1	PO2	PO3	PO4	PO5
Organizational Behaviour	C109.1	3	3	1	2	1
	C109.2	3	3	1	2	1
	C109.3	3	3	2	2	2
	C109.4	3	3	3	2	2
	C109.5	3	3	3	2	3
Negotiation and Selling Skills	C112.1	3	3	-	2	-
	C112.2	3	3	-	2	-
	C112.3	3	3	1	2	-
	C112.4	3	3	1	2	2
	C112.5	3	3	2	2	3
MMS II						
Marketing Management	C201.1	3	3	-	2	-
	C201.2	3	3	-	2	-
	C201.3	3	3	-	2	-
	C201.4	3	3	2	2	-
	C201.5	3	3	2	2	1
Financial Management	C202.1	3	3	-	2	-
	C202.2	3	3	-	2	-
	C202.3	3	3	-	2	-
	C202.4	3	3	1	2	1
	C202.5	3	3	1	2	1
Operations Research	C203.1	3	3	-	1	-
	C203.2	3	3	-	1	-
	C203.3	3	3	-	1	-
	C203.4	3	3	-	1	-
	C203.5	3	3	-	1	-
Business Research Methods	C204.1	3	3	-	2	-
	C204.2	3	3	-	2	-
	C204.3	3	3	-	2	-
	C204.4	3	3	3	2	-
	C204.5	3	3	-	2	2

Course Name	CO Code	PO1	PO2	PO3	PO4	PO5
Human Resource Management	C205.1	3	3	-	2	2
	C205.2	3	3	2	2	2
	C205.3	3	3	2	2	2
	C205.4	3	3	2	3	3
	C205.5	3	3	3	3	3
Legal & Tax Aspects of Business	C206.1	3	3	-	2	-
	C206.2	3	3	-	2	-
	C206.3	3	3	-	2	-
	C206.4	3	3	1	2	-
	C206.5	3	3	1	2	-
Cost and Management Accounting	C207.1	3	3	-	-	-
	C207.2	3	3	-	-	-
	C207.3	3	3	-	1	-
	C207.4	3	3	-	2	-
	C207.5	3	3	-	2	-
Business Environment	C208.1	3	3	-	2	-
	C208.2	3	3	-	2	-
	C208.3	3	3	-	2	-
	C208.4	3	3	2	2	1
	C208.5	3	3	2	2	1
MMS III - Common Courses						
International Business	C301.1	3	3	-	2	-
	C301.2	3	3	-	2	-
	C301.3	3	3	-	2	-
	C301.4	3	3	-	2	2
	C301.5	3	3	-	3	2
Strategic Management	C302.1	3	3	-	2	2
	C302.2	3	3	-	2	2
	C302.3	3	3	1	2	2
	C302.4	3	3	1	2	2
	C302.5	3	3	1	2	2
Summer Internship Project	C303.1	3	2	2	3	2
	C303.2	3	3	2	2	3
	C303.3	3	3	2	2	2
	C303.4	3	3	2	2	2
	C303.5	3	3	3	2	3

Course Name	CO Code	PO1	PO2	PO3	PO4	PO5
MMS III – Finance						
Financial Markets and Institutions	F304.1	2	2	1	2	1
	F304.2	3	2	1	2	1
	F304.3	3	3	1	3	1
	F304.4	3	3	2	2	2
	F304.5	3	3	2	3	2
Corporate Valuation and Mergers & Acquisitions	F305.1	2	2	-	2	-
	F305.2	2	3	-	2	-
	F305.3	3	2	-	3	-
	F305.4	3	3	2	3	2
	F305.5	3	3	2	3	2
Security Analysis and Portfolio Management	F306.1	2	2	-	2	-
	F306.2	2	2	-	2	-
	F306.3	3	2	-	2	-
	F306.4	3	3	1	2	-
	F306.5	3	3	2	2	2
Financial Regulations	F307.1	2	2	1	2	2
	F307.2	2	2	1	2	2
	F307.3	3	3	2	2	2
	F307.4	3	3	2	2	2
	F307.5	3	3	2	2	2
Derivatives and Risk Management	F308.1	2	3	-	2	-
	F308.2	2	3	-	2	-
	F308.3	3	3	-	3	-
	F308.4	3	3	2	2	2
	F308.5	3	3	2	3	2
Banking and Financial Services Institutions	F309.1	2	2	-	2	-
	F309.2	2	2	-	2	-
	F309.3	3	2	-	2	-
	F309.4	3	3	3	2	2
	F309.5	3	3	3	3	2

Course Name	CO Code	PO1	PO2	PO3	PO4	PO5
MMS III - Human Resources						
Training and Development	H304.1	2	2	1	2	2
	H304.2	2	2	1	2	2
	H304.3	3	2	1	2	2
	H304.4	3	3	2	2	2
	H304.5	3	3	2	2	2
Compensation and Benefits	H305.1	2	2	-	2	-
	H305.2	2	3	-	2	-
	H305.3	3	3	-	2	2
	H305.4	3	3	2	3	2
	H305.5	3	3	2	3	2
Competency Based HRM and Performance Management	H306.1	3	2	-	2	-
	H306.2	3	2	-	2	-
	H306.3	3	3	-	3	2
	H306.4	3	3	2	3	2
	H306.5	3	3	2	3	2
Labour Laws and Implications on Industrial Relations	H307.1	2	2	-	2	2
	H307.2	2	3	-	3	2
	H307.3	2	3	2	3	3
	H307.4	3	3	2	2	3
	H307.5	3	3	2	2	3
HR Planning and Application of Technology in HR	H308.1	3	3	-	2	2
	H308.2	3	3	-	2	2
	H308.3	3	3	-	3	2
	H308.4	3	3	2	3	2
	H308.5	3	3	2	2	2
Organisational Structure and Theories Designs	H313.1	3	2	-	2	-
	H313.2	2	2	-	2	-
	H313.3	2	3	-	2	2
	H313.4	3	3	-	2	2
	H313.5	3	3	2	1	3

Course Name	CO Code	PO1	PO2	PO3	PO4	PO5
MMS III - Marketing						
Sales Management	M304.1	3	2	-	2	2
	M304.2	3	2	-	2	2
	M304.3	3	3	-	2	1
	M304.4	3	3	2	2	2
	M304.5	3	3	3	2	3
Marketing Strategy	M305.1	3	3	-	2	2
	M305.2	3	3	-	2	2
	M305.3	2	2	-	2	2
	M305.4	3	2	-	2	3
	M305.5	3	3	3	2	3
Consumer Buying Behaviour	M306.1	2	2	-	2	2
	M306.2	2	2	-	2	2
	M306.3	3	2	-	2	2
	M306.4	3	3	2	2	2
	M306.5	3	3	2	2	3
Services Marketing	M307.1	3	2	-	2	2
	M307.2	3	2	-	2	2
	M307.3	3	3	-	3	2
	M307.4	3	3	-	3	2
	M307.5	3	3	3	3	3
Product & Brand Management	M308.1	3	2	-	2	2
	M308.2	3	2	-	2	2
	M308.3	3	2	-	3	3
	M308.4	3	3	2	3	3
	M308.5	3	3	3	3	3
Retail Management	M309.1	2	2	-	2	2
	M309.2	2	3	-	2	2
	M309.3	3	3	-	2	2
	M309.4	3	3	2	2	2
	M309.5	3	3	2	2	2

Course Name	CO Code	PO1	PO2	PO3	PO4	PO5
MMS IV - Common Subject						
Project Management	C401.1	3	3	-	2	2
	C401.2	3	3	-	2	2
	C401.3	3	3	2	2	2
	C401.4	3	3	2	2	3
	C401.5	3	3	3	2	3
Capstone - General Management	C402.1	3	3	2	2	3
	C402.2	3	2	2	2	3
	C402.3	3	3	2	2	2
	C402.4	3	3	2	3	3
	C402.5	3	3	3	3	3
Capstone - Functional Specialisation	C403.1	3	2	2	2	3
	C403.2	3	3	3	3	3
	C403.3	2	3	3	3	3
	C403.4	3	3	2	2	3
	C403.5	3	3	3	3	3
Capstone - Social Relevance	C-404.1	2	2	3	3	3
	C-404.2	2	3	3	3	3
	C-404.3	3	2	3	2	3
	C-404.4	3	3	3	3	3
	C-404.5	2	2	3	3	3
MMS IV - Finance						
Business Analytics	F406.1	3	3	-	2	-
	F406.2	3	3	-	2	-
	F406.3	3	3	-	2	2
	F406.4	3	3	-	2	2
	F406.5	3	3	2	2	2
MMS IV - Human Resources						
Strategic HRM	H406.1	2	2	-	2	2
	H406.2	2	3	-	2	2
	H406.3	3	3	2	2	2
	H406.4	3	3	2	2	3
	H406.5	3	3	2	2	3
MMS IV - Marketing						
Business to Business Marketing	M406.1	3	2	-	2	2
	M406.2	3	3	-	3	2
	M406.3	3	3	-	3	2
	M406.4	3	3	2	2	2
	M406.5	3	3	2	2	2

The Program outcomes are correlated with the course outcomes based on the following score for all core courses including electives:

3: When the correlation between the course outcomes and program outcomes are high

2: When the correlation between the course outcomes and program outcomes are moderate

1: When the correlation between the course outcomes and program outcomes are low

3.1 Attainment of Program Outcomes (50)**Self Assessment (50)****3.1.1 Describe the assessment tools and processes used to gather the data upon which the evaluation of Program Outcome is based (15) Self Assessment (15)**

(Describe the assessment tools and processes used to gather the data upon which the evaluation of each of the Program Outcomes is based indicating the frequency with which these processes are carried out. Describe the assessment processes that demonstrate the degree to which the Program Outcomes are attained and document the attainment levels)

The Post Graduate MMS program is affiliated to the University of Mumbai. The entire program of two years is divided into:

Semester I - General courses

Semester II – General courses

Semester III – Core courses + Specialization courses

Semester IV – Core courses + Specialization courses

The direct evaluation of students takes place based on continuous assessment by combination of Internal assessment and University assessment. According to University of Mumbai guidelines, the assessment pattern is 40 marks for continuous assessment and 60 marks for Sem-end examination. In case of Semester I and semester II student appear for Sem-end examinations conducted by the institute, as per University guidelines. In case of Semester III and Semester IV, the Sem-end examination is a combination of University examination and in-house examination.

The Programme specializations offered are:

- Finance
- Human Resources
- Marketing

The semesters comprise of subjects as below:

Semester	Common Core subjects	Specialization core subjects	Elective subjects	Projects	Total Subjects
Sem I	5	-	3	-	8
Sem II	5	-	3	-	8
Sem III – Finance	2	5	1	1 (SIP)	9
Sem III – HR	2	5	1	1 (SIP)	9
Sem III – Mktg	2	5	1	1 (SIP)	9
Sem IV – Finance	1	-	1	3 (Capstone)	5
Sem IV – HR	1	-	1	3 (Capstone)	5
Sem IV – Mktg	1	-	1	3 (Capstone)	5

Table 3.1.1: Course Structure

At the end of the first year, each student must do a Summer Internship Project for a period of two months which carry 100 marks in Semester III.

The pedagogy applied to teach these courses include classroom teaching, projects, group presentations, assignments, projects etc. The evaluation of students in each course is carried on through a combination of continuous internal assessments and Sem-end examinations/ university examination. The minimum passing criteria for each course in each evaluation criteria is 50%. Maximum marks assigned for internal assessment tools are 40 and maximum marks assigned to Sem-end examination/ University Examination are 60.

The continuous internal assessment is a combination of:

- Mid-term examinations
- Individual Assignments
- Group Assignments
- Class Tests
- Individual Presentations
- Group Presentations
- Class participation

Depending on each course, the combination of different tools mentioned above are used to evaluate students on different parameters.

For the purpose of evaluation and using evaluation tools, each course is mapped to pre-determined COs (Course Outcomes) which are mapped to POs (Program Outcomes). At the beginning of the course, the faculty-members submit their respective Session Plan which is a well-defined document and includes:

- Objectives of the Course
- Learning Outcomes
- Course Outcomes
- CO-PO correlation mapping
- Session Plan
- Assessment plan and assessment tools to be used
- Recommended Reading Material
- Any other tool to be used for the purpose of teaching and evaluation

Each evaluation tool and each part of the evaluation tool is mapped to COs and the COs in turn are mapped to the POs.

In case of Sem-end Examinations, each question is mapped to specific COs to calculate attainment level of each CO.

The attainment level is decided based on following parameters:

- 50% or more but less than 60 % students scoring more than 60% marks – Attainment level = 1 (Low)
- 60% or more but less than 70 % students scoring more than 60% marks – Attainment level = 2 (Medium)
- 70% or more students scoring more than 60% marks – Attainment level = 3 (High)

The Institute aims to attain the following Program Outcomes (PO) at the end of the course, for each batch.

PO	Outcome	Program Outcome
PO1	Management knowledge	Apply knowledge of management theories and practices to solve business problems
PO2	Analytical and critical	Foster analytical and critical thinking abilities for data-based decision making
PO3	Leadership	Ability to develop value-based leadership ability
PO4	Ethical	Ability to understand, analyze and communicate global, economic, legal and ethical aspects of business.
PO5	Teamwork	Ability to lead themselves and others in the achievement of organizational goals, contributing effectively to a team environment.

Table 3.1.2: Program Outcomes

The methodology for arriving at the direct attainment levels for the POs is elaborately explained in 3.2.

3.1.2 POs attainment levels (35)**Self Assessment (35)**

Table 3.2: POs Attainment

Batch 2018-20					
Course Name	PO1	PO2	PO3	PO4	PO5
MMS I					
Perspective Management	3	2.8	2.8	2.8	2.6
Financial Accounting	2.4	2.2	2	2.2	-
Business Statistics	1.9	2	-	1.5	-
Operations Management	2	2.1	2	1.9	2
Managerial Economics	2.2	2.3	2.1	2.1	2.2
Effective and Management Communication	3	3	2.8	2.7	2.5
Organizational Behaviour	3	2.8	2.7	2.7	2.5
Negotiation and Selling Skills	3	2.6	2.5	2.6	2.6
MMS II					
Marketing Management	2.8	2.7	2.5	2.5	2.4
Financial Management	2.2	2.3	2.6	2.4	2.1
Operations Research	1.8	1.9	-	2.1	-
Business Research Methods	2.5	2.5	2.6	2.6	2.3
Human Resource Management	3	3	2.8	2.8	2.8
Legal & Tax Aspects of Business	2.7	2.7	2.5	2.6	2.5
Cost and Management Accounting	2.5	2.4	-	2.5	-
Business Environment	2.7	2.6	2.7	2.7	2.4
MMS III - Common Courses					
International Business	2.3	2.5	-	2.5	2.4
Strategic Management	2.8	2.8	2.5	2.5	2.6
Summer Internship Project	3	3	3	2.7	2.7
MMS III - Finance					
Financial Markets and Institutions	2.3	2.4	2.4	2.3	2.2
Corporate Valuation and Mergers & Acquisitions	2.4	2.4	2.5	2.2	2.4
Security Analysis and Portfolio Management	2.7	1.6	2.5	2.5	1.3
Financial Regulations	2.8	2.7	2.8	2.8	2.7
Derivatives and Risk Management	2.3	2.3	2.5	2.2	2.2
Banking and Financial Services Institutions	2.9	3	3	2.6	2.5
MMS III - Human Resources					
Training and Development	2.4	2.5	2.7	2.7	2.6
Compensation and Benefits	2.3	2.2	2.2	2.4	2.3
Competency Based HRM and Performance Management	2.7	2.8	2.8	2.8	2.4
Labour Laws and Implications on Industrial Relations	2.6	2.6	2.4	2.6	2.5
HR Planning and Application of Technology in HR	2.3	2.2	2.2	2.4	2.3
Organisational Structure and Theories Designs	2.3	2.3	2.5	2.2	2.2

Batch 2018-20					
Course Name	PO1	PO2	PO3	PO4	PO5
MMS III – Marketing					
Sales Management	2.4	2.5	2.5	2.7	2.3
Marketing Strategy	2.6	2.7	2.6	2.6	2.5
Consumer Buying Behaviour	2.8	2.7	2.7	2.4	2.3
Services Marketing	2.3	2.3	2.1	2.2	2.1
Product & Brand Management	2.2	2.2	2.5	2.5	2.4
Retail Management	2.7	2.2	2.3	2.4	2.2
MMS IV - Common Course					
Project Management	3	3	3	3	3
Capstone-Functional Specialisation	2.7	2.7	2.8	2.8	2.8
Capstone-General Management	2.8	2.8	2.8	2.7	2.6
Capstone-Social Relevance	2.8	2.8	2.7	2.7	2.7
MMS IV- Finance					
Business Analytics	3	3	3	3	3
MMS IV - Human Resources					
Strategic HRM	3	3	3	3	3
MMS IV - Marketing					
Business to Business Marketing	3	3	3	3	3
Attainments	2.59	2.54	2.59	2.52	2.45

Batch 2019-21					
Course Name	PO1	PO2	PO3	PO4	PO5
MMS I					
Perspective Management	3	2.8	2.9	2.7	2.8
Financial Accounting	2.6	2.3	2.1	2.4	-
Business Statistics	1.8	2.1	-	1.7	-
Operations Management	2.2	2.4	2.1	2	2.2
Managerial Economics	2.4	2.5	2.4	2.4	2.5
Effective and Management Communication	3	3	2.9	2.8	2.7
Organizational Behaviour	3	3	2.7	2.6	2.4
Negotiation and Selling Skills	2.8	2.6	2.5	2.7	2.6
MMS II					
Marketing Management	3	3	3	3	3
Financial Management	3	3	3	3	3
Operations Research	3	3	-	3	-
Business Research Methods	3	3	3	3	3
Human Resource Management	3	3	3	3	3
Legal & Tax Aspects of Business	3	3	3	3	3
Cost and Management Accounting	3	3	-	3	-
Business Environment	3	3	3	3	3
MMS III - Common Courses					
International Business	2.8	2.7	-	2.6	2.5
Strategic Management	3	2.8	2.8	2.7	2.7
Summer Internship Project	3	3	3	2.8	2.8
MMS III – Finance					
Financial Markets and Institutions	2.6	2.6	2.5	2.4	2.4
Corporate Valuation and Mergers & Acquisitions	2.8	2.7	2.8	2.8	2.8
Security Analysis and Portfolio Management	2.7	2.7	2.6	2.7	2.6
Financial Regulations	2.7	2.7	2.6	2.6	2.6
Derivatives and Risk Management	2.5	2.5	2.5	2.4	2.3
Banking and Financial Services Institutions	3	3	3	2.8	2.7
MMS III - Human Resources					
Training and Development	2.7	2.6	2.7	2.7	2.7
Compensation and Benefits	2.8	2.7	2.7	2.8	2.5
Competency Based HRM and Performance Management	2.8	2.8	2.8	2.8	2.8
Labour Laws and Implications on Industrial Relations	2.7	2.7	2.6	2.6	2.6
HR Planning and Application of Technology in HR	2.9	2.8	2.8	2.7	2.6
Organisational Structure and Theories Designs	2.7	2.6	2.6	2.6	2.5

Batch 2019-21					
Course Name	PO1	PO2	PO3	PO4	PO5
MMS III – Marketing					
Sales Management	2.8	2.7	2.6	2.7	2.6
Marketing Strategy	2.7	2.7	2.7	2.6	2.6
Consumer Buying Behaviour	2.9	2.8	2.8	2.7	2.6
Services Marketing	2.8	2.6	2.6	2.8	2.6
Product & Brand Management	2.7	2.7	2.7	2.6	2.5
Retail Management	2.8	2.8	2.7	2.7	2.6
MMS IV - Common Course					
Project Management	3	3	3	3	3
Capstone-Functional Specialisation	2.8	2.8	2.7	2.8	2.8
Capstone-General Management	2.9	2.8	2.8	2.7	2.8
Capstone-Social Relevance	2.9	2.9	2.7	2.8	2.7
MMS IV- Finance					
Business Analytics	2.8	2.7	2.7	2.6	2.6
MMS IV - Human Resources					
Strategic HRM	2.9	3	2.8	2.8	2.7
MMS IV - Marketing					
Business to Business Marketing	3	3	2.7	2.7	2.6
Attainments	2.80	2.77	2.72	2.70	2.65

Batch 2020-22					
Course Name	PO1	PO2	PO3	PO4	PO5
MMS I					
Perspective Management	3	2.9	2.9	2.7	2.8
Financial Accounting	2.4	2.4	2.1	2.2	-
Business Statistics	1.8	1.7	-	1.6	-
Operations Management	2.2	2.3	2.1	1.9	2.2
Managerial Economics	2.3	2.2	2.2	2.3	2.2
Effective and Management Communication	2.8	2.9	2.8	2.8	2.6
Organizational Behaviour	2.9	2.8	2.7	2.6	2.4
Negotiation and Selling Skills	2.7	2.5	2.4	2.6	2.5
MMS II					
Marketing Management	2.7	2.7	2.6	2.8	2.5
Financial Management	2.2	2.3	2.2	2.4	2.3
Operations Research	1.9	1.9	-	2.2	-
Business Research Methods	2.4	2.6	2.6	2.7	2.5
Human Resource Management	2.9	3	2.8	2.8	2.7
Legal & Tax Aspects of Business	2.7	2.7	2.6	2.6	2.5
Cost and Management Accounting	2.2	2.4	-	2.4	-
Business Environment	2.8	2.7	2.3	2.6	2.4
MMS III - Common Courses					
International Business	2.5	2.7	-	2.5	2.5
Strategic Management	2.8	2.8	2.8	2.7	2.6
Summer Internship Project	2.8	2.8	2.8	2.9	2.7
MMS III – Finance					
Financial Markets and Institutions	2.4	2.3	2.5	2.4	2.4
Corporate Valuation and Mergers & Acquisitions	2.6	2.6	2.7	2.8	2.6
Security Analysis and Portfolio Management	2.4	2.8	2.2	2.3	2.2
Financial Regulations	2.5	2.5	2.6	2.6	2.6
Derivatives and Risk Management	2.7	2.4	2.3	2.3	2.3
Banking and Financial Services Institutions	2.8	2.9	2.8	2.6	2.5
MMS III - Human Resources					
Training and Development	2.5	2.6	2.7	2.6	2.5
Compensation and Benefits	2.7	2.6	2.7	2.7	2.4
Competency Based HRM and Performance Management	2.9	2.9	2.7	2.7	2.5
Labour Laws and Implications on Industrial Relations	2.4	2.3	2.7	2.7	2.6
HR Planning and Application of Technology in HR	2.7	2.8	2.8	2.7	2.5
Organisational Structure and Theories Designs	2.4	2.5	2.5	2.6	2.5

Batch 2020-22					
Course Name	PO1	PO2	PO3	PO4	PO5
MMS III – Marketing					
Sales Management	2.7	2.7	2.6	2.6	2.5
Marketing Strategy	2.8	2.6	2.6	2.5	2.5
Consumer Buying Behaviour	2.8	2.7	2.7	2.5	2.4
Services Marketing	2.7	2.7	2.7	2.8	2.6
Product & Brand Management	2.8	2.6	2.8	2.7	2.4
Retail Management	2.7	2.8	2.6	2.6	2.6
MMS IV - Common Course					
Project Management	2.7	2.8	2.7	2.6	2.5
Capstone-Functional Specialisation	2.7	2.6	2.6	2.6	2.6
Capstone-General Management	2.8	2.8	2.6	2.7	2.6
Capstone-Social Relevance	2.8	2.8	2.5	2.6	2.5
MMS IV- Finance					
Business Analytics	2.4	2.2	2.6	2.4	2.4
MMS IV - Human Resources					
Strategic HRM	2.7	3	2.8	2.8	2.6
MMS IV – Marketing					
Business to Business Marketing	2.9	2.8	2.8	2.7	2.7
Attainments	2.61	2.61	2.59	2.56	2.49

3.2 Course Outcomes (50)**Self Assessment (50)****3.2.1 Describe the assessment tools and processes used to gather the data upon which the evaluation of Course Outcome is based (10) Self Assessment (10)**

Describe different assessment tools (semester end examinations, mid-semester tests, laboratory examinations, case studies, mini projects, minor projects, major projects, seminars, presentations, observation record, analysis of plans, reports, projects, outcome of role play and discussion and study report, student portfolios etc.) to measure the student learning and hence attainment of course outcomes. (Student portfolio is a collection of artifacts that demonstrate skills, personal characteristics and accomplishments created by the student during study period.)

The process adopted to map the assessment questions, parameters of assessment rubrics etc. to the course outcomes to be explained with examples. The process of data collection from different assessment tools and the analysis of collected data to arrive at CO attainment levels need to be explained with examples.

Example of Course Attainment Calculation:**Subject: Financial Accounting Semester I, Batch 2020-22, Academic Year 2021-22**

CO Code	Course Outcomes	Cognitive Level	Target
C102.1	Apply accounting concepts, principles, and standards to prepare financial statements for external stakeholders, such as investors, creditors, and regulators.	Apply	3.00
C102.2	Analyze financial statements using ratio analysis and other techniques to evaluate a company's performance, financial health, and potential risks.	Analyse	2.00
C102.3	Evaluate the impact of accounting choices on financial statements and financial ratios, such as inventory valuation methods, depreciation methods, and revenue recognition criteria.	Evaluate	3.00
C102.4	Formulate and defend accounting policies and practices that comply with Generally Accepted Accounting Principles (GAAP) and other accounting standards and meet the needs of users of financial information.	Formulate	2.00
C102.5	Create financial reports and presentations that effectively communicate accounting information to different audiences, such as shareholders, lenders, analysts, and managers.	Create	2.00

Table: 3.2.1: Course Outcomes

The tools used to evaluate a student's performance are mapped to COs individually at each question or assessment level.

CO Code	Cognitive Level	PO1	PO2	PO3	PO4	PO5
C102.1	Apply	3	2	-	2	-
C102.2	Analyse	3	3	-	2	-
C102.3	Evaluate	3	3	-	2	-
C102.4	Formulate	3	3	2	2	-
C102.5	Create	3	3	1	2	-
Average		3	2.8	1.5	2	-

Table: 3.2.2: CO-PO Correlation

Here 3 represents a high correlation, 2 medium and 1 low correlation between the respective CO and PO.

CO MAPPING TO ASSESSMENT TOOLS

Internal Examination: CO1, CO2, CO3, CO4, CO5, CO6

Mapping of COs to questions in End-sem Examination:

- Q1 : CO1, CO5
 Q2 : CO3, CO4
 Q3 : CO1, CO2
 Q4 : CO1, CO2, CO3, CO5
 Q5 : CO1, CO2, CO5
 Q6 : CO1, CO2, CO3, CO5
 Q7 : CO3, CO4

CO ATTAINMENT

CO	Continuous Assessment	End-sem Examination	CO Attainment
CO1	3	3	3
CO2	3	3	3
CO3	3	3	3
CO4	2	2	2
CO5	2	2	2

Table: 3.2.2: CO Attainment

Here CO attainment for direct assessment is calculated with 40% weightage for Continuous Assessment and 60% for End-sem examination.

CO-PO ATTAINMENT

	PO1	PO2	PO3	PO4	PO5
CO1	3	2	-	2	-
CO2	3	3	-	2	-
CO3	3	3	-	2	-
CO4	3	3	2	2	-
CO5	3	3	1	2	-
PO Direct Attainment	2.4	2.4	2.1	2.2	-

Table: 3.2.3: CO-PO Correlation and PO Attainment

COURSE EXIT SURVEY

On completion of the direct assessment for each course, a Course Exit Survey is conducted, to check the students' perception of the attainment of each course outcome, for that course.

Sample Course Exit Survey conducted for Sem 2 students of the Batch 2021-23 is as given below:

Subject	COs	CO Description
Human Resources Management	CO1	I am able to understand HR as a function, its theories, application and its role in achieving organizational goals, and its relationship functions in an organization
	CO2	I am able to analyse how all functions of HR in the employee life cycle, can enhance overall effectiveness
	CO3	I am able to see how an organization can evaluate the need for human resources through manpower planning for maximum cost efficiency
	CO4	I can understand how motivation strategies are applied to enhance performance, to create a more efficient workplace, along with aspects of performance management and appraisals
	CO5	I understand how companies analyse training needs, creation of training programs and its evaluation
Marketing Management	CO1	I am able to explain the Fundamentals of Marketing, and be able to compare and contrast between various marketing strategies
	CO2	I am able to formulate the Marketing strategies for developing existing / new products / concepts in tune with changing market needs
	CO3	I am able to Design Segmentation, Targeting, Positioning and Differentiation strategies, and Market research activities to provide information for making marketing decisions
	CO4	I am able to apply Marketing Mix decisions consistent with Target markets, Brand positions and Consumer behaviour/B2B behaviour
	CO5	I am able to Analyze and solve case studies related to marketing management individually, as well as while working in teams
Business Research Methods	CO1	I am able to understand the Fundamentals of BRM and to know what/ when / how to apply various methods that researcher used to investigate problems
	CO2	I am able to apply the techniques learn to solve business problems/ questions and the significance of defining the research problem, objectives and hypotheses
	CO3	I am able to apply the apt research methodology to be followed while conducting research
	CO5	I am able to analyse and interpret the data to make meaningful decisions and follow ethical practices to make a good report for recommending to solve societal and business problems
	CO6	I am able to create questionnaires, using the right technique to ask questions and understanding the challenges in collecting the data and analysis

Business Environment	C01	I am able to appreciate and analyze the internal and external environment of business and its impact on decision making
	C02	I am able to explain the national income concept and business cycle and its impact on decision making and economic analysis.
	C03	I am able explain money credit, analyze monetary policy and apply it to find solutions to problems of inflation and growth
	C04	I am able to explain the importance of International institutions and BOP
	C05	I appreciate importance of fiscal policy in the decision making of business and apply it for problem solving
Operations Research	C01	I am able to understand and apply the linear problem techniques, graphical as well as non-graphical simplex techniques to provide an optimum solution to a situation
	C02	I am able to understand and apply Transportation models to achieve the optimum transportation costs balancing demand and supply.
	C03	I am able to understand and apply Assignments to fulfill the needs of users
	C04	I am able to understand and apply the techniques of managing queuing model and game theory and decision theory
	C05	I am able to understand simulation techniques and its application in various areas such as inventory management, queuing, maintenance
Legal and Tax Aspects of Business	C01	I am able to understand the Basics of Business Law
	C02	I am able to understand corporate entity as a creation of law and relevant provisions having bearing on third parties dealing with companies
	C03	I am able to understand GST as one Nation one tax and its impact on consumers
	C04	I am able to understand relevant provisions of Income Tax law having bearing on common man
	C05	I am able to Compute Income under different heads of Income under Income Tax Law
Financial Management	C01	I have understood the concept of time value of money and calculate PB, DPB, FV, PV, IRR, NPV, PI, TV, Compound and annuity values
	C02	I am able to calculate cost of Capital (Cost of Equity, Cost of debt, Cost of Preference shares and WACC
	C03	I have understood the concept of working capital and its components inventory and its control, receivable and its management and cash and its management
	C04	I have understood various concept of capitalization such as leverages, capital structure theories, dividend policies to increase the value of shares and have efficient capital structure
	C05	I have understood various techniques of Capital Budgeting and principles of Capital Allocation

Cost and Management Accounting	CO1	I was able to analyze different cost accounting systems, such as job costing, process costing, and activity-based costing, to determine their suitability for different types of businesses and industries
	CO2	I was able to develop an understanding of cost behavior, including fixed costs, variable costs, and mixed costs, and use this knowledge to predict and manage costs
	CO3	I was able to evaluate the profitability of products, services, and projects using cost-volume-profit analysis, break-even analysis, and contribution margin analysis.
	CO4	I was able to apply cost accounting principles and techniques to support decision-making, such as make-or-buy decisions, pricing decisions, and product mix decisions
	CO5	I was able to synthesize cost accounting information to develop cost reduction strategies, improve operational efficiency, and enhance profitability

3.2.2 Record the attainment of Course Outcomes of all courses with respect to set attainment levels (40) Self Assessment (40)

Program shall have set Course Outcome attainment levels for all courses.

(The attainment levels shall be set considering average performance levels in the university examination or any higher value set as target for the assessment years. Attainment level is to be measured in terms of student performance in internal assessments with respect to the Course Outcomes of a course in addition to the performance in the University examination)

Measuring Course Outcomes attained through University Examinations

Target may be stated in terms of percentage of students getting more than the university average marks or more as selected by the Program in the final examination. For cases where the university does not provide useful indicators like average or median marks etc., the program may choose an attainment level on its own with justification.

As explained earlier, the Direct evaluation of students takes place based on continuous assessment by combination of internal assessment and University assessment. The assessment pattern is 40 marks for continuous assessment and 60 marks Sem-end examination. Depending on each course, the combination of different tools mentioned above are used to evaluate student on different parameters.

For the purpose of evaluation and using evaluation tools, each course is mapped to pre-determined COs (Course Outcomes) which are mapped to POs (Program Outcomes). At the beginning of the course, the faculty-members submit their respective Session Plan which is a well-defined document and includes:

- Objectives of the course
- Learning Outcomes
- Course Outcomes
- CO-PO correlation mapping
- Session plan
- Assessment plan and assessment tools to be used
- Recommended Reading Material
- Any other tool to be used for the purpose of teaching and evaluation

Each evaluation tool and each part of the evaluation tool is mapped to COs and the COs in turn are mapped to the POs.

In the case of Sem-end Examinations, each question is mapped to specific COs in order to calculate attainment level of each CO.

The attainment level is decided based on following parameters:

- 50% or more but less than 60 % students scoring more than 60% marks – Attainment level = 1 (Low)
- 60% or more but less than 70 % students scoring more than 60% marks – Attainment level = 2 (Medium)
- 70% or more students scoring more than 60% marks – Attainment level = 3 (High)

Table 3.2.4: CO Attainment Levels

Batch 2018-20					
Course Name	CO Code	Cognitive Level	Internal Attainment	Sem End Attainment	Final CO attainment
MMS I					
Perspective Management	C101.1		3	2	2.4
	C101.2		3	3	3
	C101.3		3	3	3
	C101.4		3	2	2.4
	C101.5		3	2	2.4
Financial Accounting	C102.1		2	2	2
	C102.2		2	2	2
	C102.3		3	2	2.4
	C102.4		2	2	2
	C102.5		2	2	2
Business Statistics	C103.1		3	2	2.4
	C103.2		3	2	2.4
	C103.3		3	1	1.8
	C103.4		2	1	1.4
	C103.5		2	1	1.4
Operations Management	C104.1		3	3	3
	C104.2		3	2	2.4
	C104.3		2	2	2
	C104.4		2	1	1.4
	C104.5		2	1	1.4
Managerial Economics	C 105.1		3	2	2.4
	C 105.2		3	2	2.4
	C 105.3		3	2	2.4
	C 105.4		2	1	1.4
	C 105.5		2	1	1.4
Effective and Management Communication	C106.1		3	3	3
	C106.2		3	3	3
	C106.3		3	3	3
	C106.4		3	3	3
	C106.5		3	3	3
Organizational Behaviour	C109.1		3	3	3
	C109.2		3	3	3
	C109.3		3	2	2.4
	C109.4		3	2	2.4
	C109.5		3	2	2.4
Negotiation and Selling Skills	C112.1		3	3	3
	C112.2		3	3	3
	C112.3		2	3	2.6
	C112.4		2	2	2
	C112.5		3	2	2.4

Batch 2018-20					
Course Name	CO Code	Cognitive Level	Internal Attainment	Sem End Attainment	Final CO attainment
MMS II					
Marketing Management	C201.1		3	3	3
	C201.2		3	3	3
	C201.3		3	3	3
	C201.4		3	2	2.4
	C201.5		2	2	2
Financial Management	C202.1		3	3	3
	C202.2		3	3	3
	C202.3		2	2	2
	C202.4		2	1	1.4
	C202.5		1	1	1
Operations Research	C203.1		2	3	2.6
	C203.2		2	2	2
	C203.3		2	2	2
	C203.4		2	1	1.4
	C203.5		2	1	1.4
Business Research Methods	C204.1		3	3	3
	C204.2		3	3	3
	C204.3		3	3	3
	C204.4		3	3	3
	C204.5		3	2	2.4
Human Resource Management	C205.1		3	3	3
	C205.2		3	3	3
	C205.3		3	3	3
	C205.4		3	3	3
	C205.5		3	3	3
Legal and Tax Aspects of Business	C206.1		3	3	3
	C206.2		3	3	3
	C206.3		3	3	3
	C206.4		3	2	2.4
	C206.5		2	2	2
Cost and Management Accounting	C207.1		3	3	3
	C207.2		3	3	3
	C207.3		3	2	2.4
	C207.4		3	2	2.4
	C207.5		2	1	1.4
Business Environment	C208.1		3	3	3
	C208.2		3	3	3
	C208.3		3	3	3
	C208.4		3	3	3
	C208.5		3	3	3

Batch 2018-20					
Course Name	CO Code	Cognitive Level	Internal Attainment	Sem End Attainment	Final CO attainment
MMS III - Common Courses					
International Business	C301.1		3	3	3
	C301.2		3	3	3
	C301.3		2	3	2.6
	C301.4		3	2	2.4
	C301.5		2	2	2
Strategic Management	C302.1		3	3	3
	C302.2		3	3	3
	C302.3		3	3	3
	C302.4		2	2	2
	C302.5		2	2	2
Summer Internship Project	C303.1		3	3	3
	C303.2		3	3	3
	C303.3		3	3	3
	C303.4		3	3	3
	C303.5		3	3	3
MMS III – Finance					
Financial Markets and Institutions	F304.1		3	3	3
	F304.2		3	3	3
	F304.3		2	2	2
	F304.4		2	3	2.6
	F304.5		2	1	1.4
Corporate Valuation and Mergers & Acquisitions	F305.1		3	3	3
	F305.2		3	3	3
	F305.3		2	1	1.4
	F305.4		2	3	2.6
	F305.5		2	1	1.4
Security Analysis and Portfolio Management	F306.1		3	3	3
	F306.2		3	3	3
	F306.3		3	3	3
	F306.4		2	2	2
	F306.5		2	2	2
Financial Regulations	F307.1		3	3	3
	F307.2		3	3	3
	F307.3		3	3	3
	F307.4		3	3	3
	F307.5		3	2	2.4
Derivatives and Risk Management	F308.1		3	3	3
	F308.2		3	3	3
	F308.3		3	2	2.4
	F308.4		2	2	2
	F308.5		3	3	3

Batch 2018-20					
Course Name	CO Code	Cognitive Level	Internal Attainment	Sem End Attainment	Final CO attainment
Banking and Financial Services Institutions	F309.1		3	3	3
	F309.2		3	3	3
	F309.3		3	3	3
	F309.4		3	3	3
	F309.5		3	3	3
MMS III - Human Resources					
Training & Development	H304.1		3	3	3
	H304.2		3	3	3
	H304.3		2	2	2
	H304.4		3	2	2.4
	H304.5		3	3	3
Compensation and Benefits	H305.1		3	3	3
	H305.2		3	3	3
	H305.3		3	2	2.4
	H305.4		2	3	2.6
	H305.5		3	2	2.4
Competency Based HRM and Performance Management	H306.1		3	3	3
	H306.2		3	3	3
	H306.3		3	2	2.4
	H306.4		2	2	2
	H306.5		3	3	3
Labour Laws and Implications on Industrial Relations	H307.1		3	3	3
	H307.2		3	3	3
	H307.3		3	3	3
	H307.4		3	3	3
	H307.5		3	3	3
HR Planning and Application of Technology in HR	H308.1		3	3	3
	H308.2		3	3	3
	H308.3		2	2	2
	H308.4		3	3	3
	H308.5		2	2	2
Organisational Structure and Theories Designs	H313.1		3	3	3
	H313.2		3	3	3
	H313.3		3	3	3
	H313.4		2	2	2
	H313.5		2	2	2

Batch 2018-20					
Course Name	CO Code	Cognitive Level	Internal Attainment	Sem End Attainment	Final CO attainment
MMS III - Marketing					
Sales Management	M304.1		3	3	3
	M304.2		3	3	3
	M304.3		3	3	3
	M304.4		3	2	2.4
	M304.5		2	2	2
Marketing Strategy	M305.1		3	3	3
	M305.2		3	3	3
	M305.3		3	2	2.4
	M305.4		3	3	3
	M305.5		2	2	2
Consumer Behaviour	M306.1		3	3	3
	M306.2		3	3	3
	M306.3		3	3	3
	M306.4		3	2	2.4
	M306.5		2	2	2
Services Marketing	M307.1		3	3	3
	M307.2		3	3	3
	M307.3		3	3	3
	M307.4		3	2	2.4
	M307.5		3	2	2.4
Product & Brand Management	M308.1		3	3	3
	M308.2		3	3	3
	M308.3		2	3	2.6
	M308.4		2	2	2
	M308.5		2	3	2.6
Retail Management	M309.1		3	3	3
	M309.2		3	3	3
	M309.3		3	2	2.4
	M309.4		3	3	3
	M309.5		2	2	2

Batch 2018-20					
Course Name	CO Code	Cognitive Level	Internal Attainment	Sem End Attainment	Final CO attainment
MMS IV - Common Course					
Project Management	C401.1		3	3	3
	C401.2		3	3	3
	C401.3		3	3	3
	C401.4		3	3	3
	C401.5		3	3	3
Capstone - General Management	C-402.1		3	3	3
	C-402.2		3	3	3
	C-402.3		3	3	3
	C-402.4		3	3	3
	C-402.5		3	3	3
Capstone - Functional Specialisation	C-403.1		3	3	3
	C-403.2		3	3	3
	C-403.3		3	3	3
	C-403.4		3	3	3
	C-403.5		3	3	3
Capstone - Social Relevance	C-404.1		3	3	3
	C-404.2		3	3	3
	C-404.3		3	3	3
	C-404.4		3	3	3
	C-404.5		3	3	3
MMS IV - Finance					
Business Analytics	F406.1		3	3	3
	F406.2		3	3	3
	F406.3		3	3	3
	F406.4		3	3	3
	F406.5		3	3	3
MMS IV - Human Resources					
Strategic HRM	H406.1		3	3	3
	H406.2		3	3	3
	H406.3		3	3	3
	H406.4		3	3	3
	H406.5		3	3	3
MMS IV – Marketing					
Business to Business Marketing	M406.1		3	3	3
	M406.2		3	3	3
	M406.3		3	3	3
	M406.4		3	3	3
	M406.5		3	3	3

Batch 2019-21					
Course Name	CO Code	Cognitive Level	Internal Attainment	Sem End Attainment	Final CO attainment
MMS I					
Perspective Management	C101.1		3	3	3
	C101.2		3	3	3
	C101.3		3	3	3
	C101.4		3	3	3
	C101.5		3	3	3
Financial Accounting	C102.1		3	3	3
	C102.2		3	2	2.4
	C102.3		3	2	2.4
	C102.4		2	1	1.4
	C102.5		2	1	1.4
Business Statistics	C103.1		3	3	3
	C103.2		3	2	2.4
	C103.3		2	1	1.4
	C103.4		2	1	1.4
	C103.5		2	1	1.4
Operations Management	C104.1		3	2	2.4
	C104.2		3	2	2.4
	C104.3		2	2	2
	C104.4		2	2	2
	C104.5		2	2	2
Managerial Economics	C 105.1		3	3	3
	C 105.2		3	3	3
	C 105.3		3	1	1.8
	C 105.4		3	2	2.4
	C 105.5		3	1	1.8
Effective and Management Communication	C106.1		3	3	3
	C106.2		3	3	3
	C106.3		3	3	3
	C106.4		3	3	3
	C106.5		3	3	3
Organizational Behaviour	C109.1		3	3	3
	C109.2		3	3	3
	C109.3		3	3	3
	C109.4		3	3	3
	C109.5		3	3	3
Negotiation and Selling Skills	C112.1		3	3	3
	C112.2		3	3	3
	C112.3		3	3	3
	C112.4		3	3	3
	C112.5		3	3	3

Batch 2019-21					
Course Name	CO Code	Cognitive Level	Internal Attainment	Sem End Attainment	Final CO attainment
MMS II					
Marketing Management	C201.1		3	3	3
	C201.2		3	3	3
	C201.3		3	3	3
	C201.4		3	3	3
	C201.5		3	3	3
Financial Management	C202.1		3	3	3
	C202.2		3	3	3
	C202.3		3	3	3
	C202.4		3	3	3
	C202.5		3	3	3
Operations Research	C203.1		3	3	3
	C203.2		3	3	3
	C203.3		3	3	3
	C203.4		3	3	3
	C203.5		3	3	3
Business Research Methods	C204.1		3	3	3
	C204.2		3	3	3
	C204.3		3	3	3
	C204.4		3	3	3
	C204.5		3	3	3
Human Resource Management	C205.1		3	3	3
	C205.2		3	3	3
	C205.3		3	3	3
	C205.4		3	3	3
	C205.5		3	3	3
Legal and Tax Aspects of Business	C206.1		3	3	3
	C206.2		3	3	3
	C206.3		3	3	3
	C206.4		3	3	3
	C206.5		3	3	3
Cost and Management Accounting	C207.1		3	3	3
	C207.2		3	3	3
	C207.3		3	3	3
	C207.4		3	3	3
	C207.5		3	3	3
Business Environment	C208.1		3	3	3
	C208.2		3	3	3
	C208.3		3	3	3
	C208.4		3	3	3
	C208.5		3	3	3

Batch 2019-21					
Course Name	CO Code	Cognitive Level	Internal Attainment	Sem End Attainment	Final CO attainment
MMS III - Common Courses					
International Business	C301.1		3	3	3
	C301.2		3	3	3
	C301.3		3	3	3
	C301.4		3	3	3
	C301.5		2	2	2
Strategic Management	C302.1		3	3	3
	C302.2		3	3	3
	C302.3		3	3	3
	C302.4		3	3	3
	C302.5		3	3	3
Summer Internship Project	C303.1		3	3	3
	C303.2		3	3	3
	C303.3		3	3	3
	C303.4		3	3	3
	C303.5		3	3	3
MMS III - Finance					
Financial Markets and Institutions	F304.1		3	3	3
	F304.2		3	3	3
	F304.3		3	3	3
	F304.4		3	3	3
	F304.5		2	3	2.6
Corporate Valuation and Mergers & Acquisitions	F305.1		3	3	3
	F305.2		3	3	3
	F305.3		3	3	3
	F305.4		2	3	2.6
	F305.5		2	2	2
Security Analysis and Portfolio Management	F306.1		3	3	3
	F306.2		3	3	3
	F306.3		3	3	3
	F306.4		3	3	3
	F306.5		2	2	2
Financial Regulations	F307.1		3	3	3
	F307.2		3	3	3
	F307.3		3	3	3
	F307.4		3	3	3
	F307.5		3	3	3
Derivatives and Risk Management	F308.1		3	3	3
	F308.2		3	3	3
	F308.3		3	3	3
	F308.4		2	3	2.6
	F308.5		2	2	2

Batch 2019-21					
Course Name	CO Code	Cognitive Level	Internal Attainment	Sem End Attainment	Final CO attainment
Banking and Financial Services Institutions	F309.1		3	3	3
	F309.2		3	3	3
	F309.3		3	3	3
	F309.4		3	3	3
	F309.5		3	3	3
MMS III - Human Resources					
Training & Development	H304.1		3	3	3
	H304.2		3	3	3
	H304.3		3	3	3
	H304.4		3	3	3
	H304.5		3	2	2.4
Compensation and Benefits	H305.1		3	3	3
	H305.2		3	3	3
	H305.3		3	3	3
	H305.4		3	2	2.4
	H305.5		3	2	2.4
Competency Based HRM and Performance Management	H306.1		3	2	2.4
	H306.2		3	3	3
	H306.3		3	3	3
	H306.4		3	3	3
	H306.5		2	2	2
Labour Laws and Implications on Industrial Relations	H307.1		3	3	3
	H307.2		3	3	3
	H307.3		3	3	3
	H307.4		3	3	3
	H307.5		3	3	3
HR Planning and Application of Technology in HR	H308.1		3	3	3
	H308.2		3	3	3
	H308.3		3	3	3
	H308.4		3	3	3
	H308.5		3	2	2.4
Organisational Structure and Theories Designs	H313.1		3	3	3
	H313.2		3	3	3
	H313.3		3	2	2.4
	H313.4		3	2	2.4
	H313.5		2	2	2

Batch 2019-21					
Course Name	CO Code	Cognitive Level	Internal Attainment	Sem End Attainment	Final CO attainment
MMS III – Marketing					
Sales Management	M304.1		3	3	3
	M304.2		3	3	3
	M304.3		3	3	3
	M304.4		3	2	2.4
	M304.5		3	2	2.4
Marketing Strategy	M305.1		3	3	3
	M305.2		3	3	3
	M305.3		3	3	3
	M305.4		3	3	3
	M305.5		2	3	2.6
Consumer Behaviour	M306.1		3	3	3
	M306.2		3	3	3
	M306.3		3	3	3
	M306.4		3	3	3
	M306.5		2	3	2.6
Services Marketing	M307.1		3	3	3
	M307.2		3	3	3
	M307.3		3	3	3
	M307.4		3	3	3
	M307.5		3	3	3
Product & Brand Management	M308.1		3	3	3
	M308.2		3	3	3
	M308.3		3	3	3
	M308.4		2	3	2.6
	M308.5		2	2	2
Retail Management	M309.1		3	3	3
	M309.2		3	3	3
	M309.3		3	3	3
	M309.4		3	3	3
	M309.5		3	3	3

Batch 2019-21					
Course Name	CO Code	Cognitive Level	Internal Attainment	Sem End Attainment	Final CO attainment
MMS IV - Common Course					
Project Management	C401.1		3	3	3
	C401.2		3	3	3
	C401.3		3	3	3
	C401.4		3	3	3
	C401.5		3	3	3
Capstone - General Management	C-402.1		3	3	3
	C-402.2		3	3	3
	C-402.3		3	3	3
	C-402.4		3	3	3
	C-402.5		3	3	3
Capstone - Functional Specialisation	C-403.1		3	3	3
	C-403.2		3	3	3
	C-403.3		3	3	3
	C-403.4		3	3	3
	C-403.5		3	3	3
Capstone - Social Relevance	C-404.1		3	3	3
	C-404.2		3	3	3
	C-404.3		3	3	3
	C-404.4		3	3	3
	C-404.5		3	3	3
MMS IV - Finance					
Business Analytics	F406.1		3	3	3
	F406.2		3	3	3
	F406.3		3	2	2.4
	F406.4		3	2	2.4
	F406.5		2	2	2
MMS IV - Human Resources					
Strategic HRM	H406.1		3	3	3
	H406.2		3	3	3
	H406.3		3	3	3
	H406.4		3	3	3
	H406.5		3	3	3
MMS IV – Marketing					
Business to Business Marketing	M406.1		3	3	3
	M406.2		3	3	3
	M406.3		3	3	3
	M406.4		3	3	3
	M406.5		3	2	2.4

Batch 2020-22					
Course Name	CO Code	Cognitive Level	Internal Attainment	Sem End Attainment	Final CO attainment
MMS I					
Perspective Management	C101.1		3	3	3
	C101.2		3	3	3
	C101.3		3	3	3
	C101.4		3	3	3
	C101.5		3	3	3
Financial Accounting	C102.1		3	3	3
	C102.2		3	3	3
	C102.3		3	3	3
	C102.4		2	2	2
	C102.5		2	2	2
Business Statistics	C103.1		3	3	3
	C103.2		3	2	2.4
	C103.3		3	2	2.4
	C103.4		3	2	2.4
	C103.5		2	2	2
Operations Management	C104.1		3	3	3
	C104.2		3	3	3
	C104.3		3	3	3
	C104.4		3	3	3
	C104.5		2	2	2
Managerial Economics	C 105.1		3	3	3
	C 105.2		3	3	3
	C 105.3		3	3	3
	C 105.4		3	2	2.4
	C 105.5		2	2	2
Effective and Management Communication	C106.1		3	3	3
	C106.2		3	3	3
	C106.3		3	3	3
	C106.4		3	3	3
	C106.5		3	3	3
Organizational Behaviour	C109.1		3	3	3
	C109.2		3	3	3
	C109.3		3	3	3
	C109.4		3	3	3
	C109.5		3	3	3
Negotiation and Selling Skills	C112.1		3	3	3
	C112.2		3	3	3
	C112.3		3	3	3
	C112.4		3	2	2.4
	C112.5		3	2	2.4

Batch 2020-22					
Course Name	CO Code	Cognitive Level	Internal Attainment	Sem End Attainment	Final CO attainment
MMS II					
Marketing Management	C201.1		3	3	3
	C201.2		3	3	3
	C201.3		3	3	3
	C201.4		3	2	2.4
	C201.5		2	3	2.6
Financial Management	C202.1		3	3	3
	C202.2		3	3	3
	C202.3		3	2	2.4
	C202.4		3	2	2.4
	C202.5		2	1	1.4
Operations Research	C203.1		3	3	3
	C203.2		3	3	3
	C203.3		3	2	2.4
	C203.4		2	1	1.4
	C203.5		2	1	1.4
Business Research Methods	C204.1		3	3	3
	C204.2		3	3	3
	C204.3		3	3	3
	C204.4		3	3	3
	C204.5		3	2	2.4
Human Resource Management	C205.1		3	3	3
	C205.2		3	3	3
	C205.3		3	3	3
	C205.4		3	3	3
	C205.5		3	3	3
Legal and Tax Aspects of Business	C206.1		3	3	3
	C206.2		3	3	3
	C206.3		3	3	3
	C206.4		3	3	3
	C206.5		3	3	3
Cost and Management Accounting	C207.1		3	3	3
	C207.2		3	3	3
	C207.3		3	3	3
	C207.4		3	2	2.4
	C207.5		2	2	2
Business Environment	C208.1		3	3	3
	C208.2		3	3	3
	C208.3		3	3	3
	C208.4		3	3	3
	C208.5		3	3	3

Batch 2020-22					
Course Name	CO Code	Cognitive Level	Internal Attainment	Sem End Attainment	Final CO attainment
MMS III - Common Courses					
International Business	C301.1		3	3	3
	C301.2		3	3	3
	C301.3		3	3	3
	C301.4		3	2	2.4
	C301.5		3	2	2.4
Strategic Management	C302.1		3	3	3
	C302.2		3	3	3
	C302.3		3	3	3
	C302.4		3	3	3
	C302.5		3	2	2.4
Summer Internship Project	C303.1		3	3	3
	C303.2		3	3	3
	C303.3		3	3	3
	C303.4		3	3	3
	C303.5		3	3	3
MMS III – Finance					
Financial Markets and Institutions	F304.1		3	3	3
	F304.2		3	3	3
	F304.3		3	3	3
	F304.4		3	3	3
	F304.5		3	3	3
Corporate Valuation and Mergers & Acquisitions	F305.1		3	3	3
	F305.2		3	3	3
	F305.3		3	3	3
	F305.4		3	3	3
	F305.5		2	2	2
Security Analysis and Portfolio Management	F306.1		3	3	3
	F306.2		3	3	3
	F306.3		3	3	3
	F306.4		3	2	2.4
	F306.5		3	2	2.4
Financial Regulations	F307.1		3	3	3
	F307.2		3	3	3
	F307.3		3	3	3
	F307.4		3	3	3
	F307.5		3	3	3
Derivatives and Risk Management	F308.1		3	3	3
	F308.2		3	3	3
	F308.3		3	3	3
	F308.4		3	2	2.4
	F308.5		3	2	2.4

Batch 2020-22					
Course Name	CO Code	Cognitive Level	Internal Attainment	Sem End Attainment	Final CO attainment
Banking and Financial Services Institutions	F309.1		3	3	3
	F309.2		3	3	3
	F309.3		3	3	3
	F309.4		3	3	3
	F309.5		3	3	3
MMS III - Human Resources					
Training & Development	H304.1		3	3	3
	H304.2		3	3	3
	H304.3		3	3	3
	H304.4		3	3	3
	H304.5		3	3	3
Compensation and Benefits	H305.1		3	3	3
	H305.2		3	3	3
	H305.3		3	3	3
	H305.4		2	2	2
	H305.5		2	3	2.6
Competency Based HRM and Performance Management	H306.1		3	3	3
	H306.2		3	3	3
	H306.3		3	3	3
	H306.4		3	2	2.4
	H306.5		2	3	2.6
Labour Laws and Implications on Industrial Relations	H307.1		3	3	3
	H307.2		3	3	3
	H307.3		3	3	3
	H307.4		3	3	3
	H307.5		3	3	3
HR Planning and Application of Technology in HR	H308.1		3	3	3
	H308.2		3	3	3
	H308.3		3	3	3
	H308.4		3	3	3
	H308.5		3	3	3
Organisational Structure and Theories Designs	H313.1		3	3	3
	H313.2		3	3	3
	H313.3		3	3	3
	H313.4		3	2	2.4
	H313.5		3	2	2.4

Batch 2020-22					
Course Name	CO Code	Cognitive Level	Internal Attainment	Sem End Attainment	Final CO attainment
MMS III - Marketing					
Sales Management	M304.1		3	3	3
	M304.2		3	3	3
	M304.3		3	3	3
	M304.4		3	3	3
	M304.5		2	3	2.6
Marketing Strategy	M305.1		3	3	3
	M305.2		3	3	3
	M305.3		3	3	3
	M305.4		3	2	2.4
	M305.5		3	3	3
Consumer Behaviour	M306.1		3	3	3
	M306.2		3	3	3
	M306.3		3	3	3
	M306.4		3	3	3
	M306.5		3	3	3
Services Marketing	M307.1		3	3	3
	M307.2		3	3	3
	M307.3		3	3	3
	M307.4		3	3	3
	M307.5		3	3	3
Product & Brand Management	M308.1		3	3	3
	M308.2		3	3	3
	M308.3		3	2	2.4
	M308.4		3	2	2.4
	M308.5		3	3	3
Retail Management	M309.1		3	3	3
	M309.2		3	3	3
	M309.3		3	3	3
	M309.4		3	3	3
	M309.5		3	3	3

Batch 2020-22					
Course Name	CO Code	Cognitive Level	Internal Attainment	Sem End Attainment	Final CO attainment
MMS IV - Common Course					
Project Management	C401.1		3	3	3
	C401.2		3	3	3
	C401.3		3	3	3
	C401.4		3	3	3
	C401.5		3	3	3
Capstone - General Management	C-402.1		3	3	3
	C-402.2		3	3	3
	C-402.3		3	3	3
	C-402.4		3	3	3
	C-402.5		3	3	3
Capstone - Functional Specialisation	C-403.1		3	3	3
	C-403.2		3	3	3
	C-403.3		3	3	3
	C-403.4		3	3	3
	C-403.5		3	3	3
Capstone - Social Relevance	C-404.1		3	3	3
	C-404.2		3	3	3
	C-404.3		3	3	3
	C-404.4		3	3	3
	C-404.5		3	3	3
MMS IV - Finance					
Business Analytics	F406.1		3	3	3
	F406.2		3	3	3
	F406.3		3	2	2.4
	F406.4		2	2	2
	F406.5		2	2	2
MMS IV - Human Resources					
Strategic HRM	H406.1		3	3	3
	H406.2		3	3	3
	H406.3		3	3	3
	H406.4		3	3	3
	H406.5		3	3	3
MMS IV - Marketing					
Business to Business Marketing	M406.1		3	3	3
	M406.2		3	3	3
	M406.3		3	3	3
	M406.4		2	3	2.6
	M406.5		3	2	2.4

**4 - CRITERION 4
CURRICULUM AND
LEARNING PROCESS**

CRITERION 4	CURRICULUM AND LEARNING PROCESS	125
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CRITERION 4	CURRICULUM AND LEARNING PROCESS	125
	Self Assessment	125

4.1 Curriculum (25 for affiliated institutions) Self Assessment (25)

4.1.1 State the process used to identify extent of compliance of the University curriculum for attaining the Program Outcomes (10) Self Assessment (10)

The Institute by virtue of its affiliation with the University of Mumbai, has to broadly adhere to the Program curriculum and syllabi prescribed for the course, by the university. The University through its bodies like syllabus draft committees, academic council, management council, senate etc. designs and finalises the curriculum for the course. The document of the course curriculum received from the university is comprehensive and provides the overall vision as well as rationale for the changes made and adaptations incorporated. The Mumbai University has last revised the Syllabus with effect from 2016-17 which is currently in force. The Head of the Institute shared this information about the revised Syllabus with all the Faculty members in the faculty meeting.

A. Dissemination of the Information received from Mumbai University

The Institute offers the MMS program which is affiliated to the University of Mumbai. Program curriculum and the prescribed syllabi comes from Mumbai University which is adhered to, in totality. The curriculum and syllabi are shared by the Director of the Institute by conducting a faculty meeting with the faculty members teaching the respective Course. The faculty members design their session plan and assessment plan as per the prescribed syllabi of their respective courses.

The faculty members share the Session plan with the students during the first session of the Course being taught. A copy of the Program curriculum and the prescribed syllabi is kept in the library for students' reference. A copy of the Program curriculum and the prescribed syllabi is also posted on the Institute website for further reference.

B. Adherence to the Mumbai University curriculum

The University provides adequate freedom to the Institute and to the faculty members to make necessary additions to the prescribed syllabi in light of the evolving business environment. The faculty member thus prepares the session plan based on the University curriculum and makes the necessary changes wherever required. These changes and adaptations are recorded in the respective Course plans and get implemented while teaching the course in the respective semesters.

The proposed session plan prepared by the faculty members is vetted by the Internal Quality Assurance Committee (IQAC) which may suggest any required changes in it. The faculty incorporates the advised changes to the plan which are then frozen and adhered to while delivering the course. Faculty members share the final session plan with students. The Mark pattern and weightages are stringently adhered to by the respective faculty member.

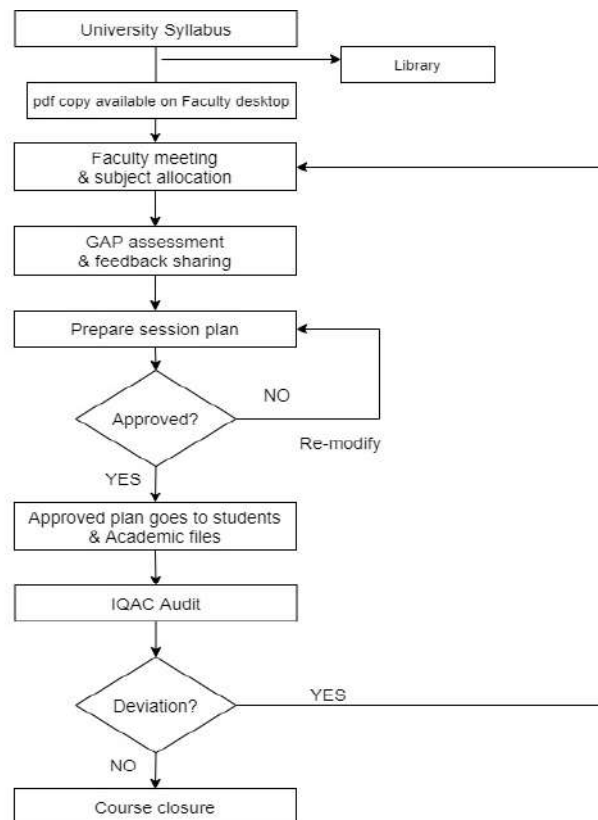


Figure 4.1.1: Flow chart depicting the Process used to ensure compliance of the University curriculum.

The decision regarding the Electives offered to students in addition to the Core courses is taken after giving due consideration to the feedback received from various stakeholders like students, recruiters, industry experts and fellow academicians. These considerations have resulted in decisions to offer the following Elective courses, semester wise.

Sr. No	Semester	Elective offered	Reasons for including the Course:
1	Sem I/ Common/ Elective	Effective and Managerial Communication	This course helps to cover almost all the POs by improving their Overall Communication skills and enabling student to face the Managerial Communication challenges
2	Sem I/ Common/ Elective	Selling and Negotiation Skills	Sales and marketing orientation across functions
3	Sem I/ Common/ Elective	Organisational Behaviour	HR orientation, Group behavior, Team Building
4	Sem I/ Common/ Value Addition	Basic Excel	Value addition to develop IT skills for Analysis and presentations
5	Sem II/ Common/ Elective	Legal & Tax Aspects of Business	Legal/Statutory compliances are major aspects of Business world. Direct and Indirect taxes cover the statutory provisions of Income Tax and GST. These aspects cover PO3 and PO4 comprehensively
6	Sem II/ Common/ Elective	Cost and Management Accounting	To provide students with insights in to cost decisions based on analysis of business processes
7	Sem II/ Common/ Elective	Business Environment	Provide the ability to develop Macro level thinking for taking crucial decisions at Organisational levels to attain PO1 and PO2 effectively
8	Sem III/ Finance specialisation/ Elective	Banking and Financial Services Institutions	Helps students to gain in depth knowledge of Banking & Financial system and pursue Career opportunities in this domain. Helps to take informed Decision making and attain PO1, PO2, PO3, PO4
9	Sem III/ Marketing specialisation/ Elective	Retail Marketing	Retail management is a critical area of study that teaches students how to effectively manage and operate retail businesses. Teaching retail management provides students with the skills and knowledge necessary to succeed in the dynamic and rapidly-evolving retail industry.
10	Sem III/ H.R specialisation/ Elective	Organisation Structure Theories and Designs	Appreciating the importance of Structures and the Theories of Organisations working in and leading them to attain PO1
11	Sem IV/ Finance specialisation/ Elective	Venture Capital and Private Equity	This is an important source of funding and this course develops an understanding of the key aspects of this industry.
12	Sem IV/ Marketing specialisation/ Elective	Business to Business Marketing	This is a very important area in Marketing and provides excellent perspectives in General Management and attainment of PO3
13	Sem IV/ Systems specialisation/ Elective	Strategic HRM	Very important to develop an understanding of business in HR professionals to enable and contribute effectively to organization decision making.

Table 4.1.1: Semester wise Electives offered for designing the MMS curriculum (Approved by IQAC)

4.1.2 Appropriateness of the gaps identified and actions taken to bridge the gap (15)

Self Assessment (15)

Note: In case program is able to demonstrate the compliance of university curriculum in attaining the program outcomes, then the total 25 marks will be for point (4.1.1) above

Academic Review Committee (ARC) suggestions

The ARC evaluates the coverage of the curriculum as prescribed by the University to identify the following gaps in the teaching learning process:

Gap 1 : Knowledge Gap - Gaps in the existing courses being taught

Gap 2 : Pedagogy Gap - Gaps in pedagogy

Gap 3 : Skill Gap - Gaps that are due to a skill not covered in the course

These gaps are identified based on feedback received from the faculty members (both core and visiting), students, alumni, industry partners and recruiters.

These gaps are covered by the institute in the following ways:

Knowledge Gap:

This gap is covered by making sure that contemporary units or those units that can help better coverage of the PO's be introduced in the course. Further these units in the course ensure that the learning is more holistic and application based. Some units incorporated in select courses are as below:

- a) For the course on Financial Accounting, a unit on Ethical Considerations in Financial Accounting is included with cases.
- b) For the course on Financial Management, a unit on Taxation is included to give the students a clear understanding of both Direct and Indirect Taxation.
- c) For the course on Business Research Methods, a unit on Experimental Design is incorporated to make the data collection design more robust.
- d) For the course on Business Statistics, a unit on Time Series Forecasting is included
- e) For the course on Consumer Buyer Behaviour, a unit on Ethnography is included to make the learning more contemporary.

Pedagogy Gap:

This gap is covered by ensuring that the pedagogy is the basis of the course offerings and to ensure better learning of complex concepts. Some examples of the same are:

- a) For the course on Selling and Negotiation Skills, faculty from Finance and HR are roped in for a unit to get nuances of the domain across specialization.
- b) For the course on Business Statistics, emphasis is on the use of Data Analysis Tool Pak in MS Excel for the coverage of the course.
- c) Similarly, the course on Operations Research uses Solver exhaustively.
- d) The course on Business Research Methods uses SPSS exhaustively.

Skill Gap:

The Skill Gap is covered by the Institute by ensuring various value-added courses across the first three semesters of the courses. These are non-credit courses which build on skills to make the student more employable and some of them also certification to the student. These courses are offered at no extra cost to the student. Some of the value-added courses offered are as listed below:

- a) Marketing Management – Semester 1
- b) Proficiency in MS Office – Semester 1
- c) Advanced MS Excel – Semester 1
- d) Introduction to Constitution – Semester 1
- e) Team Building and Effective Leadership – Semester 2
- f) Current Affairs – Semester 2
- g) Business Analytics – Semester 2 & 3
- h) Digital Marketing – Semester 3 (Marketing)
- i) Luxury Goods Marketing – Semester 3 (Marketing)
- j) Public Relations – Semester 4 (Marketing)
- k) Alternative Investments – Semester 3 (Finance)
- l) Fixed Income Securities – Semester 3 (Finance)
- m) International HRM – Semester 4 (HR)

4.2 Learning Processes (100 for affiliated institutions)**Self Assessment (100)****4.2.1 Describe the Process followed to improve quality of Teaching Learning (40)****Self Assessment (40)****A. Academic Calendar****Preparation of the Academic Calendar**

The teaching learning process starts with the Mumbai University declaring the start of the term after the completion of the admission process. The Institute in the beginning of the year designs the Academic calendar with strict adherence to the University circular. The Academic calendar provides all the timelines planned for the academic Events/activities throughout the year. It also takes into consideration public holidays, Winter and Summer breaks and any other Local holidays as applicable to Mumbai / Maharashtra state.

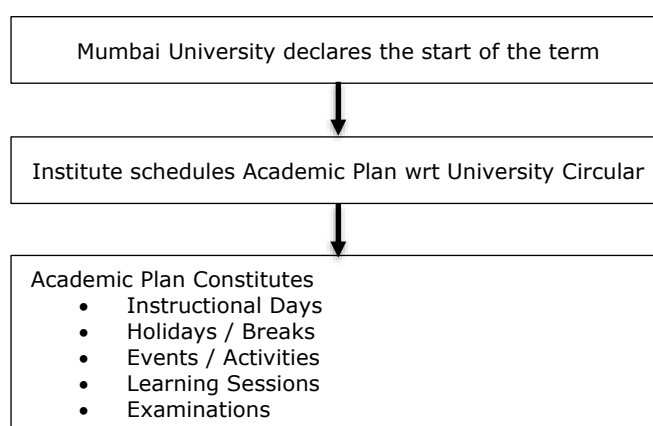


Figure 4.2.1: Academic Calendar Planning Process

Adherence to Academic Calendar

The Academic Calendar is adhered in entity to ensure the successful completion of all milestones and thus the course of the respective batches. The following milestones are monitored closely to ensure adherence:

- Completion of individual sessions by respective faculty members as per the number of sessions allocated so as to ensure the optimal teaching hours per subject.
- Conduct of all continual assessments as defined and prescribed before the end semester exams.
- Conduct of the end semester exams for each of the semesters.
- Declaration of results of all exams.
- Submission of all assessment results to the University as prescribed.
- Conduct of all co-curricular and extra-curricular activities as planned for the batch.
- Conduct of all defined surveys like course exit, faculty feedback and program exit as planned.

During the pandemic, regular online classes were conducted to ensure academic continuity for the students using the Zoom platform. Adequate measures were taken to ensure that the quality of inputs shared with the students and pedagogy used were at par with those offered for the regular physical classes.

While the Institute adheres to Academic Calendar stringently, in unforeseen circumstances like the COVID-19 pandemic, the activities/events planned had to be dropped.

B. Improving Instructional methods and using Pedagogical Initiatives

The faculty members use a combination of multiple pedagogies to make the teaching learning process interesting and effective. These include Enquiry based learning or Interactive Discussion, Role plays, flipped classroom, group discussion, Team wise presentations, Game and/or Simulation based learning, Case study method, Sharing of Business /Consulting company reports etc. in addition to the usual Lecture based method of teaching. The faculty members use multiple assessment tools to evaluate the teaching learning process.

Some of the assessment tools used are:

- Case Study discussions
- Role plays
- Class Test
- Quizzes
- Team wise presentation
- Mid-term exam
- End term examination
- Summer Internship Projects and CAPSTONE projects

C. List of Events/Activities organized by the Institute as Pedagogical initiatives

In addition to the assessment tools used by the Faculty, the Institute organizes many events/activities as planned in the Academic calendar.

a) Guest Sessions by Industry Experts:

The Institute ensures regular talks by Industry Experts as Guest Sessions on contemporary issues and topics that deal with Management, Economy and Business at large. These sessions serve the dual purpose of enhancing the learning experience and also the industry academic interaction.

b) Specialisation Conferences:

The Institute through Student Bodies organizes at least one Conference for each Specialisation. The Conference deals with the latest topics in the Industry and helps the student interact with Industry Practitioners and Professionals for enhanced learnings.

c) Off Summer Internship (Experiential learning):

The Institute believes in offering students an opportunity to experience real-time situations and challenges. This internship started as a pedagogical initiative to understand the practical applications of the theoretical topics learnt by the students during their first year of the MMS program. This is facilitated through live projects where the students spend about a week or ten days working on real time issues.

d) ICT Tools embedded in the academic activities:

The institute takes pride in being technology ready. The use of ICT tools in the classroom improves student engagement and knowledge retention. The students have access to databases such as EBSCO , CMIE and CRISIL.

e) Sensitizing students to social needs:

The Institute's vision and mission statements reinforce the core philosophy of developing ethical business leaders. This is reflected in the various co-curricular and extra-curricular activities that are also designed to sensitize students to societal issues.

f) Boot Camp:

The Institute organizes a 3 day off site Boot Camp meant to enhance team spirit, learn management principles through management games and create a strong sense of bonding amongst the batch.

Transition to the Online teaching methodology

The pandemic forced Global Education to adopt to Online Teaching and the Institute was not an exception. The batch of 2019-21 completed its Sem 2 to Sem 4 online and the Batch of 2020-22 literally completed its entire course online. For the batch of 2021-23, normalcy was restored from Semester 1. The Institute ensured that there were no glitches at all either in the conduct of the course or the exams on an online mode. The Institute also made sure that all learning resources were made available to the students while they were at home. All lectures, guest sessions, conferences and exams were conducted online using the Zoom platform.

The faculty members took utmost care to ensure attendance while on the online mode and small batch size helped the cause as students could be called out at regular intervals for their presence. Also, the faculty used innovative methods to keep the student engaged in the online sessions.

Despite delayed admissions and the need to run the program fast track, the Institute managed to do justice in execution and assessment of the course for the Batch of 2019-21 and 2020-22.

The Institute also managed to conduct various co-curricular activities online with minor hassles.

The Institute also made sure that all directives of all authorities were strictly adhered to as prescribed from time to time. Relaxations as mandated were put into practice and regular monitoring of the well-being of the students across the batch were ensured.

D. Methodologies to support weak students & encourage bright students

During the process of teaching and continuous evaluation faculty can identify weak students. They are given special attention by the respective faculty at the time of teaching in the classroom. Their doubts are resolved separately by one-to-one interaction.

The Institute lays emphasis on creating a supporting environment for learning through the following processes.

- a) A strong induction and orientation program, introducing the students to the Institute and also providing an opportunity to showcase their talent.
- b) A well designed and intensive foundation program with focused inputs on Quantitative Methods for students who are from non-Science and non-Engineering streams.
- c) Special focus on Spoken English and Presentation Skills for students weak in English Communication and or afraid of Public Speaking.
- d) Special inputs in the Foundation Program on Financial Accounting for non-commerce graduates.
- e) Tutorial classes for Quantitative Techniques and Operations Research courses in Semester 1 and 2 respectively.
- f) Tutorial classes for Financial Accounting and Financial Management Courses in Semester 1 and 2 respectively.
- g) Students with a score of less than 50% in their mid-semester exams/internal assessments are given special attention.
- h) Bright students are encouraged to attend workshops and acquire additional certifications to enhance their skills.
- i) Students with a good academic track record are also shortlisted to work on special projects.

Encouragement is also provided for peer-to-peer learning especially in subjects like Quantitative Methods and Accounting based subjects. To encourage collaborative learning each faculty forms ten groups of five to seven students in each batch. All group assignments and presentations are made by each group. Such initiatives help to encourage collaborative working, peer learning, leadership development, problem solving etc.

The Institute admits students with learning disabilities as well as physical disability as per DTE norms. To help them to come up with the course, they are encouraged to meet all faculty members in person and seek guidance and support whenever necessary. This facilitates handholding or one-to-one teaching. Extra time is given to such students during examinations, as per existing university provisions. Examiners are also made aware of these students.

Quality of Classroom teaching

- a) The Institute's physical infrastructure such as air-conditioned classrooms, audio-visual aids and comfortable seating provide a conducive learning environment.
- b) In order to facilitate and encourage student interaction during class, pre-reading and other relevant material is shared prior to the commencement of the lectures.
- c) Case studies, case-lets, role plays are some of the pedagogical tools used by the faculty for greater student engagement.
- d) Students' participation in class discussions is actively encouraged and evaluated.

E. Student feedback of teaching learning process and actions taken

- a) Faculty Feedback

The feedback assesses various aspects of the teaching-learning process. The questions are framed to gauge a faculty's knowledge of the subject, teaching skill, lesson planning, query handling, communication skills, and general effectiveness on a scale of 1 to 5 from Strongly Disagree to Strongly Agree). The parameters on which the students rate the sessions are as given below.

- b) Frequency

The Institute follows the practice of taking faculty feedback regularly, in every semester. Informal feedback is also taken by the specialization coordinators, senior faculty members and director, especially in case of a faculty teaching a course for the first time (core/visiting).

- c) Analysis

A feedback analysis is carried out wherein the score against each of the parameters is analyzed and areas of improvement identified. The feedback analysis is duly shared by the Director with the respective faculty members.

- d) Actions taken

In case there is adverse feedback with respect to any faculty, he/she is counseled by the Director and an opportunity for improvement is given. The faculty is mentored by a senior faculty and constructive feedback for improvement is given. A feedback score of 3.0 or above on a scale of 5 is regarded as acceptable feedback

- e) Course Exit Survey.

From the academic year 2020-21, Course exit surveys have been conducted, in addition to the feedback, in order to calculate the attainment levels for each Course-Outcome for every course. These are given a 10% weightage while calculating the attainment level for every course.

Parameter	Q. No.	Sentence capturing the Parameter to be rated on a scale of 1 to 10, where 1 is Strongly Disagree and 10 is Strongly Agree
Session Plan and References	Q1	The course structure and session plan were explained clearly at the beginning of the course
	Q2	The course was conducted and completed as per the session plan provided
	Q3	The faculty provided references for the topics discussed in the class
	Q4	The presentation / study material discussed / provided by the faculty was customized for the class
	Q5	The presentation / study material discussed / provided by the faculty was relevant for the course
Class Experience	Q6	The faculty brings in latest and relevant content in the subject to enhance learning experience
	Q7	The faculty encourages interaction and actively engages the class
	Q8	The faculty is able to maintain discipline in the class
	Q9	The faculty is able to cite sufficient examples from the real-life to explain concepts
	Q10	The faculty is able to communicate properly with the class
	Q11	The faculty is able to answer questions asked by students satisfactorily
	Q12	The faculty encourages students to ask questions
Pedagogy and Assignments	Q13	The faculty is able to explain the content satisfactorily
	Q14	The faculty uses case-studies/caselets to explain certain topics in the course
	Q15	The faculty tries to bring in innovative teaching methods to generate interest in the class for the session
	Q16	The faculty provides class exercises/assignments for better understanding of concepts
Overall Feedback	Q17	The projects/assignments provided by the faculty are interesting and relevant to the course and industry
	Q18	The faculty is able to generate interest and curiosity about the subject
	Q19	The faculty encourages out of the box thinking and creative solutions to the problems discussed in the class
	Q20	The faculty inspires us to go beyond the text and references to learn more
	Q21	I am satisfied with the overall delivery and completion of the course

Table 4.2.1: Parameters in Faculty Feedback Form

4.2.2 Quality of continuous assessment and evaluation processes (40)

Self Assessment (40)

A. Process for Internal semester question paper setting and evaluation and effective process implementation

a) Internal assessment for 40 marks:

Internal assessment is in fact the method of "Continuous Assessment" which is an integral part of the MMS program. A total of 40 marks of the course are assigned for this pattern of student evaluation process. The purpose of continuous assessment is to give continuous feedback to students about their academic progress.

In some courses multiple assignments are given to students and best scores are considered to compute the final score for the internal assessment component.

Additional opportunities are given to students to improve their internal marks, if they don't perform well. The marks of internal assessment are displayed separately in the mark sheet. The student must score 50% and above marks in the Internal assessment to qualify for the End semester examination.

The session plan for the course taught submitted by the faculty includes the internal assessment schedule. All students receive clear instruction about the internal assessment tools and method in the "Introductory session" and through the plan uploaded on the Learning Management Platform used in the Institute. As the sessions progress, the faculty keeps on making the necessary announcements about the internal assessment during the sessions.

b) End Semester evaluation for 60 marks:

The Examination Committee asks the faculty member to set the End Semester question paper for the course being taught. Accordingly, communication is sent to all the faculty members concerned from the Examination Committee, with all the necessary information and formats required for them to submit the marks of the students, in their respective courses

The faculty member needs to send the End Semester Question paper to the Examination committee prior to the scheduled date of the exam.

During the Covid-19 pandemic continuous evaluation and the End semester evaluation was made by using virtual platform. Invigilation and proctoring for online exam was done as prescribed.

The subject faculty prepares the Session plan including the Course Outcomes. The Cognitive level of the topics taught is then evaluated using the parameters of Bloom's Taxonomy. A specimen of the application of Bloom's Taxonomy in the subject of Financial Accounting is given below.

CO Code	Description of the Course Outcome	Cognitive level
C102.1	Apply accounting concepts, principles, and standards to prepare financial statements for external stakeholders, such as investors, creditors, and regulators.	Apply
C102.2	Analyze financial statements using ratio analysis and other techniques to evaluate a company's performance, financial health, and potential risks.	Analyse
C102.3	Evaluate the impact of accounting choices on financial statements and financial ratios, such as inventory valuation methods, depreciation methods, and revenue recognition criteria.	Evaluate
C102.4	Formulate and defend accounting policies and practices that comply with Generally Accepted Accounting Principles (GAAP) and other accounting standards, and meet the needs of users of financial information	Formulate
C102.5	Create financial reports and presentations that effectively communicate accounting information to different audiences, such as shareholders, lenders, analysts, and managers.	Create

Table 4.2.2 : Bloom's Taxonomy for the subject of Financial Accounting

The faculty member also designs the CO PO mapping such that the outcomes achieved by teaching the Course eventually helps attaining the Program Outcomes for the MMS program. A specimen of the CO-PO correlation matrix for subject of Financial Accounting is given below.

	PO1	PO2	PO3	PO4	PO5
CO1	3	2	-	2	-
CO2	3	3	-	2	-
CO3	3	3	-	2	-
CO4	3	3	2	2	-
CO5	3	3	1	2	-
Average	3	2.80	1.5	2	-

Table 4.2.3 : Correlation matrix of CO-PO for Financial Accounting

B. Process to ensure Questions from Outcomes/learning level perspective

- The Question paper is received prior to the exam by the Examination committee. This Question paper is sent to the IQAC team to evaluate it from the Outcomes/learning level perspective.
- The IQAC team offers their suggestions, and the faculty member makes the corrections in the Question paper accordingly.
- The corrected/revised Question paper is then sent to the Examination committee using a password to protect confidentiality.

IQAC is an integral part of the teaching learning process and administrative part of the curriculum. The IQAC of XIMR ensures that the desired quality is maintained at each activity which is a part of MMS curriculum.

IQAC conducts academic audit during each academic year at the end of each semester to ensure that the Mumbai University syllabus is followed, the syllabus is covered comprehensively, the session plan is followed, the assessment is properly and efficiently conducted, and a desired knowledge is imparted to the students through teaching learning process including the other various activities carried on at the Institute level.

IQAC evaluation of the Curriculum adherence as per the MU prescribed syllabus and to ensure Questions from Outcomes/learning level perspective

IQAC conducts academic audit / peer review for all the four Semesters inclusive of

- a. The IQAC team reviews the quality of curriculum design and delivery once a year based on the Course Outline, relevance of the Course Outcomes, attainment levels of the Course Outcomes and the Program Outcomes, Examination question papers.
- b. To ensure that the POs and COs are achieved through academic activities, the syllabus contents of MU are adhered to with freedom given to the faculty members for further improvement in the syllabus, considering the industry requirements and make the sessions more updated, keeping into account ever changing business dynamics and technological development.
- c. For the purpose of the IQAC academic audit, following information is collected and compiled:
 - MMS syllabus published by University of Mumbai
 - Session plan submitted by each faculty
 - Question papers for term end examination
 - Detailed note from faculty on conduct of internal examinations

Due to the lockdown on account of the pandemic situation, the entire academic year including the examinations were conducted through online mode using zoom platform. The IQAC academic audit/Peer review was also conducted with each subject faculty through online meetings.

IQAC academic audit activities for interactions with the Course Faculty member

- During the meeting, the gaps/deviation of the actual session in comparison with the MU syllabus and the faculty session plan submitted with respect to the topics covered, the sequence of the topics and the time duration spent for the respective topic were informed to the respective faculties and their justification was noted.
- The End Semester Exam Question paper of 60 marks is also mapped with the Actual session plan topics and the deviation of the Question paper and the Actual session topics was further informed to the faculty member during the meeting.
- The Excel file shared during the meeting is sent to the faculty member for their specific comments regarding the deviation
- During the meeting, the corrective actions to be taken are also discussed which may include the improvement in terms of:
 - a) Inclusion of relevant Content beyond the syllabus
 - b) Adopting inter disciplinary approach to teach specific topics
 - c) Change in the pedagogy style or assessment strategies and
 - d) Adherence to the time slot as specified in the Session plan submitted
 - e) Introduction of new courses, guest lectures, workshops etc. to be conducted

C. Evidence of COs coverage in class test/mid-term tests

The faculty member administers the Internal assessment while ensuring that all the COs as outlined in the session plan are duly covered. Some of the regularly used Continuous assessment tools are listed below-

- a) Projects: Projects of various types and related to various topics are assigned to students. These are assigned to provide an opportunity to students for self-exploration and self-study. Projects can be individual, or group based to understand the general awareness as well as knowledge gained by the students through application of key elements covered in the course.
- b) Assignments/ Tutorials: These are used to evaluate the conceptual and procedural knowledge of students: which includes questions based on major theories or models or techniques covered in the course, so that students will start relating the basic/ key elements of the course and the functional use of these elements. These also help students to hone their exploratory/research skills as well as
- c) Quiz: Administered intermittently to "evaluate the Functional knowledge gained by the students": basically, include questions on the technical terms and vocabulary, the procedures and its outcomes, specific issues covered related to the course, key elements of the course, knowledge to solve problems related to the subject area.

- d) Case Study: Are incorporated in the curriculum with the aim to focus on the “procedural” part of the course: which helps in developing the methods of inquiry, dos and don’ts, how to do something through the real-life cases, financial estimations, forecasting, people issues, strategic decisions.
- e) Presentations: Students are made to deliver presentations for group or individual assessments. In some cases, presentations are used in combination with projects, case-studies or other tools. These provide the students with opportunities to hone their presentation skills and overcome stage-fear, in addition to thinking laterally, formulating and defending independent opinions and share their positive views as well critical analysis done either independently or in a group. The parameters for assessment of the presentations vary from subject to subject. In addition to other subject specific parameters, weightage is also given to the oral and written communication skills demonstrated by the students.
- f) Role-play: Role-plays are used in some courses to help students simulate and experience situations that they will have to deal with in their professional life. These are evaluated based on the understanding and analytical skills demonstrated by the students while performing the role-play.
- g) Class Participation: Class participation is mapped through relevant questions, answers, pre-reading material doubts, active involvement in debates, application-oriented examples etc. Keeping students actively engaged in the class, rewarding the curious / enthusiastic / attentive and active learners is considered important. This also encourages the passive learners to be participative as well as gain the confidence to be an active learner. It encourages subject enquiry, peer learning and integrated learning and helps in creating an ideal class environment through participative learning.

D. Quality of Assignment and its relevance to COs

Every course faculty has the academic freedom to use appropriate techniques/ tools for Continuous Assessment of students enrolled for the course. In some courses multiple assignments are given to students and best scores are considered to compute the final score for the internal assessment component. Quality of Assignments are offered to the students subject wise to ensure that the Course outcomes are achieved effectively.

The Institute ensures that the assignments, besides being relevant are in line with the CO and shall help in the calculation of the attainment. Also, the assignments are designed to check the application orientation of the student. Further, faculty are encouraged to check for individual learning as well as group-based learning in the design of assignments.

4.2.3 Quality of student reports/dissertation (20)**Self Assessment (20)**

The students do two types of projects during the MMS curriculum. These include:

- Summer Internship Project (SIP) which is essentially done after completion of the first-year curriculum.
- 3 Dissertation Projects during the fourth semester curriculum dealing with General Management, Specialisation and Corporate Social Relevance.

A. Identification of Projects and allocation methodology to Faculty Members

- i. Summer Internship Project (SIP):
 - The Placement cell assists the students and helps to identify the industry opportunities for the summer internship of the students.
 - This internship is for a minimum 2-month period after completing the 2nd Semester.
 - Each student is allocated a company in his/her preferred domain or specialization.
 - Companies allocate an Industry mentor to the students, who supervise, guide and coordinate the students during the internship.
 - The students are allocated to an Internal faculty member, basis specialization wise who mentors and supervises the internship process.
 - Projects for summer internships range from the areas of strategy formulation, business process reengineering, MIS, ERP implementation, retail banking, industry analysis, new product launches, sales and distribution, financial planning, managing people effectively, market research and advertising, etc.
- ii. Dissertation Project:
 - This is an important part of the student's completion of the MMS course. As per the University syllabus, the project carries 300 marks which is split into General Management, Functional Area and Social Relevance.
 - The students are allocated to a faculty mentor based on the specialization of the choice of the student.
 - The faculty guide then mentors the students through all the 3 parts of the project as per the Mumbai University guidelines

B. Types and relevance of the Reports and their contribution towards Attainment of POs

- a) The objective of SIP is to make the students ready to face corporate life. The internship gives some practical industry exposure and hands on experience to the students. This experience helps students in shaping themselves as successful managers in the organization.
- b) The objective of the dissertation project is to check whether students can integrate their knowledge and apply their skills to find solutions to problems selected by them, for in-depth study.

Through the above-mentioned Continuous Assessment (Internal Assessment) tools the individual/respective course faculty develops and evaluates key managerial skills such as: Team Management, Time Management, Project Management, Leadership skills, Presentation Skills, Interpersonal Skills and Critical Thinking which are the key factors towards the attainment of POs.

C. Process for monitoring and evaluation

- a) Summer Internship Project (SIP):
 - Before the start of the SIP a meeting is held with the students by specialisation faculties where students are apprised of the Dos and Don'ts during the Internship by the faculty.
 - Documents specifying the submission deadlines, various reporting formats and contents of the Final SIP report are also shared with the students by the faculty.
 - The students provide the faculty mentor with information (which is documented) such as contact details of the industry mentor, the project title, and the tasks assigned.
 - The students present their progress status at least once a week during the Internship to the faculty mentor.
 - Faculty mentor also arranges meetings with their mentees on regular basis to update them about the status of summer internship.
 - Faculty makes attempts to meet the Industry mentors through personal visits at least once to get an understanding of any skills gap that need to be bridged as per industry needs. This can then be used for future course inputs.

b) Dissertation Project:

- Before the start of the project a meeting is held (specialization wise) where the students are apprised by the faculty guide of process and the primary / secondary research to be conducted.
- Documents specifying the submission deadlines and the format and contents of the final report are also shared with the students by the faculty guide. The students present their progress status in an ongoing method over the period of 12 weeks or 13 sessions.

Both the Summer Internship Project and the Dissertation Projects are mapped to POs through different COs, in order to measure the PO attainment levels. The COs for these as well as the correlation matrix of the same with the POs is provided below.

Course Outcomes (CO) for SIP		PO1	PO2	PO3	PO4	PO5
CO1	Demonstrate an understanding of the key concepts, principles, and procedures related to the field of study or industry, as well as the specific goals and objectives of the internship project.	3	2	2	3	2
CO2	Explain and interpret the information, data, and results generated by the internship project, and relate them to the broader context of their field of study or industry.	3	3	2	2	3
CO3	Apply the knowledge and skills to solve real-world problems and challenges related to their internship project, and develop practical solutions and recommendations.	3	3	2	2	2
CO4	Analyze and evaluate the effectiveness and efficiency of the internship project, as well as the strengths, weaknesses, opportunities, and threats of the field of study or industry	3	3	2	2	2
CO5	Critically evaluate the quality and validity of the information, data, and results generated by the internship project, as well as the ethical, legal, and social implications of the findings.	3	3	3	2	3

Table 4.2.4: CO-PO Mapping for Summer Internship Project

Course Outcomes (CO) for Dissertation Project		PO1	PO2	PO3	PO4	PO5
CO1	Demonstrate a thorough understanding of the key concepts, theories, and practices of general management.	3	3	2	2	3
CO2	Critically evaluate and synthesize the existing literature related to the dissertation topic, and develop a comprehensive understanding of the broader context of general management theory and practice.	3	2	2	2	3
CO3	Apply the knowledge and skills to develop innovative and practical solutions to real-world management problems and challenges, and evaluate their potential impact on different stakeholders and contexts.	3	3	2	2	2
CO4	Analyze and evaluate the underlying assumptions, biases, and limitations of different management approaches, techniques, and tools, and assess their suitability and effectiveness for specific organizational and/or industry contexts	3	3	2	3	3
CO5	Synthesize and integrate the knowledge, skills, and insights to develop innovative and practical solutions to real-world management problems and challenges	3	3	3	3	3

Table 4.2.5: CO-PO Mapping for Dissertation project - General Management

Course Outcomes (CO) for Dissertation Project		PO1	PO2	PO3	PO4	PO5
CO1	Recall and explain the fundamental concepts, principles, and theories related to their functional specialization	3	2	2	2	3
CO2	Analyze and synthesize the complex nature of their area of functional specialization, and demonstrate an in-depth understanding of the underlying theories and concepts relevant to it.	3	3	3	3	3
CO3	Apply the knowledge and skills to analyze and solve practical problems and challenges related to their functional specialization, using appropriate tools and techniques	2	3	3	3	3
CO4	Critically analyze and evaluate the effectiveness and efficiency of different functional specialization strategies and practices, and identify the strengths, weaknesses, opportunities, and threats associated with them.	3	3	2	2	3
CO5	Develop and execute a rigorous and original research project that advances the knowledge and practice in the functional specialization area	3	3	3	3	3

Table 4.2.6: CO-PO Mapping for Dissertation project – Functional Specialisation

Course Outcomes (CO) for Dissertation Project		PO1	PO2	PO3	PO4	PO5
CO1	Explain the root causes and consequences of social issues and describe interdisciplinary approaches used to address them	2	2	3	3	3
CO2	Apply interdisciplinary knowledge to analyze social issues and propose solutions aligned with ethical frameworks and critical thinking.	2	3	3	3	3
CO3	Analyze complex social issues, evaluate proposed interventions, and assess their ethical implications and potential consequences.	3	2	3	2	3
CO4	Critically evaluate existing research and interventions, assess the impact of social relevance projects, and provide constructive feedback.	3	3	3	3	3
CO5	Formulate recommendations and provide constructive feedback for improving social relevance initiatives.	2	2	3	3	3

Table 4.2.7: CO-PO Mapping for Dissertation project – Social Relevance

D. Process to assess individual and team performance

Industry internship and capstone projects are key highlights of the MMS program.

Students are assigned Team wise projects in all the subjects which helps them develop Team building abilities and gain by way of Peer learning of the various subjects. Marks are also assigned for teamwork, while projects and presentations.

The students are also evaluated individually by asking them Questions on the ppt presentation made by the team.

E. Quality of dissertation

Students are required to prepare a report. They are taught how to draft a good report in research methodology. A few guest lectures and alumni interactions are also organised to provide them with additional inputs.

At the time of evaluation, the following things are checked.

- Well drafted Objectives,
- Relevance of the study,
- Clearly designed Research methodology,
- Adequacy of literature review,
- Use of suitable data analysis tools,
- Proper presentation of Results and conclusions,
- Overall presentation of the report.

Industry Mentor's Feedback: After the students complete the Summer Internship projects, they are required to submit the hard bound Black book duly signed by the Industry Mentor and the Faculty Mentor.

The students' performance in the Summer Internship project is also obtained from the respective Industry mentor. Suggestions for further improvement of the student are obtained from the respective Industry Mentor.

Plagiarism: The students are required to prepare the soft copies for the Summer Internship projects in Sem III and the CAPSTONE projects in Sem IV respectively. After thoroughly evaluating the soft copies, the students are required to check the project soft copies for Plagiarism and are required to upload the same in the Turnitin software made available by the Institute. Each faculty has his/her dedicated account and grants access to submission to the students at an appropriate time. The Plagiarism percentage allowed is not more than 20 % as per the guidelines of Mumbai University. The report thus generated is shared with the faculty for final submission.

References: The students are encouraged to do desk review and secondary research from various reliable sources. These include:

- IBEF Reports
- Annual Reports
- Company Websites
- Textbooks
- Journals
- Business Magazines

**5 - CRITERION 5
STUDENT QUALITY
AND PERFORMANCE**

CRITERION 5	STUDENT QUALITY AND PERFORMANCE	100
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CRITERION 5	STUDENT QUALITY AND PERFORMANCE	100
Self Assessment		95

Year	Sanctioned Intake	Gender	No. of students admitted							Total
			Within State	Outside State	Other Country	Management Stream	Other Streams	Fresher	Experienced*	
CAY 2022-23	60	M	24	1	0	25	0	17	8	60
		F	34	1	0	35	0	29	6	
CAYm1 2021-22	60	M	22	0	0	22	0	19	3	60
		F	38	0	0	38	0	31	7	
CAYm2 2020-21	60	M	18	1	0	19	0	10	9	60
		F	41	0	0	41	0	25	16	
CAYm3 2019-20	60	M	26	2	0	28	0	19	9	60
		F	32	0	0	32	0	18	14	
Total number of students Admitted = 60+60+60+60 = 240										

Table 5.1: Student Intake

Year of entry	Total number of students admitted	Cancelled Admissions	Number of students who have completed	
			I Year	II Year
CAY (2022-23)	60	0		
CAYm1 (2021-22)	60	0	60	
CAYm2 (LYG) (2020-21)	60	60	60	60
CAYm3 (LYGm1) (2019-20)	60	60	60	60
CAYm4 (LYGm2) (2018-19)	60	60	60	59

Table 5.2: Success Rate

- CAY : Current Academic Year
 CAYm1 : Current Academic Year minus 1
 CAYm2 : Current Academic Year minus 2 = Last Year Graduate (LYG)
 CAYm3 : Current Academic Year minus 3 = Last Year Graduate minus 1 (LYGm1)
 CAYm4 : Current Academic Year minus 4 = Last Year Graduate minus 2 (LYGm2)

5.1 Enrollment Ratio (Admissions) (20)**Self Assessment (20)***Enrolment Ratio = Number of students admitted/ Sanctioned intake*

Item (Students enrolled at the First Year Level on average basis during the last three years starting from current academic year)	Marks
>=90% students enrolled	20
>=80% students enrolled	16
>=70% students enrolled	12
>=60% students enrolled	8

Table 5.1.1: Enrollment Ratio Marks

Year of Entry	Enrollment Ratio
CAY (2022-23)	1
CAYm1 (2021-22)	1
CAYm2 (2020-21)	1

Table 5.1.2: Enrollment Ratio Actual

5.2 Success Rate (Students clearing in minimum time) (10)**Self Assessment (10)**

S.I. = Number of students completing program in minimum duration / Number of students admitted
Average SI = Mean of Success Index (SI) for past three batches
Success rate = 10 × Average SI

Item	Last Year of Graduate, LYG	Last Year of Graduate, LYGm1	Last Year of Graduate minus 1, LYGm2
Number of students admitted	60	60	60
Number of students who have graduated in minimum time	60	60	59
Success Index (SI)	1	1	0.98
Average SI	0.99		
Success Rate = 10 × Average	9.9		

Table 5.2.1: Success Rate

5.3 Academic Performance (Percentage marks scored) (10)**Self Assessment (10)**

Academic Performance = Average API (Academic Performance Index)

API = ((Mean of final Year Grade Point Average of all successful Students on a 10 point scale) or (Mean of the percentage of marks of all successful students in final year/10)) x (number of successful students/number of students appeared in the examination)

Successful students are those who have passed in all final year courses.

Academic Performance	CAYm1 (2020-22)	CAYm2 (2019-21)	CAYm3 (2018-20)
Mean of CGPA or Mean Percentage of all successful students (X)	8.38	7.59	7.02
Total no. of successful students (Y)	60	60	59
Total no. of students appeared in the examination (Z)	60	60	60
API = $x * (Y/Z)$	8.38	7.59	6.90
Average API = $(AP1 + AP2 + AP3)/3$	7.62		

Table 5.3.1: Academic Performance

(Refer Annexure 5.1 for Academic Performance)

5.4 Placement, Higher Studies and Entrepreneurship (40)**Self Assessment (35)**

Assessment points = $30 * \text{Average Placement}$, N is the total number of students admitted in the first year

Item	CAYm1 2021-22 (2020-22)	CAYm2 2020-21 (2019-21)	CAYm3 2019-20 (2018-20)
No. of students placed in companies or Government Sector (x)	52	48	48
No. of students pursuing Ph.D. / Higher Studies (y)	1	0	1
No. of students turned entrepreneur (In the areas related to management discipline) (z)	0	0	1
$x + y + z =$	53	48	50
N	60	60	59
Placement Index : $(x + y + z) / N$	0.88	0.80	0.84
Average placement = $(P1 + P2 + P3) / 3$	0.84		
Assessment Points = $40 \times \text{average placement}$	33.60		

Table 5.4.1: Placement Higher Studies & Entrepreneurship

5.4.1 Provide the placement data in the below mentioned format with the name of the program and the assessment year:

BATCH 2018-20			
SR. NO.	NAME OF THE STUDENT	NAME OF THE COMPANY	REFERENCE
1	AASHNA SHAILESH DHORDA	INYNCO ANALYTICS	MMS2020/FIN/001
2	ADITYA NEELESH SHUKLA	RELIANCE RETAIL	MMS2020/MKTG/001
3	AMY MARIA JULIANA CRASTO	GODREJ PROPERTIES	MMS2020/HR/001
4	ANNORA EDWIN PEREIRA	IPG MEDIA	MMS2020/MKTG/002
5	ASHLEY JOHN TUSCANO	HDFC BANK	MMS2020/FIN/002
6	BELINDA D'SILVA	HUL	MMS2020/FIN/003
7	CALAGHAN ENTHIADO	EBCO	MMS2020/MKTG/003
8	CARLTON DMELLO	HDFC BANK	MMS2020/FIN/004
9	CAROL PAIS	OCTT	MMS2020/MKTG/004
10	DARYEL WILSON RODRIGUES	S&C GLOBE OP	MMS2020/FIN/005
11	DONATA DREGO	IDBI BANK	MMS2020/FIN/006
12	DWAYNE SEQUEIRA	VIVO	MMS2020/MKTG/005
13	EDELBERT TAITES	CREATIVE ALÓ MEDIA LLC	MMS2020/MKTG/006
14	ELITA PAULA D'SOUZA	HDFC BANK	MMS2020/FIN/007
15	GAURI SAIL	STRING INFORMATION	MMS2020/HR/002
16	GENEV DMONTE	KOTAK MAHINDRA BANK	MMS2020/FIN/008
17	GEORGE THOMAS	IDBI BANK	MMS2020/FIN/009
18	GREGORY D'SOUZA	IPG MEDIA & HAWKIN	MMS2020/FIN/010
19	HARSH NOWAL	MORGAN TANLEY	MMS2020/FIN/011
20	JACKSON DSILVA	NIELSEN	MMS2020/MKTG/007
21	JATIN HEMANT SADAVARTE	CITI CORP	MMS2020/FIN/012
22	JENEVEVA LOBO	HDFC BANK	MMS2020/FIN/013
23	JENNIFER RODRIGUES	NATURES BASKET	MMS2020/HR/003
24	KALYANI KISHOR HIWASE	HAWKIN	MMS2020/MKTG/008
25	LITSY TOMI	NIELSEN IQ	MMS2020/FIN/014
26	MANISH NAGARE	HDFC LTD.	MMS2020/FIN/015
27	MELWYN VIEGAS	AVALON	MMS2020/MKTG/009
28	ORLEIUS GONSALVES	HDFC BANK	MMS2020/FIN/016
29	PAVANKUMAR SHETTY	GEP	MMS2020/FIN/017
30	PRIYAL PRAVIN JADHAV	HUL	MMS2020/MKTG/010
31	RAWEL LOUIS DMELLO	GODREJ & BOYCE	MMS2020/FIN/018
32	REEMA MATHIAS	IMRB-KANTAR	MMS2020/MKTG/011
33	RENO SEBASTIAN	HDFC BANK	MMS2020/MKTG/012
34	RHEA D'SOUZA	ECLERX	MMS2020/FIN/019
35	ROHINI RAO	IDBI BANK	MMS2020/FIN/020

BATCH 2018-20			
SR. NO.	NAME OF THE STUDENT	NAME OF THE COMPANY	REFERENCE
36	ROHIT DARREN MATHIAS	IDBI BANK	MMS2020/FIN/021
37	RUTHI TAURO	MORGAN STANLEY	MMS2020/FIN/022
38	SAMANTA FERNANDES	IDEALAKE INFORMATION	MMS2020/HR/004
39	SANIYA CHARLES DSILVA	LYNK	MMS2020/HR/005
40	SHAWN CHAWIS	TRUE FIT CORPORATION	MMS2020/MKTG/013
41	SHELLSEA FERNANDES	YES BANK	MMS2020/FIN/023
42	SIJO JACOB KAREEPARAMPIL	INYNC ANALYTIC	MMS2020/FIN/024
43	SOHA DESHPANDE	AVALON	MMS2020/MKTG/014
44	STEVE GONSALVES	WINCHETER TECHNOLOGIES	MMS2020/MKTG/015
45	SUSHMITA BASU	CITI CORP	MMS2020/FIN/025
46	TARRUKH KAUL	IPG MEDIA	MMS2020/MKTG/016
47	YASHVEE GOGRI	HDFC BANK	MMS2020/FIN/026
48	ZEENA DCOSTA	HUL	MMS2020/MKTG/017

Table 5.4.1.1: Placement Details for the batch 2018-20

BATCH 2019-21			
SR.NO.	NAME OF THE STUDENT	NAME OF THE COMPANY	REFERENCE
1	ALDRIN LOURDU SWAMY	RELIANCE RETAIL	MMS2021/FIN/001
2	ALEXIA ANTHONY MONTEIRO	HUL	MMS2022/MKTG/001
3	ALLOYNA ALBERT DIAS	AUTUMN GREY	MMS2022/MKTG /002
4	AMAL MOHAMAD SAEED PATEL	OPTIWISE ONLINE	MMS2022/MKTG/003
5	ANALISA THOMAS DMELLO	AVALON	MMS2022/MKTG/004
6	ANSAL CAITAN DSOUZA	DUN AND BRADSTREET	MMS2022/FIN/002
7	ANUSHKA SANDEEPKUMAR	HALLIBURTON	MMS2022/MKTG/005
8	CANDICE FLAVIA RODRIGUES	ACTUATE MICROLEARNING	MMS2022/MKTG/006
9	CAROL CLARENCE ARANHA	IDFC	MMS2022/MKTG/007
10	CEDRIC CHETTIAR CYRIL	AXIS BANK	MMS2022/MKTG/008
11	GLEN WILSON DABREO	DEBTWIRE	MMS2022/FIN/003
12	GLOVIN VINCENT	VCSQUALITY	MMS2022/HR/001
13	JOANNE MONTEIRO	GOCOMET	MMS2022/MKTG/009
14	JOSSTON ZEON LASRADO	HAPPY - A DIGITAL LENDING FINTECH	MMS2022/MKTG/010
15	JOYCE JAMES	HUL	MMS2022/MKTG/011
16	KALLIS ROBERT PEREIRA	BLINC	MMS2022/MKTG/012
17	KAVINAYA MOHANDAS	LEAP FOR WORD	MMS2022/MKTG/013
18	KUNAL YADAV	EDELWEISS BROKING LTD.	MMS2022/FIN/004
19	LAXMI VIJAY YADAV	ICICI BANK	MMS2022/FIN/005
20	LIANNE LEWIS	GREY GROUP	MMS2022/MKTG/014
21	MACRINA D SOUZA	HDFC LTD	MMS2022/FIN/006
22	MANALI SUDIN KERKAR	HUL	MMS2022/MKTG/015
23	MARINA MARTINHO VAZ	HDFC LTD	MMS2022/HR/002
24	MICHIKA D'SOUZA	HIGHER EDUCATION	MMS2022/MKTG/016
25	NATASSIA ANIL TANDON	CRISIL	MMS2022/FIN/007
26	NEHA D'SOUZA	KINNECT	MMS2022/HR/003
27	NEOLA PEREIRA	LEAP FOR WORD	MMS2022/MKTG/017
28	NIXON MOSES JYOTHI BANDI	NSE	MMS2022/FIN/008
29	PRACHI SURESH PAWAR	HDFC LTD	MMS2022/FIN/009
30	PRESTON SANFORD PATRICK	STRATEGIC CARAVAN INTERNATIONAL PVT LTD	MMS2022/MKTG/018
31	RAJESH DEY	AXIS BANK	MMS2022/MKTG/019
32	RIDGE RICHARD LOBO	AGRIM HOUSING FINANCE	MMS2022/FIN/010
33	RITU BHADAURIA	FLEX ABILITY	MMS2022/HR/004
34	RIYA DAVID MANDUMPALA	DHL	MMS2022/HR/005

BATCH 2019-21			
SR.NO.	NAME OF THE STUDENT	NAME OF THE COMPANY	REFERENCE
35	RIYA NECTOR FIGER	HDFC LTD	MMS2022/FIN/011
36	ROCHELLE REMEDIAS PINTO	VCSQUALITY	MMS2022/HR/006
37	ROSHAN ALWYN MARTIS	FORTRESS CAPITAL MANAGEMENT	MMS2022/FIN/012
38	SATYAM BHAT	LYNK	MMS2022/MKTG/020
39	SHANTANU KISHOR MAHALE	IDFC	MMS2022/FIN/013
40	SHEFALI XAVIER CHAUDHARY	VCSQUALITY	MMS2022/HR/007
41	SHIKHA DINESH SHETTY	WAULITE TECHNOLOGIES PVT. LTD	MMS2022/MKTG/021
42	SHUBHAM THAKRE	IDFC	MMS2022/FIN/014
43	SIMRAN SANJAY NAWANDER	POLYMATERIA	MMS2022/MKTG/022
44	TANVI DEHADRAI	CITIUS TECH	MMS2022/HR/008
45	URVASHI SHARMA	STEP SET GO	MMS2022/HR/009
46	URVI SHAILESH SHAH	AVALON	MMS2022/FIN/015
47	VIKRANT BALAKRISHNAN	HUL	MMS2022/MKTG/023
48	WENDELL MENDONCA	LYNK	MMS2022/MKTG/024

Table 5.4.1.2: Placement Details for the batch 2019-21

BATCH 2020-22			
SR.NO.	NAME OF THE STUDENT	NAME OF THE COMPANY	REFERENCE
1	AISHWARYA MOHITE	TATA DIGITAL	MMS2022/FIN/0021
2	ALISTAIR COLACO	HDFC AMC	MMS2022/MKTG/001
3	ANDREA FERNANDES	NINELEAP	MMS2022/HR/001
4	ANITA JOHN	TATA DIGITAL	MMS2022/FIN/002
5	ASHLEY D'MELLO	HDFC LTD	MMS2022/FIN/003
6	BERANCYE XAVIER	MOTILAL OSWAL	MMS2022/FIN/004
7	BYRON FERNANDES	CANARA ROBECO	MMS2022/FIN/005
8	CHRISLEY FERNANDES	ENTREPRENEUR	MMS2022/MKTG/002
9	CHRISTINA MARYDAS	ECONOMIC TIMES EDGE	MMS2022/MKTG/00
10	DANIELA ANDRADE	TCS	MMS2022/HR/002
11	DYLAN MASCARENHAS	MERKEL SOKRATI	MMS2022/MKTG/004
12	EASHA PARAB	MERKEL SOKRATI	MMS2022/MKTG/005
13	FEDORA FERNANDES	MORGAN STANLEY	MMS2022/FIN/006
14	GAUREE PATWARDHAN	HIGHER EDUCATION	MMS2022/MKTG/006
15	GINELLE SERRAO	CSB BANK	MMS2022/HR/003
16	GLENNIS SUMITRA	ECOBPO	MMS2022/HR/004
17	HARSHAL PANDYA	HDFC AMC	MMS2022/FIN/007
18	JANET PALLIPARAMBIL	LIGHT TECHNOLOGY	MMS2022/MKTG/007
19	JEAN RODRIGUES	HUL	MMS2022/MKTG/008
20	JOVITA DMELLO	QUALITY KIOSK	MMS2022/HR/005
21	KHUSHNAZ GANDHI	KANSAI NEROLAC PAINTS	MMS2022/MKTG/009
22	KRISTEN SUARES	MERKEL SOKRATI	MMS2022/MKTG/010
23	KRYSTLE VAZ	COGNO AI	MMS2022/MKTG/011
24	MALAK NANDU	MERKEL SOKRATI	MMS2022/MKTG/012
25	MOHAMMED KHATRI	HUL	MMS2022/MKTG/013
26	NISHA RODRIGUES	XLNC TECHNOLOGIES	MMS2022/HR/006
27	RAJSEE KULKARNI	INSYNC ANALYTICS	MMS2022/FIN/008
28	RASIKA WANDHE	IDFC FIRST BANK	MMS2022/MKTG/014
29	REBECCA ROSETTE PEREIRA	NAVADHAN CAPITAL	MMS2022/FIN/009
30	RHYECS GAIKE	RELIANCE RETAIL	MMS2022/MKTG/015
31	ROHIT BIRADAR	AIRA CONSULTING PVT LTD	MMS2022/MKTG/016
32	RUCHA ATUL POTDAR	HDFC LTD	MMS2022/FIN/010
33	RUCHITA MORE	AXIS BANK	MMS2022/FIN/011
34	RUTUJA HULE	HDFC AMC	MMS2022/FIN/012

BATCH 2020-22			
SR.NO.	NAME OF THE STUDENT	NAME OF THE COMPANY	REFERENCE
35	SAGAR PATIL	HDFC AMC	MMS2022/FIN/013
36	SARAH PASANNA	HDFC LTD	MMS2022/FIN/014
37	SHANNON DIAS	FINTOO	MMS2022/FIN/015
38	SIMRAN FERNANDES	HDFC AMC	MMS2022/MKTG/017
39	SONALI CHAVAN	HDFC LTD	MMS2022/MKTG/018
40	SUMEDHA TIKOO	CANARA ROBECO	MMS2022/FIN/016
41	SUNNY REVANKAR	ACUITE RATINGS	MMS2022/FIN/017
42	TANAY ANEKAR	TCS	MMS2022/MKTG/019
43	TRISHA FERNANDES	CARGOSOL LOGISTICS	MMS2022/HR/007
44	VALLERINA FERNANDES	PINKVILLA	MMS2022/HR/008
45	VANESSA LOBO	SRV MEDIA	MMS2022/MKTG/020
46	VANIA DSOUZA	ACUITE RATINGS	MMS2022/FIN/018
47	VIDHISHA PATWARI	HDFC AMC	MMS2022/FIN/019
48	VIGNESHKRISHNA NAIDU	HDFC AMC	MMS2022/FIN/020
49	WENDEL MATHIAS	MORGAN STANLEY	MMS2022/FIN/021
50	YASH MYNA	AIRA CONSULTING	MMS2022/MKTG/021
51	YASHASHREE MAHUKAR	AVALON GLOBAL	MMS2022/MKTG/022
52	YOLANDA ARAKEL	HDFC AMC	MMS2022/FIN/022

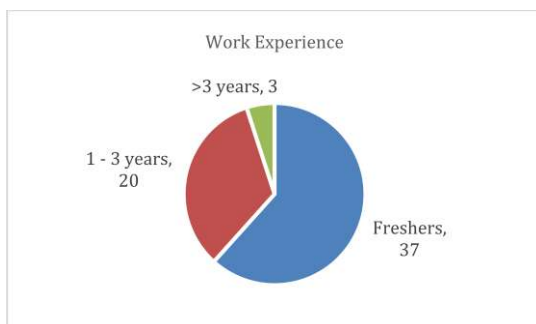
Table 5.4.1.3: Placement Details for the batch 2020-22

5.5 Student Diversity (5)

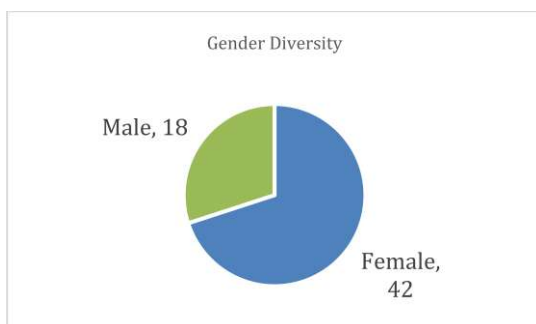
Self Assessment (5)

(Diversity may include Experience, Gender diversity, Qualification, Geographic diversity (within state, outside state, outside country))

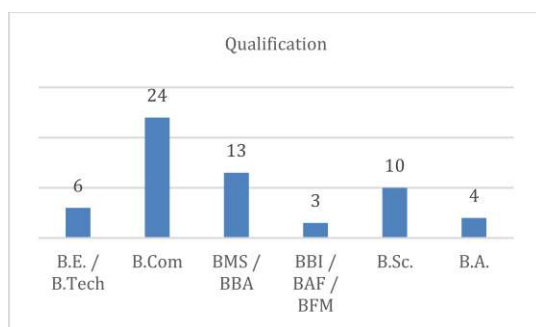
Batch 2018-20



Period in years	Count of Students
Freshers	32
1 - 3 years	24
> 3 years	3
Total	59

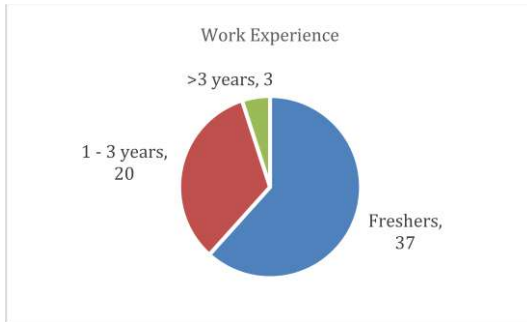


Gender	Count
Female	31
Male	28
Total	59

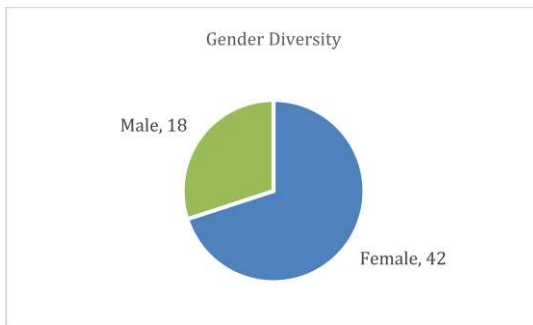


Qualifications	Count of Students
B.E. / B.Tech	10
B.Com	27
BMS / BBA	11
BBI / BAF / BFM	2
B.Sc.	6
B.A.	3
Grand Total	59

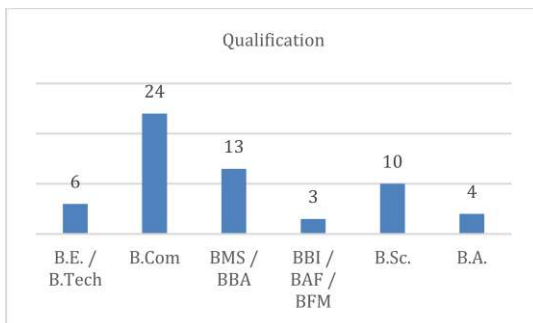
Batch 2019-21



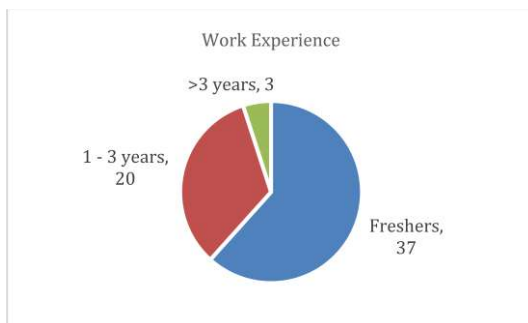
Period in Years	Count of Sudents
Freshers	37
1 - 3 years	21
>3 years	2
Grand Total	60



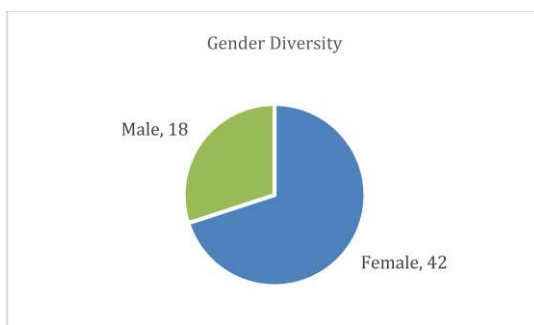
Gender	Count
Female	32
Male	28
Total	60



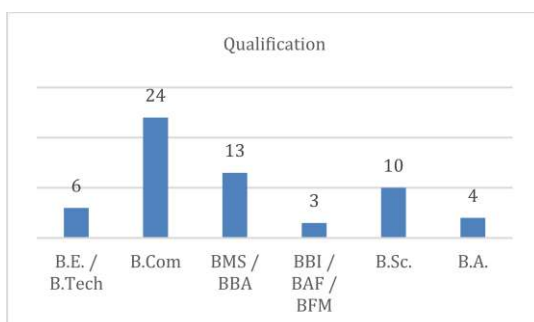
Qualifications	Count of Students
B.E. / B.Tech	9
BMS / BBA	13
B.Com.	12
B.Sc. / BCA	9
BBI / BAF / BFM	12
B.A.	5
Grand Total	60

Batch 2020-22

Period in Years	Count of Sudents
Freshers	37
1 - 3 years	20
>3 years	3
Grand Total	60



Gender	Count
Female	42
Male	18
Total	60



Qualifications	Count of Students
B.E. / B.Tech	6
B.Com.	24
BMS / BBA	13
B.Sc.	3
BBI / BAF / BFM	10
B.A.	4
Grand Total	60

Overall Diversity Basis Gender and Geography

Year	Gender	No. of students admitted	
		Within State	Outside State
CAY 2022-23	Male	24	1
	Female	34	1
CAYm1 2021-22	Male	22	0
	Female	38	0
CAYm2 2020-21	Male	18	1
	Female	41	0
CAYm3 2019-20	Male	26	2
	Female	32	0

Table 5.5.1: Gender and Geographical Diversity

5.6 Professional Activities (15)**Self Assessment (15)****5.6.1 Students' participation in Professional societies/chapters and organizing management events (5)****Self Assessment (5)****5.6.1.1 Events Organized at XIMR**

The student committee at XIMR organises the following management events with the help of assigned faculty members in an academic year. These events are designed to help students build on industry interaction, learn from practitioners, get contemporary insights on corporate happenings and enhance their organizational and management skills.

Sr. No.	Event and Description
1	<p>Induction Programme for the incoming batch</p> <p>The induction programme for the incoming batch is organised once the admissions are completed. The date of induction is the basis of the timelines given by the DTE. Induction Programme is a weeklong affair and is made up of the following:</p> <ol style="list-style-type: none"> a. Formal Inauguration Programme b. Introduction to the Course c. Introduction to the Institute d. Campus Tour e. A glimpse of two years on campus f. Sessions by Senior Alumni g. Sessions by Industry Guests h. Interaction with Faculty i. Interaction with Seniors j. Management Games
2	<p>Boot Camp</p> <p>A boot camp is organised twice a year where the students stay at Xavier Villa with faculty members in Khandala for three days. The camp not only acts as an ice breaker amongst students but also prepares the students for rigour in academics, builds values as responsible citizens and drives the zest for a successful career.</p>
3	<p>Internal Case Study Competition</p> <p>An Annual Internal Case Study Competition is organised for the first-year students. This is done a couple of months after their admission. The case is assigned by the faculty coordinator and students compete in groups made by them. The groups are judged by an external panel of industry experts.</p>
4	<p>Specialisation based Conferences</p> <p>Students, with the help of the faculty, organise three conferences basis the three specialisations, viz., Marketing, Finance and HR. These conferences are based on a contemporary theme in the respective area of specialization. For each conference industry experts are invited for a panel discussion followed by a question-and-answer session. These conferences serve as an important aspect of bridging academic inputs with corporate realities.</p>

5	<p>Sports and Cultural Meet</p> <p>Students organise a fun-based sports and cultural meet every year that helps the students unwind and create a healthy atmosphere of competition and fun.</p>
6	<p>Alumni Meet</p> <p>The Alumni Meet is an occasion for past students to be on campus for nostalgia and a trip down memory lane. The event is a wonderful connection between the past students with the current.</p>
7	<p>Yugma</p> <p>Yugma is a Sanskrit word for convergence, and it is an annual conference which has stalwarts from the industry addressing the students not only from Xavier's but also invited students from other institutes on contemporary issues impacting business.</p>
8	<p>CSR Activities</p> <p>To develop socially responsible citizens, the institute facilitates multiple CSR activities. One such activity is the visit by all students to Sneha Sadan which is an orphanage. Students spend a day interacting and playing management games with kids there. Students also voluntarily donate to a social cause.</p>
9	<p>Research Conference</p> <p>A Research Conference is organised annually where research papers are sought from academicians, Ph.D. students and corporate participants. The papers are presented in the daylong event and the best paper presented are awarded. The papers are published in the institute journal.</p>
10	<p>Convocation Ceremony</p> <p>The institute organises a grand convocation ceremony for the passing out batch. The ceremony invites the students and their parents, faculty both core and visiting and industry stalwarts as guests. The glittering evening is the most sought-after event on campus.</p>

Table 5.6.1.1.1: List of Events at XIMR

5.6.1.2 Student Committees at XIMR

Students are a part of the following committees:

1. Academic Committee
 - a. General Secretary
 - b. Class Representative (one male and one female)
2. Placement Committee
3. Events Committee
4. Cultural Committee
5. Library Committee
6. Alumni Committee

5.6.2 Students' Publications (10)**Self Assessment (10)***(List the publications along with the names of the authors and publishers, etc.)*

Sr.No	Student Name	Research Paper	Journal	Issue	Journal Details
1.	Sheldon Carvalho and Neil Cornelio	Employability Gap? An Assessment of Business School students in Maharashtra	Educational Quest, International Journal of Education and Applied and Social Science	Vol. 5 No. 1, April 2014	ISSN: 0976-7258
2.	Divya Joseph	Inter-relationship between Emotional Intelligence and personality traits	International Journal of Business, Management & Social Sciences	Vol. III, Issue 9(I), May 2014	ISSN: 2249-7463
3.	Sheldon Carvalho	Are Transactional Leaders also Emotionally Intelligent? – An analysis of sales executives in India	International Journal of Business Insights and Transformation	Volume 7, Issue 2, April 2014 – September 2014	ISSN: 0974-5874
4.	Jovita D'Souza and Ruiston D'Souza	Bridging the Gap between M-commerce and Inaccessible consumers	10 th SIMSR Global Marketing Conference Proceedings	February 2015	ISBN: 978-81-7039-292-7
5.	Joy Alphanso	Occupational Stress among Medical Representatives – An Indian perspective	SIES Journal of Pharma-Bio Management	July 2015	ISSN: 2321-9688
6.	Ruiston D'Souza and Jovita D'Souza	Relationship between Brick and Mortar stores and m-commerce facilitates customers towards shopping online	Educational Quest, International Journal of Education and Applied and Social Science	Issue3, Vol. 6, December 2015	ISSN: 0976-7258
7.	Jovita Andrade and Alisha Monteiro	Challenges for HR to Facilitate 'Make in India'	ANVESHHA - 2016	Issue1, Vol. 2, January – June 2016	ISSN: 2395-5147
8.	Rose Jose	Personality Traits as predictor of Emotional Intelligence among Gen Y	DSIMS's – The Management Quest	Vol. 1, Issue 2, Oct 2018 - March 2019	ISSN: 2581-6632 (Online)
9.	Fleur Fernandes	A Study of Leadership Behavior and Work Stress (Burnout) of Gen Y Management Students	DSIMS's – The Management Quest	Vol. 2, Issue 2, Oct 2019 – Mar 2020	ISSN: 2581-6632 (Online)
10.	Annora Pereira	Competencies required for channel sales executives in the present Indian FMCG & Consumer Durables Sector	DSIMS's – The Management Quest	Vol. 3, Issue 1, Apr - Sep 2020	ISSN: 2581-6632 (Online)
11.	Neha D'souza and Glovin Kumar	Work life balance and psychological distress among Gen X and Y in the times of Covid-19	Shodh Sanchar Bulletin	Vol. 10, Issue 39, Jul-Sep 2020	ISSN – 2229-3620
12.	Glovin Kumar	What makes an effective Negotiator?	Shodh Sarita	Vol 7, Issue 28, Oct – Dec 2020	ISSN 2348-2397
13.	Neha D'Souza and Glovin Kumar	Impact of Covid-19 on Mental Health, Financial Strain and Job Insecurity of Employees	International Journal of Business Insights and Transformation	Volume 14, Issue 1, October 2020 – March 2021	ISSN: 0974-5874
14.	Riya Mandumpala and Shefali Chaudhary	The impact of leadership values on Resilience of employees in the new normal	Turkish Online Journal of Qualitative Inquiry	Vol 12, Issue 7, Jul 2021	ISSN 8716-8725 (Online)
15.	Urvashi Sharma and Ritu Bhadauria	Impact of Leadership on Organization Culture	Wesleyan Journal of Research	Vol 14, No.1 (XXV), 2021	ISSN 0975-1386
16.	Annora Pereira and Jennifer Rodrigues	Human Resources Transformation through Artificial Intelligence	<i>Sambodhi</i>	Vol-44 No.-01 (V): 2021	ISSN: 2249-6661

Table 5.6.2.1: Publications by Students

**6 - CRITERION 6
FACULTY ATTRIBUTES
AND CONTRIBUTION**

CRITERION 6	FACULTY ATTRIBUTES AND CONTRIBUTION	220
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CRITERION 6	FACULTY ATTRIBUTES AND CONTRIBUTION	220
	Self Assessment	145

6.1 Student-Faculty Ratio (SFR) (10)**Self Assessment (8)**

No. of PG Programs in the Management (m): 1

No. of Students in PG 1st Year= p1

No. of Students in PG 2nd Year= p2

No. of Students = Sanctioned Intake + Actual admitted lateral entry students

(The above data to be provided considering all the UG and PG programs of the department)

S = Number of Students in the Department = PG1 + PG2

F = Total Number of Regular Faculty Members in the Department (excluding first year faculty)

Year	CAY	CAYm1	CAYm2
p1.1	60	60	60
p1.2	60	60	60
Total No. of Students in the Department (S)	120	120	120
No. of Faculty in the Department (F)	8	6	6
Student Faculty Ratio (SFR)	15	20	20
Average SFR	18.33		

Table 6.1.1: Student Faculty Ratio (SFR) = S/F

Note:

- All the faculty whether regular or contractual (except Part-Time), will be considered. The contractual faculty (doing away with the terminology of visiting/adjunct faculty, whatsoever) who have taught for 2 consecutive semesters in the corresponding academic year on full time basis shall be considered for the purpose of calculation in the Faculty Student Ratio. However, following will be ensured in case of contractual faculty:
 - Shall have the AICTE prescribed qualifications and experience.
 - Shall be appointed on full time basis and worked for consecutive two semesters during the particular academic year under consideration.
 - Should have gone through an appropriate process of selection and the records of the same shall be made available to the visiting team during NBA visit
- Depending upon the No. of programs in UG and PG the above table has to be updated accordingly. For Ex: if UG="0" and PG="1". The table may be prepared for only one PG program.
- Marks to be given proportionally from a maximum of 10 to a minimum of 5 for average SFR between 15:1 to 25:1, and zero for average SFR higher than 25:1. Marks distribution is given as below:

< = 15	-	10 Marks	< = 17	-	09 Marks
< = 19	-	08 Marks	< = 21	-	07 Marks
< = 23	-	06 Marks	< = 25	-	05 Marks
> 25.0	-	0 Marks			

6.1.1 Provide the information about the regular and contractual faculty as per the format mentioned below:

	Total number of regular faculty in the department	Total number of contractual faculty in the department	Total
CAY	6	2	8
CAYm1	6	0	6
CAYm2	6	0	6

Table 6.1.2: Regular and Contractual Faculty Numbers

6.2 Faculty Cadre (20)

Self Assessment (19)

The reference Faculty cadre proportion is 1(F1):2(F2):6(F3)

F1: Number of Professors required = $1/9 \times$ Number of Faculty required to comply with 20:1 Student- Faculty ratio based on no. of students (N) as per 6.1

F2: Number of Associate Professors required = $2/9 \times$ Number of Faculty required to comply with 20:1 Student-Faculty ratio based on no. of students (N) as per 6.1

F3: Number of Assistant Professors required = $6/9 \times$ Number of Faculty required to comply with 20:1 Student-Faculty ratio based on no. of students (N) as per 6.1

Year	Professors		Associate Professors		Assistant Professors	
	Required F1	Available	Required F2	Available	Required F3	Available
CAY	1	1	1	2	4	5
CAYm1	1	1	1	2	4	3
CAYm2	1	1	1	2	4	3
Average Numbers	RF1=1	AF1=1	RF2=1	AF2=2	RF3=4	AF3=3.67

Table 6.2.1: Faculty Cadre Ratio

$$\text{Cadre Ratio Marks} : \left[\frac{AF1}{RF1} + \frac{AF2}{RF2} \times 0.6 + \frac{AF3}{RF3} \times 0.4 \right] \times 10 = 25.67$$

If AF1 = AF2= 0 then zero marks

Maximum marks to be limited if it exceeds 20

6.3 Faculty Qualification (15)**Self Assessment (15)**

$FQ = 1.5 \times [(10X + 4Y)/F]$ where X is no. of regular faculty with Ph.D., Y is no. of regular faculty with MBA, F is no. of regular faculty required to comply 1:20 Faculty Student ratio (no. of faculty and no. of students required are to be calculated as per 6.1)

	X	Y	F	FQ=1.5 x [(10X +4Y)/F]
CAY	5	3	6	15.5
CAYm1	3	3	6	10.5
CAYm2	3	3	6	10.5
Average Assessment				12.17

Table 6.3.1: Faculty Qualification Status

6.4 Faculty Retention (15)**Self Assessment (8)**

No. of regular faculty members in CAYm1 = 6 CAY = 8

Item <i>(% of faculty retained during the period of assessment keeping CAYm2 as base year)</i>	Marks
<i>>=90% of faculty</i>	<i>15</i>
<i>>=75% of faculty</i>	<i>10</i>
<i>>=60% of faculty</i>	<i>8</i>
<i>>=50% of faculty</i>	<i>5</i>
<i><50% of faculty</i>	<i>0</i>

Number of Regular Faculty in the Base Year 2020-21	6
Number of Regular Faculty Retained in Current Year 2022-23	4
Faculty Retention	67%

Table 6.4.1: Faculty Retention

Name of the Faculty	Qualification	Designation	2020-21 CAYm2	2021-22 CAYm1	2022-23 CAY
Dr. (Prof.) KN Vaidyanathan	MBA, Ph.D.	Director & Professor	Regular	Regular	Regular
Fr. Dr. Conrad Pessa SJ	M.Com., Ph.D.	Associate Professor	Regular	Regular	Regular
Dr. Sameer Lakhani	M.Com., Ph.D.	Associate Professor			Regular
Dr. Aruna Rajan	M.Sc., Ph.D.	Assistant Professor			Regular
Dr. Anil Gor	M.Com., Ph.D.	Assistant Professor			Contractual
Ravindra Dey	MHRM	Assistant Professor	Regular	Regular	Regular
Pranil Naik	MMS	Assistant Professor	Regular	Regular	Regular
Venkata Subramaniam	MBA	Assistant Professor		Contractual	Contractual
Dr. N.K. Rathi	M.Tech., Ph.D.	Associate Professor	Regular	Regular	
Dr. Kameshwar Rao	MBA, Ph.D.	Assistant Professor	Regular	Regular	
Total Regular			6	6	6
Total Contractual			0	1	2
Total Faculty Count			6	7	8

Table 6.4.2: Faculty Details and Count over years

6.5 Faculty Initiatives on Teaching and Learning (10)

Self Assessment (10)

Innovations by the Faculty in teaching and learning shall be summarized as per the following description.

The faculty of the institute makes adequate effort to ensure an effective learning experience for the students using innovative methods and techniques. Every faculty member has the autonomy to try different tools for instruction and evaluation as they deem fit for their respective courses. The following table summarizes the initiatives in pedagogy used by the teachers:

Sr. No.	Name of the Faculty Member	Initiative	Regular Teaching Pedagogy
1	Dr. (Prof.) KN Vaidyanathan	Amongst the few faculties using IVY league cases regularly across courses.	Interactive Sessions
2	Fr. Dr. Conrad Pessa SJ		
3	Dr. Sameer Lakhani	Simulation Use of Case Studies	Use of ICT Interactive Sessions
4	Dr. Aruna Rajan	Role Plays Group Discussions	Interactive Sessions
5	Dr. Anil Gor	Use of Case Studies	Use of ICT Interactive Sessions
6	Ravindra Dey	Use of Case Studies Scenario Building	Use of ICT Interactive Sessions
7	Pranil Naik	Use of Case Studies Application based Projects	Use of ICT Interactive Sessions
8	Venkata Subramaniam	Role Plays	Use of ICT Interactive Sessions

Table 6.5.1: Initiatives in Teaching and Learning

6.6 Faculty Performance, Appraisal and Development System (10) Self Assessment (10)

(Mention details such as program title, description, duration, resource person, type of training, training methodology, participants, etc.). Mention details separately for the programs organized and the programs participated outside the institution)

A. Performance Appraisal:

- The institute has a systematic faculty appraisal process based on the guidelines provided by the University and AICTE.
- The faculty members are appraised every year as per a feedback system that covers various areas like Teaching, Contribution to Activities, Events and Administration.
- Due weightage is given to student feedback which is collected from the students atleast twice in the course of each semester, for each faculty member.
- Research achievements, participation in FDPs, other qualifications etc. are also considered.
- All such details are sought and recorded by the faculty members in their self-appraisal forms.
- These forms are verified by the Director and proper feedback is given to every faculty member based on overall observations and areas for improvement identified in the academic year.
- In addition to the annual appraisal system, appraisal as per the CAS is also done at the prescribed times for ensuring proper career advancement for the faculty members, as per the guidelines of the University and AICTE.
- Going ahead, the institute intends to incorporate the 360-degree feedback system as mandated by AICTE.

B. Participation of Faculty in the external ecosystem

Faculty at XIMR are engaged in activities that build capabilities for self and for academics in general. Some examples include the following:

i. Dr. K.N. Vaidyanathan

He has been invited on multiple committees as nominee of Vice Chancellor, University of Mumbai for recruitment of faculty as well as Director in affiliated institutions of University of Mumbai.

He has been invited on the Local Inquiry Committee constituted by the University of Mumbai for the annual audit of affiliated institutions of University of Mumbai.

He has also been nominated as Vice Chancellor's Nominee on the Governing Board of a few B-Schools in Mumbai.

He has been invited as a speaker on multiple forums that helped developed intellectual capital in academia. For example, the Higher Education Forum, the Forum for Marketing Education and others have been regularly inviting him for sessions on Strategy, International Business and the Case Study Pedagogy of Teaching.

He has been the resource person for multiple Faculty Development Programmes in various B-schools like NMIMS, Somaiya, Chetana, DSIMS, etc.

He is one of the most sought-after faculty for both the flagship course as well as the Executive Education Programme at Great Lakes. His programme on International Business is a popular elective in the flagship programme since inception.

He is also a Visiting Professor of International Business at the Hero Leadership Programme at Munjal University , Gurugram since its inception.

He has also been the chairperson for setting the paper on International Business at University of Mumbai for multiple years.

ii. Dr. Anil Gor

Sr. No	Name of the Conference/Seminar/Training Attended	Organizing Body	Year	Duration
1	Project Appraisal and Follow-up	Bankers Training College RBI, Mumbai	1984	3 weeks
2	Seminar on Mergers & Acquisitions	Administrative Staff College of India, Hyderabad	1994	3 days
3	FDP: New Venture planning by Strategic Management Forum	Indian Institute of Management, Lucknow	2006	6 days
4	FDP in Corporate Governance	Centre for Corporate Governance and citizenship: IIM, Bangalore	2007	6 days
5	FDP: Strategic Management for Teachers: Foundation Course	Indian Institute of Management Bangalore	2007	6 days
6	FDP: Nuances of Strategy Implementation	Indian Institute of Management Kozikode	2008	5 days
7	FDP: Mergers, Acquisitions, Restructuring and Alliances	Indian Institute of Management Calcutta	2008	6 days
8	FDP: Strategic Management Research & Case writing	Indian Institute of Management Bangalore	2009	5 days
9	Annual Seminar: Strategic Management Forum	Indian Institute of Management Calcutta	2014	1 day
10	International conference on Innovative & Sustainable Management Practices: Global Perspectives	Thakur Institute of Management Studies & Research, Mumbai	2015	2 days
11	4th Annual SIMSR Finance Conference SIFICO 2015	K.J. Somaya Institute of Management Studies & Research, Mumbai	2015	1 day
12	Conference on Contemporary Management Practices	XIMR	2023	

iii. Venkata Subramanian

Sr.No	Name of the Conference/seminar/Training Attended	Organizing Body	Year	Duration
1	Writing the Research Paper: Scholarly way	Ganpat University - Faculty of Management Studies	2020	37 days
2	National Workshop on SEM (Structural Equation Modelling) using AMOS and Smart PLS	Ganpat University - V.M. Patel College of Management Studies	2023	2 days
3	Certificate IV in Assessment & Workplace Training	Australian Institute of Management	2000	1 day
4	Program Leader Training Level III, IV, V	Australian Institute of Management	2000	1 day
5	Negotiation Mastery: Unlocking Value in the Real World	Harvard Business School	2017	1 day
6	Master Trainer Huthwaite International Programmes	Huthwaite International (Whilst employ NIS Sparta)	2008	
7	Associated Certified Coach (ACC)	The International Coach Federation	2016	1 day
8	Myers - Briggs Type Indicator Certification	Asianic Psychologists Press	2007	
9	BELBIN Team Role Accreditation Course	CERT India	2016	1 day
10	The Certification Workshop for Understanding Behaviour	Success Insights International INC	2005	2 days
11	BMA Innothon 4.0	Bombay Management Association	2023	1 day
12	03rd International Multidisciplinary Conference	Ganpat University - Faculty of Management Studies	2023	2 days

iv. Ravindra Dey

Sr. No	Name of the Conference/seminar/Training Attended	Organizing Body	Year	Duration
1	Mumbai HR Summit	IHRD	2014	2 days
2	International Conference on "Outsourcing Strategy - As a new Paradigm"	DSIMS	2015	1 day
3	Mumbai HR Summit	IHRD	2015	2 days
4	10th SIMSR Global Marketing Conference	SIMSR	2015	1 day
5	International Research Conference	JBIMS	2015	1 day
6	National Research Conference - Anvesha	IIBM	2015	1 day
7	Mumbai HR Summit	IHRD	2016	2 days
8	National Research Conference - Anvesha	IIBM	2016	1 day
9	International Conference on "Innovative Business Practices for achieving excellence in globalized competitive environment"	DSIMS	2017	1 day
10	Mumbai HR Summit	IHRD	2017	2 days
11	4th SIMSR HR Conference	SIMSR	2017	1 day
12	International Conference on "Sustainability Growth and Corporate Governance - Way Ahead	DSIMS	2018	1 day
13	6th SIMSR HR Conference	SIMSR	2019	1 day
14	International Conference on "Transformation in the New Normal - Life and Business opportunities and strategies for the post-covid world"	SASMIRA	2020	1 day
15	National Conference on "Managing During Turbulent Times (During and Beyond Covid-19)"	ITM	2020	1 day
16	International Conference on "Emerging Trends in Commerce & Management	SASMIRA	2021	1 day
17	International Conference on "The New Normal in Businesses - Readiness and Resilience	DSIMS	2021	1 day
18	International Conference on "Post Pandemic Business Landscape" Recreating Sustainable Competitive Advantage	DSIMS	2022	

v. Dr. Sameer Lakhani

Sr.No	Name of the Conference/seminar/Training Attended	Organizing Body	Year	Duration
1	Managing Costs & Profitability for Competing with the best	GNIMS in collaboration with Samaroh event Management	2010	2 days
2	Investment Banking & Financial Modeling workshop	Corporate Bridge Academy	2010	3 months
3	Library: A Temple of Learning & Knowledge House	National Research Conference GNIMS	2011	1 day
4	HR Policies are Market Driven	National Research Conference GNIMS	2011	1 day
5	FDP on Soft skills for Teachers	GNIMS in collaboration with Samaroh event Management	2011	2 days
6	Workshop on Personal Financial Planning	GNIMS in collaboration with Samaroh event Management	2011	2 days
7	FDP on Case Studies as a Pedagogy in teaching	GNIMS	2011	2 days
8	FDP on Research Methodology	GNIMS	2011	1 day
9	India Investment management Conference	CFA Institute	2011	1 day
10	Workshop on Advances in Research Methods & Data Analytical tools	All India Management Association (AIMA) Centre for Management Education, New Delhi	2013	3 day
11	FDP on Research Methods using SPSS & AMOS	K J Somaiya Institute of Management Studies & Research (SIMSR)	2013	3 day
12	Workshop on Analytical Techniques for Research	K.P.B.Hinduja College	2014	3 day
13	Workshop on Analytical Techniques for Research	Mumbai University and Global Network of Business Research	2014	7 day
14	Conference on The Road Ahead for India and Emerging Markets	CFA Institute	2014	1 day
15	Workshop on Analytical Techniques for Research	Mumbai University and Global Network of Business Research	2015	7 day
16	Conference on Rebooting India to Realize its Potential	CFA Institute	2015	1 day
17	FDP on Equities	Bloomberg	2016	2 days
18	FDP on Fixed Income and Economics	Bloomberg	2016	2 days
19	workshop on Advanced Valuation and Modeling Workshop	Indian Association of Investment Professionals	2016	2 days
20	Conference on Searching for Alpha in a Divergent World	CFA Institute	2017	1 day
21	Conference on Investing Insights for Uncertain Time	CFA Institute	2019	1 day
22	FDP on Research Methods & Techniques	RADAV College & Mumbai University. CAS as per UGC	2020	7 day
23	FDP on Research Methodology	Pillai College & Mumbai University. CAS as per UGC	2020	7 day
24	Workshop on Application of Econometric Tools for Data Analysis	Institute of Public Enterprise, Hyderabad	2020	5 day
25	Statistical Analysis using SPSS	Research Shiksha	2020	7 day
26	Advance Statistical Analysis Using SPSS	Research Shiksha	2020	7 day
27	Essentials of Research Methodology for Thesis Writing and Publication	Research Shiksha	2020	7 day
28	Data Analysis using R for Beginners	Internal Quality Assurance Cell, FDP Cell & Research Cell of Arya P.G. College, Panipat (Haryana)	2021	7 day
29	Structural Equation Modelling with AMOS	Research Shiksha	2021	7 day
30	Conference on The Great Global Reset	CFA Institute	2023	1 day
31	Workshop on ESG Investing for Industry Professionals	CFA Society India	2023	1 day

6.7 Visiting / Adjunct Faculty (10)**Self Assessment (10)**

Adjunct faculty also includes Industry experts. Provide details of participation and contributions in teaching and learning and /or research by visiting/adjunct/Emeritus faculty etc. for all the assessment years:

- Minimum 50 hours per year interaction with adjunct faculty from industry/retired professors etc.

The institute has a balanced mix of full-time and visiting faculty members.

Visiting Faculty members are mainly from Industry and are invited to teach specialization related courses.

These faculty members have vast Industry Experience and help the students to understand corporate perspectives of the courses that they teach as part of the program.

Visiting Faculty Details:

S. N.	Name of Faculty	Company	Designation	Name of Subjects Taught	Academic Year	Qualification	Industry Experience	Academic Experience	Association with XIMR
1	Agnelo Menezes	Self Employed	Consultant	Managerial Economics & Business Environment	2014	Ph.D., MA		45 years	9 years
2	Hemant Joglekar	Asian Paints	Senior Manager	Operations Management	2021	Ph.D., M.Sc.	30 years	13 years	2 years
3	Chitra Chandrasekhar	SCI	Deputy Manager	Business Statistics & Operations Research	2011	PGDM	39 years	25 years	12 years
4	Krupa Desai	Self Employed		Financial Management & SAPM	2022	PGDM, CFA	5 years	12 years	2 years
6	CY Nimkar	Ranbaxy Ltd.	Senior Manager	Business Research Methods & Marketing Analytics	2012	MA, PDGM	29 years	28 years	12 years
7	Yogesh Bhavnani	Conceptual Finance	Founder	Business Environment	2023	MBA	7 years	11 years	1 year
8	Ishu Daswani	Self Employed	Consultant	Legal & Tax Aspect	2022	LLM, B.Sc.	37 years	30 years	2 years
9	Ankit Anjaria	HDFC	Senior Manager	Management Accounting & Financial Regulations	2021	LLB, M.Com, FCA	12 years	7 years	3 years
10	SS Murthy	Indian Bank	Sr. VP	Banking in Financial Services & Commercial Banking	2022	M.Com, MFM, MA	40 years	22 years	2 years
11	RV Kadam	L&T	Personal Manager	Labour Laws & IR	2011	B.Sc., MLS, LLB	32 years	22 years	12 years
12	Manisha Kushte	Self Employed	Consultant	HR Planning, Strategic HRM	2022	MMS	20 years	10 years	2 years
13	Amitabh Sengupta	BPCL	General Manager	Competency based HRM & Performance Management	2011	PGDM, MA, LLB	36 years	15 years	12 years
14	Hirank Mazumdar	Ador Welding Ltd.	VP HR	OSTD	2011	B.Sc. BMS, MBA	35 years	27 years	12 years
15	Vinay Khamkar	Self Employed	Consultant	Product & Brand Management and PR	2022	PGDM, PG in Journalism	17 years	11 years	1 year
17	SV Mhaskar	Self Employed	Consultant	Financial Markets & Institutions	2022	M.Com., LLB, CAIIB	20 years	10 years	1 year
18	Mohd. Omar	Self Employed	Consultant	Compensation & Benefits	2022	MAM	30 years	15 years	1 year
19	Faiyaz Khairaz	Adani Power	Consultant	Advanced Excel	2022	B.Com.	20 years	10 years	1 year
20	Vijay Kanchan	JM Finance	VP	Fixed Income Securities & Alternate Investments	2022	MBA	27 years	18 years	1 year
21	Ravindra Kale	M&M	GM	Project Management	2021	MBA	32 years	8 years	2 years
22	Rajiv Chawla	Blue Tree	Founder	Consumer Behaviour	2021	B.Sc., BBM, LLB	25 years	14 years	2 years
23	Sanjay Badhe	Trexa ADC	CEO	Retail Management	2011	MBA	40 years	30 years	12 years
24	Pushpa Chandel	Self Employed	Consultant	International HRM	2023	MHRD	15 years	6 years	1 year
26	Nina Malhotra	Paul Academy	Tutor	Luxury Goods Management	2023	BA, PG	25 years	10 years	1 year
27	Rajesh Vyas	Self Employed	Consultant	Service Marketing & B2B Marketing	2014	MBA, MS	37 years	35 years	9 years
28	Shanti Malaichami	Trident Services	Technology Staffing	Compensation & Benefits	2015	MA, M.Phil, MBA, Ph.D.	3 years	29 years	8 years
29	Raghu Iyer	Self Employed	Consultant	Financial Management	2022	M.Com.	0	20 years	1 year

Table 6.7.1: Visiting Faculty Details

6.8 Academic Research (75)**Self Assessment (40)**

- Faculty Paper Publication: (List of Publications in referred journals, reputed conferences, books, book chapters, case studies in public domain etc.)
- List of Ph.D. / Fellowship Title awarded during the assessment period while working in the institute

A. Faculty Paper Publications

S N	Research Paper	Journal	Index	Issue	Journal Details	Faculty Name
1	Impact of Mergers on Post Merger EVA	Online Website		Jun-14	Online web site of Strategic Management Forum	Dr. Anil Gor
2	M&A as Management Strategy	The Chartered Secretary		Sep-14		Dr. Anil Gor
3	Impact of Mergers on MVA	Conference Proceedings of SIFICO		7th Feb 2015	ISBN 978-93-84935-13-9	Dr. Anil Gor
4	Corporate v/s Performance: Innovative Solutions for long term sustainability	International Conference at Thakur College of Management		23rd- 24th Jan 2015 (Published as Conference Proceedings)	ISBN	Dr. Anil Gor
5	Human Capital the Most Ignored Asset	Management Guru Compendium of Paper 2011	Private	Mar-11	ISBN – 978-81- 910922-0-2	Dr Sameer Lakhani
6	Diversified Portfolio VaR Benefit of Diversification	International Organization of Scientific Research (IOSR)	IOSR-JBM Indexing	Feb-14	e-ISSN 2278-487X	Dr Sameer Lakhani
7	Influence of Demographic Variables on Financial Literacy of Urban Individuals	International Journal of Advance Research in Computer Science and Management Studies (Impact Factor 7.327)	Private	October 2019 Volume No 7 Issue No 10	ISSN: A4372-3114	Dr Sameer Lakhani
8	Study of demographic variables on financial goal of urban individuals	International Journal of Research	SJIF Journals Master List	Volume 9 Issue 1 (JULY – DECEMBER 2019)	ISSN:2231-6124(P)	Dr Sameer Lakhani
9	Demographic variables influencing financial investment of urban individual's .A case study of selected districts of Maharashtra state	International Journal of Advanced Science and Technology	Scopus	Vol 29 No 05 (2020) pp 962- 974	ISSN 2005-4238. Scopus Indexed Journal	Dr Sameer Lakhani
10	Effect of Universal Intervention on Mental Health and Heart Rate Variability in COVID Center Workers	International Journal of Medical Science and Advanced Clinical Research (IJMACR)	PubMed - National Library of Medicine - ID: 101745081	Volume – 6, Issue – 1, January - 2023, Page No. : 81 - 88	ISSN: 2581 – 3633	Dr Sameer Lakhani
11	Face Mask and Heart rate Variability in Covid Center Workers – Cross Sectional Study	International Journal of Medical Science and Advanced Clinical Research (IJMACR)	PubMed - National Library of Medicine - ID: 101745081	Volume – 6, Issue – 1, February - 2023, Page No. : 143 - 149	ISSN: 2581 – 3633	Dr Sameer Lakhani
12	Human Capital Management through Autonomous Professionals	TIMSR Journal of Management Research		Vol. 1 Issue No. 1, June 2012	ISSN: 2278-5752	Ravindra Dey
13	Management Education: A Global Outlook (XIMR – A Case Study)	Matrix Business Review		Vol. – I, Issue – III – February 2012 to August 2012	ISSN: 2230-8717	Ravindra Dey
14	Managerial Work Values of Aspiring Gen Y Managers	International Journal of Management Development and Training		Vol. I, March 2014	ISSN: 2347-9361	Ravindra Dey
15	Human Resource Outsourcing (HRO) as the key to manage market uncertainties	SPANDAN – FMS – GNIT International		Vol I, April 2014	ISSN: 2348-666X	Ravindra Dey

S N	Research Paper	Journal	Index	Issue	Journal Details	Faculty Name
		Journal of Business Management				
16	Employability Gap? An Assessment of Business School students in Maharashtra	Educational Quest, International Journal of Education and Applied and Social Science		Vol. 5 No. 1, April 2014	ISSN: 0976-7258	Ravindra Dey
17	Inter-relationship between Emotional Intelligence and personality traits	International Journal of Business, Management & Social Sciences		Vol. III, Issue 9(I), May 2014	ISSN: 2249-7463	Ravindra Dey
18	Are Transactional Leaders also Emotionally Intelligent? – An analysis of sales executives in India	International Journal of Business Insights and Transformation		Volume 7, Issue 2, April 2014 – September 2014	ISSN: 0974-5874	Ravindra Dey
19	Bridging the Gap between M-commerce and Inaccessible consumers	10 th SIMSR Global Marketing Conference Proceedings		February 2015	ISBN: 978-81-7039-292-7	Ravindra Dey
20	Inter-relationship between personality traits and Type Behaviour among B-school students	ANVESHHA – 2015			ISBN: 978-81-921818-2-0	Ravindra Dey
21	Determining the factors responsible for creating a healthy organization culture to foster rapid business growth	JBIMS Spectrum, International Research Conference 2015		Vol. 3, No. 1, Jan-Jun 2015	ISSN: 2320-7272	Ravindra Dey
22	Comparing Line and HR managers perceptions of Human Resource outsourcing	Remsons Centre for Management Research, DSIMS, International Conference on Outsourcing Strategy as a new Paradigm, March 2015		Vol. 1, No. 1, March 2015	ISBN: 978-93-5196-952-5	Ravindra Dey
23	Occupational Stress among Medical Representatives – An Indian perspective	SIES Journal of Pharma-Bio Management		July 2015	ISSN: 2321-9688	Ravindra Dey
24	Evaluation of Training and Development for Organizational Competitiveness	NCRD's Business Review		Volume 1, Issue 1 (Jan – Dec 2015)	ISSN: 2455-0264, (Online)	Ravindra Dey
25	Relationship between Brick and Mortar stores and m-commerce facilitates customers towards shopping online	Educational Quest, International Journal of Education and Applied and Social Science		Issue3, Vol. 6, December 2015	ISSN: 0976-7258	Ravindra Dey
26	Challenges for HR to Facilitate 'Make in India'	ANVESHHA - 2016		Issue1, Vol. 2, January – June 2016	ISSN: 2395-5147	Ravindra Dey
27	Impact of Work-life Balance on Employee Engagement: A Study of Gen Y Employees	UNNATI – The Business Journal		Vol. 4 Issue No. 2, Jul to Dec 2016	ISSN: 2319-1740	Ravindra Dey
28	Relevance and Practice of Traditional Organisational Development Values in a Globalising Business Environment	Journal of Management & Entrepreneurship		Vol. 10 Issue No. 3, Jul to Sep 2016	ISSN: 2229-5348	Ravindra Dey
29	Innovative Organizational Culture Leads to Organizational Commitment: An Indian Perspective	SIMSR, 4 th International HR Conference, 2017			ISBN: 978-93-85537-03-5	Ravindra Dey
30	Consumer behavior for purchase of toothpaste in Mumbai city	SIES Journal of Pharma-Bio Management		Vol. 6, No. 1, Sep 2018	ISSN: 2321-9688	Ravindra Dey
31	Personality Traits as predictor of Emotional Intelligence among Gen Y	DSIMS's – The Management Quest		Vol. 1, Issue 2, Oct 2018 - March 2019	ISSN: 2581-6632 (Online)	Ravindra Dey
32	A Study of Leadership Behavior and Work Stress (Burnout) of Gen Y Management Students	DSIMS's – The Management Quest		Vol. 2, Issue 2, Oct 2019 – Mar 2020	ISSN: 2581-6632 (Online)	Ravindra Dey
33	Competencies required for channel sales executives in the present Indian FMCG & Consumer Durables Sector	DSIMS's – The Management Quest		Vol. 3, Issue 1, Apr - Sep 2020	ISSN: 2581-6632 (Online)	Ravindra Dey

S N	Research Paper	Journal	Index	Issue	Journal Details	Faculty Name
34	Work life balance and psychological distress among Gen X and Y in the times of Covid-19	Shodh Sanchar Bulletin	UGC	Vol. 10, Issue 39, Jul-Sep 2020	ISSN – 2229-3620	Ravindra Dey
35	What makes an effective Negotiator?	Shodh Sarita	UGC	Vol 7, Issue 28, Oct – Dec 2020	ISSN 2348-2397	Ravindra Dey
36	Impact of Covid-19 on Mental Health, Financial Strain and Job Insecurity of Employees	International Journal of Business Insights and Transformation		Volume 14, Issue 1, October 2020 – March 2021	ISSN: 0974-5874	Ravindra Dey
37	Impact of Team effectiveness on Resilience during the new normal	Shodh Sanchar Bulletin	UGC	Vol. 11, Issue 41, Jan-Mar 2021	ISSN – 2229-3620	Ravindra Dey
38	A Study on Personality Types and their Level of Resilience During the New Normal	DSIMS's – The Management Quest		Vol. 4, Issue 1, Apr - Sep 2021	ISSN: 2581-6632 (Online)	Ravindra Dey
39	The impact of leadership values on Resilience of employees in the new normal	Turkish Online Journal of Qualitative Inquiry	SCOPUS	Vol 12, Issue 7, Jul 2021	ISSN 8716-8725 (Online)	Ravindra Dey
40	Impact of Leadership on Organization Culture	Wesleyan Journal of Research	UGC	Vol 14, No.1 (XXV), 2021	ISSN 0975-1386	Ravindra Dey
41	Human Resources Transformation through Artificial Intelligence	Sambodhi	UGC	Vol-44 No.-01 (V): 2021	ISSN: 2249-6661	Ravindra Dey
42	To understand the role of well-being and its impact on stress management and resilience of employees in an organization in the post pandemic situation	DSIMS's – The Management Quest		Vol. 5, Issue 1, Oct 2022 – Mar 2023	ISSN: 2581-6632 (Online)	Ravindra Dey
43	A pathway to thesis writing	Journal of Research Vol V, No 1, pp.6-16		Jan - June 2013	ISSN : 2229-4740	Dr. Aruna Rajan
44	Reinforcing a Culture of Continuous Improvement	Journal of Research Vol V, No 2, pp.45-49		Jan - June 2013	ISSN : 2229-4740	Dr. Aruna Rajan
45	Management and Conservation of Water - the Elixir of Life	Journal of Research Vol VI, No 1, pp.47-51		Jan - June 2014	ISSN : 2229-4740	Dr. Aruna Rajan
46	Cultural Adaptions in Mergers and Acquisitions	Journal of Research Vol VI, No 2, pp.54-58		July-Dec 2014	ISSN : 2229-4740	Dr. Aruna Rajan
47	Essence of Lean in the Pharmaceutical Industry	Journal of Research Vol VII, No 1, pp.38-42		Jan - June 2015	ISSN : 2229-4740	Dr. Aruna Rajan
48	What makes an effective negotiator?	Shodh Sarita, Vol 7, Issue 28, pp. 51-57,		Oct-Dec 2020	ISSN : 2348-2397	Venkata Subramanian
49	Do we Have Our Strategy Right?	SISR Management Journal		Vol. 1: 1999		K.N. Vaidyanathan
50	What is Strategy?	SISR Management Journal		Vol. 2: 1999		K.N. Vaidyanathan

Table 6.8.1: Papers published by Faculty members

B. List of Ph.D / Fellowship Titles awarded during the assessment period

The following faculty members have completed their Ph.D. during the assessment period while working in the institute.

SN	Name of the Faculty	Title	Institute	Year
1	Kameshwar Rao	Ph.D.	ICFAI University, Hyderabad	2020
2	Ravindra Dey	FPM	Academy of HRD, Ahmedabad	2020

6.9 Sponsored Research (25)**Self Assessment (00)**

Funded research from outside; considering faculty members contributing to the program: (Provide a list with Project Title, Funding Agency, Amount and Duration)

Funding Amount (Cumulative during CAYm1, CAYm2 and CAYm3):

Amount >= 30 Lacs 25 Marks,

Amount >= 25 and <30 Lacs 20 Marks,

Amount >= 20 and <25 Lacs 15 Marks,

Amount >= 15 and <20 Lacs 10 Marks,

Amount >= 10 and <15 Lacs 5 Marks,

Amount < 10 Lacs 0 Mark

6.10 Preparation of teaching Cases (30)**Self Assessment (25)**

(The development and use of cases in teaching and thus promoting learners critical thinking skills)

Faculty members are actively engaged in writing case studies for the conduct of classroom sessions in their respective courses. The following members have developed cases for their classroom sessions:

Sr. No.	Faculty Member Name	Domain	No. of Cases
1	Prof. Dr. K.N.Vaidyanathan	Marketing and Strategy	3
2	Fr. Dr. Conrad Pessa SJ	Finance	1
3	Dr. Sameer Lakhani	Finance	3
6	Ravindra Dey	HR	3
5	Pranil Naik	Marketing	2
6	Venkata Subramaniam	Marketing	1

Table 6.10.1: Cases developed by Faculty members

**7 - CRITERION 7
INDUSTRY AND
INTERNATIONAL CONNECT**

CRITERION 7	INDUSTRY AND INTERNATIONAL CONNECT	130
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CRITERION 7	INDUSTRY & INTERNATIONAL CONNECT	130
Self Assessment		60

7.1 Industry Connect (90)**Self Assessment (60)****7.1.1 Consultancy (from Industry) (25)****Self Assessment (5)**

(Provide a list with Project Title, Funding Agency, Amount and Duration)

Funding amount (Cumulative during CAYm1, CAYm2 and CAYm3):

<i>Amount >= 25 Lacs</i>	<i>25 Marks,</i>
<i>Amount >= 20 and < 25 Lacs</i>	<i>20 Marks,</i>
<i>Amount >= 15 and < 20 Lacs</i>	<i>15 Marks,</i>
<i>Amount >= 10 and < 15 Lacs</i>	<i>10 Marks,</i>
<i>Amount >= 5 and < 10 Lacs</i>	<i>5 Marks,</i>
<i>Amount < 5 Lacs</i>	<i>0 Mark</i>

The institute has taken up the mantle of consulting with the industry on a priority and is already in talks with organisations for the same. It has already got some favorable propositions with Brains Trust India, Monginis, Acumen Business Catalyst to name a few. Further, the institute intends to undertake the following activities to enhance industry connect through consultancy:

- b. Leverage the alumni base
- c. Leverage the contacts developed through regular recruiters
- d. Leverage the presence of various industry representatives on board

7.1.2 Faculty as consultant of the industries (15)**Self Assessment (12)**

(Qualitative assessment on the basis of type of consultancy, number of faculty involved, type of industries and completion of consultancy assignments)

A. Dr. Sameer Lakhani:

- Dr. Lakhani has undertaken a consulting assignment with BMC for their Dahisar Jumbo Covid center, wherein he was responsible for "Data mining and analysis of covid patient data and post covid data". This was used for "Analysis of data for decision making for patient care services".

B. Pranil Naik

- Pranil has been in multiple consulting assignments that are oriented towards solutions for business and social problems. Some of his work is as listed below:

Project	Organising Body	Reason for the Project	Duration of the Project	Deliverables of the Project
Business strategies for sustainability	St. Elizabeth's hospital	The 100-year-old hospital has been consistently losing financially well-off patients to private/ corporate hospitals while only the poor come to them. As a result, the hospital has to rely on external grants/ donation for its upkeep/ maintenance. Additionally doctors who attend OPD at the hospital have been diverting patients to their private practice which means St. Elizabeth's has only been getting OPD money while doctors get surgery/ follow-up fees.	3 phases: Phase #1: Study - 6 weeks Phase #2: Solution Designing - 12 weeks Phase #3: Assistance in Execution - 3 to 6 months	Phase #1: COMPLETE: To study all the documentation (feedback forms, billing data, occupancy data etc...) and arrive at a long list of possible issues exclusively through data analyses. Conduct a workshop to share the findings from this study with the leadership of the hospital and present the findings of this study. Phase #2: To start soon Conducting interviews of the hospital staff, patients, doctors & competition to arrive at possible solutions Phase #3: Not yet decided To involve students of XIMR via internship or full-time jobs to implement the suggested solutions
Business strategies for growth for a small-scale dairy operations	New Simla Dairy (Manali Milk)	As part of a course assignment, one of our students reached the office of a Vasai based dairy (New Simla Dairy) to conduct research. That conversation created a lead which was then followed up by me. The conversation that followed highlighted that New Simla Dairy was increasing losing business to the big players like Amul. While the brand had a very high recall, it wasn't translating into consistent business. This small family owned Enterprise run by a father (founder) and his 2 sons certainly needed professional assistance	2 phases: Phase #1: Consumer research, Analyses and Solutioning - 8 weeks Phase #2: Implementation - 12 - 16 weeks (<i>didn't materialise</i>)	Phase #1: To conduct interviews, consumer research, competition interviews to arrive at the possible causes of business decline and recommend strategies for improvement
Developing English Learning Competencies for students from Regional Language Schools and Under-privileged communities	Leap for Word	The product addressed the crucial problem in the public education system wherein English proficiency is spread across mass at a cost that is close to negligible	On-going since the last 10 years	LeapForWord is committed to the problem of solving the problem of English Literacy in Regional language schools. The program called The English Literacy Program is a technique based program built on top of a translation algorithm that maps English with Indian regional languages. Designed for teachers who have a job of teaching English but cannot do effectively because they cannot speak English; these teachers use our techniques to teach in their respective classrooms and improve the English capabilities of their children. Available in 5 regional languages, the program has thus far reached 3mn+ students through 2.5L+ teachers in 8 Indian states

Table 7.1.1: Cases developed by Faculty members.

7.1.3 Initiatives related to industry interaction including industry internship / summer training/study tours/ guest lectures (15) Self Assessment (15)**A. Summer Internships**

- Mumbai University has incorporated SIP Project as one of the credit courses in the syllabus of MMS program. The Summer Internship Project is a mandatory internship which every student must undergo after completion of their first year.
- The students are placed in different business organizations through the Placement cell of the institute, as per the specializations chosen by them.
- After completion of Sem-II, the students join the various business organizations where they are placed and work there as interns for a period of at least two months. While doing the summer internship projects students work on different tasks & jobs assigned by their Industry mentors.
- This is a good opportunity for students to get corporate exposure wherein they try to apply various management concepts learnt in the classroom and sharpen their managerial skills.
- They get an opportunity to learn a lot of insights & knowledge while on the job.
- They also get to interact with different executives of organizations and learn how to communicate with various stakeholders of the businesses.
- They learn many practical aspects of the businesses, and which can imbibe in their corporate work life.
- The Summer Internships have COs that are mapped to POs and are an important component of the overall PO attainment calculation.
- Every student is allocated a full-time faculty member as an internal guide and an industry mentor from his / her summer internship organization.

B. Guest Lectures

SN	Name of the Guest	Company	Designation	Topic
1	Subodh Salunke	HDFC	Ex Senior GM	Industry Expectation from MMS Students
2	Aditi Rungta	PGIM	Credit Analyst	Credetin Ratings
3	Abbas Master	CRISIL	Associate Director	About CRISIL and Credit Analyst Profiles
4	Gaurav Jain	SPARK	Director	Job Opportunities for MMS Students
5	Gajanan Nabar	NovaAir	CEO & Managing Director	Negotiations and Selling Skills
6	Ankush Gadi	Franklin Templeton	Director – BI	Investment Concepts and Mutual Funds
7	Hrshikesh Gangoli	ESPN	Associate Director	New Age Marketing
8	Vaibhav Vinekar	Morgan Stanley	VP - Legal & Compliance Division	Qualities Needed to be a Better Candidate while facing the Interview
9	Rupa Mehta			Presentation Skills and Effective Interview
10	Nabanita Das	HSBC		An Overview of the Banking Sector
11	Neha Masalia	Trust Group	Senior VP - Proprietary Division	Fixed Income Market
12	Yogesh Bhawnani	Yogesh Bhawnani Consulting	Principal Consultant	Concepts and Applications of Macro Economics
13	Bulbul Pandya	HUL	Director - B2B Sales	Changing Dimensions of Business
14	Gaurav Kumar	TerraPay	VP - Payment Products	Digital Payments
15	Subin Nelson	JP Morgan	Product Analyst – Robotics	Industry Experience and Agile Interface
16	Denis Dcosta	Motilal Oswal	VP & Zonal Head	Mutual Funds and India as a growing market & economy
17	Nitin Bhatia	Nomura	VP	Climate Risk
18	Kunal Sodhani	Shinhan Bank	VP	Mastering the Trading Game
19	Amarjeet Singh	SEBI	Executive President	Roles and Responsibilities of SEBI
20	Sudhakar Dass			Governing Business & Relationship
21	Fr. Errol	St. Xaviers College Society		Jesuit Ethos
22	Fr. Lancy	St. Xaviers College Society		Zen Meditation
23	Pankaj Shah	M&M	GM - Sourcing	Sourcing
24	Louela			Cyber Security
25	Anandita Dey	TCS	Deputy GM	Team Building
26	Fr.Jesurajan	XLRI		Business Communication

Table 7.1.2.: Details of Guest Lectures

7.1.4 Participation of Industry professionals in curriculum development, projects, assignments as examiners, in summer projects (10) Self Assessment (10)

The institute involves industry professionals in ways more than one for multiple activities on campus. These activities and the involvement are as listed below:

SN	Activity	Corporate Partner	Nature of Participation
1	Induction Programme	Industry Expert Alumni	Industry overview Motivation Talk
2	Case Study Competition	Industry Expert	Judges
3	Specialisation based Conference	Industry Expert	Panel Discussion
4	Guest Lectures	Industry Experts	Interactive Session
5	Workshops	Industry Experts	Session
6	Evaluation for Summer Internship Projects	Industry Experts Alumni	Examiners for Viva-Voce
7	Evaluation for Dissertation Projects	Industry Experts Alumni	Examiners for Viva-Voce
8	Placement Activities	Alumni	Mentoring
9	Summer Internship Project	Alumni	Guide
10	Convocation Ceremony	Industry Stalwarts	Chief Guests

Table 7.1.3.: Details of Participation of Industry Professionals

7.1.5 Initiatives related to industry including executive education, industry sponsored labs, and industry sponsorship of student activities (15) Self Assessment (08)

XIMR formally launched the Corporate Learning and Research Centre in the year 2021 for designing, developing, and delivering certificate courses and learning programs for working professionals in various organizations.

These programs are designed to be delivered in classroom mode or online mode or blended mode. XIMR has tied up with Eduonix, an online edtech platform for offering certificate programs. The first program launched is a Certificate Program in Business Strategy, specifically designed for middle and senior level executives in organizations. XIMR as part of their tie-up with Confluence Learning, has facilitated a Management Development Program for the management team of Simran Motors (A key dealer for Maruti Suzuki).

XIMR has recently tied-up with YGROO for the launch of XIMR Online, a portal designed for offering certificate programs and other short-term managerial and executive development programs.

7.1.6 Involvement of industry professional as members of various academic bodies/board (10) Self Assessment (10)

There is adequate representation of Industry professionals in the Board of Governors, to ensure that industry perspectives are considered in all major decisions taken by the Board. The industry members in the Institute Industry Interaction Cell (IIIC) also play a key advisory role in enhancing the Institute-industry interactions.

The following is the list of corporate representation on the Academic Advisory Council of the institute.

Sr. No.	Name of the Person	Designation	Company
1	Dr. Kalim Khan	Managing Director	Brains Trust India
2	Ashok Kumar	CEO	Knowlweath
3	Jayesh Talpade	CEO	Acumen Business Catalyst
4	Dr. Amar Saxena		Consultant
5	Nupur Bhayani	AVP	PHD MEDIA

Table 7.1.4.: Industry Representation on Academic Advisory

7.2 International Connect (40)	Self Assessment (00)
7.2.1 MoUs/Partnerships and its effective implementation (10)	Self Assessment (00)
7.2.2 Student Exchange Programs (10)	Self Assessment (00)
7.2.3 Faculty Exchange Programs (10)	Self Assessment (00)
7.2.4 Collaborative Research Projects (10)	Self Assessment (00)

8 - CRITERION 8 INFRASTRUCTURE

CRITERION 8	INFRASTRUCTURE	75
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CRITERION 8	INFRASTRUCTURE	75
	Self Assessment	65

8.1 Classrooms & Learning Facility (10)**Self Assessment (10)**

The classrooms of XIMR are as per the AICTE guidelines. These are designed and equipped considering the needs of the students and faculty members, ensuring optimum productivity. The air-conditioned classrooms also facilitate peer to peer learning process. Every classroom and tutorial room is well equipped to meet all ICT needs. The Seminar Hall is used for special meetings, combining classes and placement briefings with industry personnel etc.

Room No	Room Details		Area (sq.m)
FIRST FLOOR			
101	A	Admin Office	18.42
	B	Faculty Cabin	5.35
	C	Accounts	3.34
102		Faculty Cabin	8.24
103	A	Exam Room	32.87
	B	Store-Room	
	C	Staff Pantry	
104		Case Study	76.99
105	A	Cabin - Director	37.5
	B	Board Room	22.43
106		Maintenance Room	9.3
107		Locker Room	15.32
108		Seminar Room 01	150.62
109		Medical Room	14.27
110	A	Girls Common Room	111.39
	B	Boys Common Room	
111	A	Placement Room	12.1
	B	Board Room - Placements	16.13
	C	Faculty Cabin	16.87
112	A	Faculty Cabin	13.42
	B	Faculty Cabin	11.68
	C	Faculty Cabin	11.29
	D	Faculty Cabin	15.53
113		Washroom	11.15
SECOND FLOOR			
201		Seminar Room 02	87.24
202		Class Room 01	73.43
203		Class Room 02	73.85
204		Class Room 03	73.28
205		Class Room 04	73.35
206	A	Faculty Suite	45.8
	B	Faculty Suite	
207		Washroom	11.15
THIRD FLOOR			
301		Computer Centre	158.1
302		Tutorial Room 01	73.43
303	A	Tutorial Room 02	73
	B	Store Room	7.55
304		Library	111.51
305		Faculty Dinning Room	35.86
306		Washroom	11.15

Table 8.1.1: Infrastructure Details at XIMR

S.N.	Learning Facility	Requirement as per AICTE (in nos.)	Available in the institute (in nos.)	Requirement as per AICTE (sq.mtrs.)	Available in the institute (sq.mtrs.)	Seating Capacity
1	Classroom	4	4	66 per classroom	73 per classroom	60
2	Tutorial Room	2	2	33 per classroom	73 per classroom	60
3	Seminar Room	1	2	132 per room	238 for both rooms	100
4	Computer Lab	1	1	150	158	60
5	Library	1	1	100	112	60

Table 8.1.2: Details of Learning Facilities at XIMR



Figure 8.1.1: Classroom for Lectures and Examinations



Figure 8.1.2: Conference Room



Figure 8.1.3: Classroom for Lectures and Examinations



Figure 8.1.4: Seminar Room

Other key infrastructure facilities for student's comfort include:

- Centralized water purification system and each floor with cold and normal water facility are available,
- Well maintained sanitation facilities,
- Lift facility.
- Fire-safety compliant Campus.

Further the institute has ensured an enabling environment for students, staff and all others who may be physically challenged by making necessary provision for unrestricted movement and easy access to all areas.

8.2 Library (10)

Self Assessment (10)

Quality of learning resources (hard/soft)

- *Relevance of available learning resources including e-resources*
- *Accessibility to students*

The Institute has a well-stocked library of books, journals, magazines and periodicals. The Library is accessible to students on all working days from 8.30 am to 8.30 pm.

The Library staff members maintain the records of the Library. A Library committee composed of the Library staff, faculty members and students organizes events and activities to promote the use of learning resources by students and faculty. Students are encouraged to use databases and e-learning resources for their projects.

The Crisil industry research database covers 86 sectors and is known for its rich insights and perspectives. The Crisil industry research is delivered through an innovative web-based platform, the views, commentaries and reports help the user to take informed decisions.

There are 4 dedicated computers for students to access and use in the library. Also there are 2 separate computers for library staff.



Figure 8.2.1: Library

8.2.1 Library as a facilitator

List of activities organized by the Library Committee

S. No	Activity	Description	Objective
1.	Orientation to the library resources	Part of the Induction program	To familiarize students with the Library facility and the resources and orientation to the library rules.
2.	Book Distribution	A set of textbooks/reference books are given to the students	To ensure access to physical textbooks for students of Semester 1 and 2
3.	Training Programs of e-learning resources	Training of students and faculty on various e-learning databases	Creating awareness and hands-on training

Table 8.2.1: Library Activities

8.2.2 Library Infrastructure

Library Facilities

Staff Seating Area	Stacking Room	Reference Room
Librarian's Desk	Journal & Magazine	Issue Counter

Table 8.2.2: Facilities in the Library

Budget: The Library has a dedicated budget for the purchase of various physical and e-learning resources. The Library ensures that the latest and most relevant learning resources are subscribed to and are accessible to students and faculty.

Faculty research: The Library also facilitates requests from faculty for procurement of specific research papers. It also provides support to faculty and students to publish papers in in-house and other Journals.

8.2.3 Print and non-print resources

Resources	2018-19	2019-20	2020-21	2021-22	2022-23
Books	6347	7011	7194	7194	7334
National Journals	16	16	16	16	16
International Journals	9	9	9	9	9
Total Journals	25	25	25	25	25
CDs/DVDs	0	0	0	0	0
Newspapers	11	11	11	11	11
Number of PCs	6	8	8	8	8

Table 8.2.3: Print and Non-print resources

8.2.4 E-Resources





S. No.	Resource	Description
1.	 Crisil Research-Industry Research & Ecoview	CRISIL industry research covers 86 sectors and is known for its rich insights and perspectives. CRISIL research analysis is supported by inputs from the large network sources, including industry experts, industry associations and trade channels. Delivered through an innovative web-based platform, the views, commentaries and reports help the user to take informed lending, investment and strategic decision.
2.	 Turnitin Software	Turnitin is a robust, comprehensive plagiarism checking application that assesses the authenticity of work done by the student / researcher.
3.	 Ebscohost	The EBSCOhost interface provides access to a range of databases, e-journals and e- books. The databases are particularly useful for identifying journal.
4.		The HBS Case Library gives access to the entire suite of case studies and resource materials of the major IVY leagues universities across the globe. The access is for both educators and students.

Table 8.2.4: E-resources

8.2.5 iSlim Library Management Software: [Digital Library]

The Library uses the iSlim software for automating all the library processes and provides an interactive user experience.

iSLIM follows a modular approach and offers essential modules like Acquisition, Cataloguing, Circulation and Serials that facilitate issue, catalogue and circulate books. The state-of-art technology has helped in automating the library to Catalogue records in a smarter and faster way and in a user-friendly manner. It has helped to catalogue Physical as well as Digital learning resources.

8.3 IT Infrastructure (15)**Self Assessment (15)**

Availability of composite hardware, software, network resources and services required for the existence, operation and management of an institution's IT environment.

The institute has an excellent IT Infrastructure that provides students with all the necessary hardware and software to assist their learning. The IT infrastructure supports its pedagogy of out-of-class learning and provides digital tools that are required in today's management education. The Computer Centre services cater to the IT needs of the Institute and is equipped with state of the art networking peripherals. The entire Campus is Wi-Fi enabled, with Internet bandwidth of 200 Mbps. As part of IT security, the entire network and computing devices infrastructure is protected by a firewall (Sophos XG 330). A comprehensive budget is allocated primarily for AMC charges, Internet Charges, Firewall, Microsoft Campus agreement and purchase of new hardware and software. The Computer Centre is open from 9 a.m. to 9 p.m. for faculty and students on all working days.

DEPARTMENT	DESKTOP	LAPTOP	PRINTER	SCANNER	PHOTOCOPIER	LCD
COMPUTER LAB	77	2	4	1	1	1
OFFICE	5	-	4	1	1	0
DIRECTOR	0	1	1	1	-	0
FACULTY	5	1	4	2	-	0
LIBRARY	6	0	1	0	0	0
PLACEMENT	1	0	1	1	0	0
CLASSROOMS	6	0	0	0	0	6
TOTAL	100	4	15	6	2	7

Table 8.3.1: IT Hardware Details

System Software	Application Software	PCs on LAN & Internet	Internet Mbps with Bandwidth	Contention Ratio	Installed Printers
3	18	100	200 Mbps	1:1	15
Server - 3		Microsoft License Agreement			

Table 8.3.2: IT Hardware Details

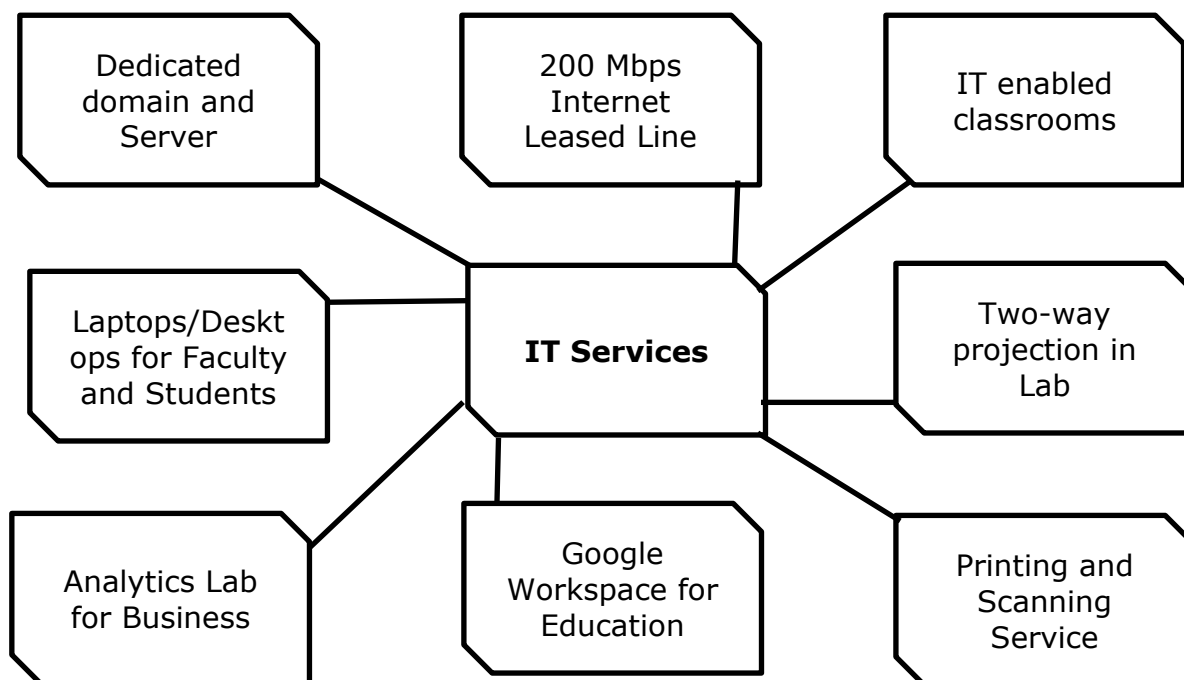


Figure 8.3.1 XIMR IT Services

Legal Application Software	Legal System Software
MS Office 2010/16 Std. LTS	Microsoft Windows 10 and 11 LTS
Seqrite	MS Windows Ser Std 2018 /2008/2016 OLP NL AE
Crisil Research	Microsoft License Agreement
Turnitin	IBM VSphere 6
Tally Version Prime	IBM V Center
Sophos XG 230 Firewall	Ubuntu
Zoom License - 20 Users	Moodle
Omada Controller and Access Points	

Table 8.3.3: Software Details

8.4 Learning Management System (10)**Self Assessment (10)**

(Use of software application for the administration, documentation, tracking, reporting and delivery of electronic educational technology (also called e-learning) courses or training programs)

Moodle is an open-source platform our institute uses as LMS to manage online lectures and facilitate learning. Lectures and exams were the integral components used for teaching and assessment, mainly during the Covid-19 period.

Lectures: Our LMS provides various features to enhance the lecture delivery process, enabling Faculty to engage with students and deliver content efficiently. Some key elements used by faculty are:

- a. Course Management: Moodle allows instructors to organize and structure their courses by creating different sections and topics. This enables seamless navigation and ensures the logical flow of lecture materials.
- b. Resource Upload: Faculty can upload lecture materials such as PPT, documents, audio files, or video recordings to LMS. This feature ensures easy access to learning resources for students, even outside the campus.
- c. Online Lectures: Institute uses Zoom integration to conduct live online lectures. This feature promotes real-time interaction between faculty and students, fostering an engaging learning environment.

Exams: Our LMS offers several features to streamline the exam administration and assessment processes, ensuring efficient and secure online assessments. The key elements for exams include:

- a. Quiz Module: Moodle's quiz module allows instructors to create and administer online quizzes and assessments. It supports various question types, including multiple-choice, true/false, short answer, and essay questions. The quiz module also enables automated grading and provides instant feedback to students.
- b. Time Restrictions: Faculty can set time limits for quizzes and exams using Moodle. This ensures that students complete assessments within the allotted time frame, promoting fairness and consistency in evaluations.
- c. Randomization: Moodle offers question randomization, which allows instructors to create question banks and generate unique quizzes for each student. This feature helps prevent cheating and ensures that each student receives a different set of questions.
- d. Secure Exam Environment: Moodle provides options to restrict student access to external resources during exams, such as disabling copy-paste, limiting browsing capabilities, and preventing access to other applications. These measures help maintain the integrity and security of online assessments.
- e. Proctoring: Moodle's Proctoring was used for the integrity of online exams by monitoring students during the assessment process.

Process	Stakeholders	Platform
Admissions & On-Boarding Students	Admission Committee Members and Administrative Staff	DTE Portal
Student Database	Administrative Staff	DTE Portal and Qual Campus
Program & Division Allocation	Senior Faculty and Administrative Staff	Qual Campus
Courses and Faculty Allocation Collaboration	Senior Faculty and Administrative Staff	Qual Campus
Course Details	Faculty Members	Qual Campus
Time Table Management	Administrative Staff, Faculty	Qual Campus
Conducting Sessions and Other Events	Faculty & Students	Moodle, Google Meet, Zoom
Attendance Management	Faculty & Students	Qual Campus
Communication	Accessibility to Students & Faculty via a number of devices and platforms	Qual Campus
Sharing of Teaching Material & Resources	Faculty & Students	Qual Campus, Moodle
Online engagement : Discussion forums	Faculty-Student Student-Student	Moodle
Live engagement : Quiz or Polls, Built in Chat	Faculty-Student Student-Student	Moodle
Conducting Internal and Final Assessments, Evaluations	Faculty & Students	Moodle
Attainment Calculations	Faculty	Qual Campus
Results	Administrative Staff	Qual Campus
Exit Surveys	Faculty & Students	Qual Campus
Academic Reports	Faculty	Qual Campus
Documentary Depository	Faculty, Administrative Staff, Students	Qual Campus
Grievance	Students	Qual Campus

Table 8.4.1: Hybrid Learning Management System

8.5 Hostel (10)**Self Assessment (0)**

There is no on-campus hostel facility available at XIMR, and is not mandatory as per AICTE norms. Further, almost all students are from in and around Mumbai with hardly 1 or 2 students per batch from other states.

8.6 Sports Facility (10)**Self Assessment (10)****8.6.1 Indoor Sports and Games Facilities (5)****Self Assessment (5)**

The institute encourages a wide range of indoor sports among students and is an integral part of the learning process at the Institute. Students get an opportunity to interact with their peers. To help students develop team spirit, stimulate a sense of coordination and create a vibrant learning environment, a wide range of indoor sport activities are promoted.

The following indoor sport facilities are available on-campus:

SR. No.	Indoor Games
1	Chess
2	Carrom
3	Table Tennis
4	Badminton
5	Gymnasium

Table 8.6.1: Indoor Sports and Games Facilities

8.6.2 Outdoor Sports Facilities (5)**Self Assessment (5)**

XIMR also actively encourages a wide range of outdoor sports among students. At Xavier's we believe that outdoor sports help to build life-skills among students that are very important. In addition to team building these activities contribute to the overall development of students, help them de-stress, build creativity and problem-solving skills. Every student is encouraged to take active part in at least one indoor or outdoor sport activity.

The Institute has a well-maintained basketball and volleyball court where students enjoy playing in their leisure time. An inclusive culture promotes sports activities among girls and boys equally. Also, the institute manages a shared ground space for cricket at Azad Maidan.



8.7 Medical Facility (10)**Self Assessment (10)**

XIMR provides health care facilities to the students by offering First-Aid and other basic facilities. The institute has the required medical facility to provide immediate help in case of casualties or common injuries & illnesses. These facilities contribute to enhancing the safety of the students in the institute.

A well-stocked First Aid Box is available at the Admin Office. The institute has a Stretcher and Wheelchair for any emergency. Necessary consumables and basic medicines are available on campus. The Institute has a First Aid Room where immediate medical aid is provided as and when required.

The Institute avails the services of a qualified medical practitioner who provides immediate medical care to any employee or student who require medical attention. He looks after the first-aid equipment e.g. restocking, the first-aid Box or advising on treatment if the need arises.

The students are covered under the Accidental Insurance Scheme from the time of admission till course completion by Oriental India Insurance Company Pvt. Ltd. Insured Amount is Rs.2,00,000.00/- each.

The institute through its sister institute of the same trust has a tie up with Bombay Hospital for any medical emergency that arises in campus.

**9 - CRITERION 9
ALUMNI PERFORMANCE
AND CONNECT**

CRITERION 9	ALUMNI PERFORMANCE AND CONNECT	50
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CRITERION 9	ALUMNI PERFORMANCE AND CONNECT	50
Self Assessment		45

9.1 Alumni Association (10)**Self Assessment (8)**

Alumni Association is formed, and the process of registration has been initiated. Below are the details of the association members.

SR. NO	NAME	ORGANISATION NAME	DESIGNATION	BATCH	POSITION
1	Dr. Fr. Conrad Pessa SJ	XIMR	Associate Professor	-	President
2	Chetan Bhakkad	Grand Thornton	Partner	2006-08	Vice President
3	Pranil Naik	XIMR	Assistant Professor	-	Secretary
4	Pranita Deshmukh	Care Rating Ltd.	Manager	2008-10	Jt. Secretary
5	Nishita Muzumdar	HDFC Financial Services	VP – Branch Operations	2007-09	Treasurer
6	Dr. K.N. Vaidyanathan	XIMR	Director	-	Member
7	Jitendra Haryani	Zoya	Head – Retail & Mktg	2007-09	Member
8	Mohit Soni	Fitch Ratings	Director	2007-09	Member
9	Alvita Tixeira	HDFC Ltd.	Manager	2015-17	Member
10	Kenneth Sequeira	Myntra	Associate Director	2010-12	Member
11	Neeta Jadhav	XIMR	Placement Officer		Member

Table 9.1.1 Alumni Association Members Details

Xavier's Institute of Management and Research truly believes in developing everlasting ties with our thoroughly cherished Alumni base. Our Alumni Association encourages a sustained sense of belonging to the Institute by ensuring an ongoing Alumni-Institute connect and aims to enrich both the Institute and the Alumni. While the association enables the alumni to build a closer connect with the Institute, we also look forward to serving our contributions together, to the local and global economic and social activities.

Objectives of Association:

1. To create unity, brotherhood etc. amongst the Members and General Public.
2. To provide a platform of exchange of ideas, issues, professional skills networking for its members.
2. To facilitate academic and professional networking between alumni existing students and teachers retired teachers.
3. To provide a platform for social interactions amongst the Alumni and students.
4. To generate funds & scholarships for existing students and to aid in placements to the students.
5. To help the Institute achieve academic excellence in academics by encouraging visiting faculty programs and research.
6. To participate in the improvement of the XIMR or quality drive.
7. To promote, give, impart, spread and advance education in all its branches including academic, technical, vocational and professional, amongst poor, needy destitute and orphan children.
8. To give educational help to poor and deserving students also to provide education aid to orphans, blind, physically handicapped students for their education and to provide them with such facilities for educational purposes.
9. To conduct and organize lectures, seminars, and meetings by inviting well-known educators and experts.
10. First Aid in medical and surgical emergencies. To conduct First Aid classes, Grant of Medical help to the poor and deserving person during epidemic, famine flood, earthquake or any unforeseen calamity or war or war like operation, riots, civil commotion and similar occurrences or any other time of need.
11. To conduct seminars / workshops / gathering / conferences etc. for the members on various subjects.
12. To provide relief to the people affected by natural calamities.
13. To make efforts for maintaining cleanliness in the society. To arrange tree plantation programmes or participate in CSR activities.
14. To promote clean India movement.
15. To implement various schemes of Government for the Welfare of Women and Children / Youth.
16. To do such other things which are incidentally conducive to attainment of above subjects.
17. Any other objective which will be decided by the majority at the Annual General Meeting for the benefit of the ex-students, students & the Institutes.

9.2 Involvement of Alumni (25)

Self Assessment (22)

(Alumni meet, visit to institution and interaction with students, involvement in curriculum development, project guidance, assistance in entrepreneurship, mentoring of students, assistance in placement, resources raised, etc.)

The Alumni Base of XIMR, have been valuable contributors in various aspects. Some of the activities where the alumni have been involved with the institution are as listed below:

- i. Alumni Meet
- ii. Speakers for Guest Sessions
- iii. Panelists for Workshops and Conferences
- iv. Mentors
- v. Sessions for pre placements
- vi. Evaluation for Summer Project and Dissertation Project Viva Voce

9.2.1 Alumni Meet Details

Xavier Institute of Management & Research celebrates its Annual Alumni event, which is an event for all Xavierites to reminisce their memories as a student at the Institute. The event provides a platform for our Alumni to relive their old memories, go back to the light-hearted days spent at the Institute by re-connecting with fellow batchmates.

Objectives:

- To create and maintain continuous communication and interaction between the Institute and its alumni.
- To reinforce Industry-Institute-Interface and stimulate related activities for the benefit of students.
- To pursue and sustain excellence in education through continuous interaction between the alumni, faculty and students.



Figure 9.2.1 Process of Alumni Meet

9.2.2 Visit to Institution and Interaction with Students:

The institute looks forward to opportunities to extend an invitation to our alumni across various industries and geographies, for enriching the learning journey of our students through valuable student-alumni interaction in various forms and events such as:

- Guest Sessions
- Speakers / Panelists in various specialisation conferences
- Alumni sessions in Induction & Transition Programs

Many of the Alumni share their priceless thoughts through these interactions which enable the students to gain knowledge to create a glorious future in their chosen areas of work.

Objectives:

The institute continually strives for the interaction of the students with on campus with the alumni so as to achieve the following objectives:

- Showcase the rich alumni stature of the institute to the students
- Learnings and exchange of thoughts
- Key industry insights
- Placement support



Figure 9.2.2: Process of Identifying & Inviting Alumni for Events

9.2.3 Mentoring of Students:

The Alumni of the institute volunteer for the Corporate Alumni Mentoring activity of the institute. The activity involves various established Alumni and Corporate Mentors, who interact with the students in small groups. They help to groom the students by providing practical insights and handholding them through various institute activities throughout the duration of the course. The Alumni/Corporate mentors conduct various exercises/activities which enable the students to get a real time understanding of the various dynamics of the workplace.

Objectives:

- The primary objective of the Corporate Alumni mentoring program is to build the Alumni-Institute connect and leverage on the rich and diverse experience of the institute's alumni.
- The activity initiated at the beginning of the third semester of the MMS course involves a structured and ongoing interaction between alumni and students in small groups.

Role of the Alumni / Corporate Mentor:

- To share insights of their corporate journey and experiences with their mentees,
- Guide students vis-à-vis their career choices,
- Help students to align their long-term career goals and short-term learning objectives,
- Recommend and help to create learning opportunities at the institute, in line with latest trends in industry,
- Point out strengths and identify areas for development,
- Assign small projects and assignments to students to help them understand specific functional concepts.



Figure 9.2.3: The Mentoring Process

9.2.4 Alumni Assistance in Placements

The Alumni also engage in various activities that groom students for the placement processes. They include alumni conducting training sessions and mock GDs and PIs based on their domain knowledge and expertise. These help the students to gain a practical experience of the processes and work on enhancing their skills and improving focus areas for the final placement preparation. They also prepare students through Sectoral briefing and interacting with students and guiding them about the different job profiles available in that sector.

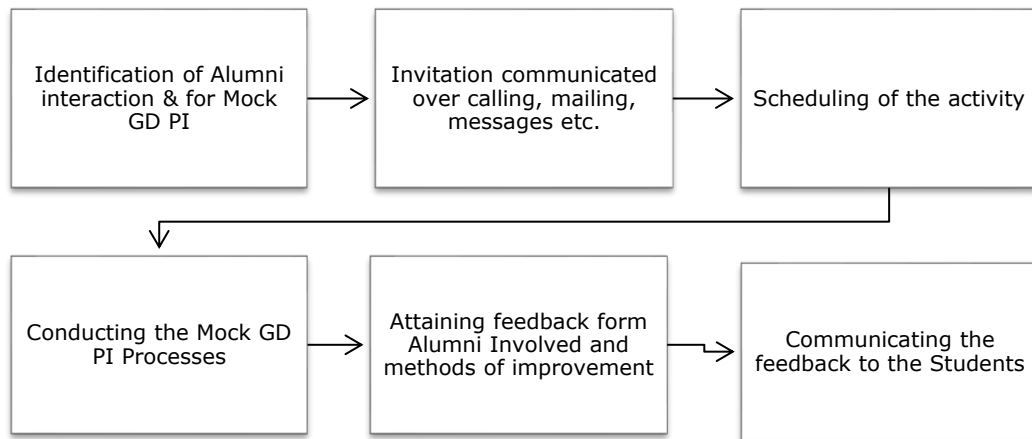


Figure 9.2.4: Process of Alumni Assistance in Grooming Activity

9.3 Methodology to Connect with Alumni and its Implementation (15)

Self Assessment (15)

(Alumni portal, database, alumni meet, frequency of meet, alumni chapters, newsletter)

The exclusive Alumni Portal provides a continuous interface for interactions amongst the Alumni Members.

Every year the alumni meet "Reminiscence "is organized during February- March. This event hosts around 350 + alumni for an evening of meet and greet.

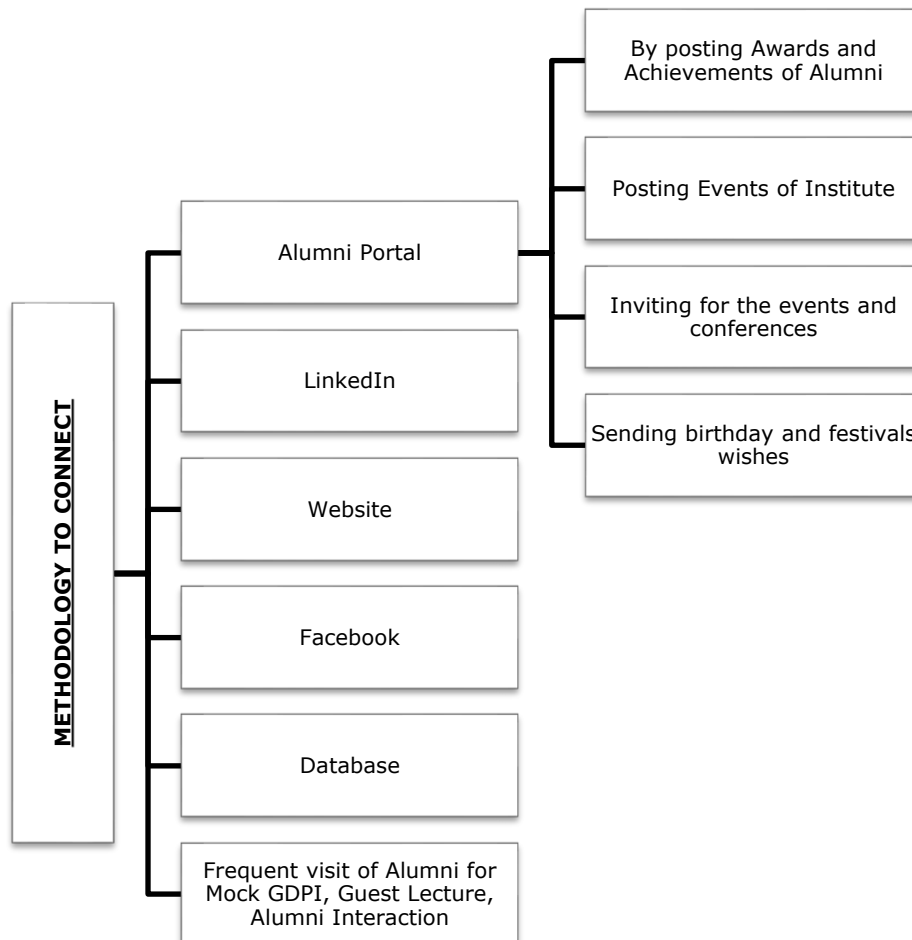


Figure 9.3.1 Methodology to Connect

1. Alumni Portal
2. LinkedIn
3. Website
4. Facebook
5. Database
6. Frequent visit of Alumni for Mock GDPI, Guest Lecture, Alumni Interaction
7. Inviting for events

10- CRITERION 10
CONTINUOUS IMPROVEMENT

CRITERION 10	CONTINUOUS IMPROVEMENT	50
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CRITERION 10	CONTINUOUS IMPROVEMENT	50
	Self Assessment	40

10.1 Action taken based on the results of evaluation of each of the POs (20)

Self Assessmentf (16)

Xavier Institute of Management and Research is committed to continuous improvement in its MMS programme through implementation of Outcome Based Education process. The Institute has taken the initial steps in the process by setting and evaluating its POs (Programme Outcomes) through attainment of COs (Course Outcomes), on a continuous basis.

So far, the Institute has put in place a proper system for mapping and calculation of attainment of COs which ultimately leads to the calculation of Direct PO attainments so that necessary corrective measures can be taken at the course level. Various assessment tools as mentioned in Criteria 3 are used for this direct PO attainment calculation. Keeping in line with the commitment to continuous Improvement and to further refine the process of PO calculations, the Institute has initiated the process of computing the indirect PO attainment levels using Course Exit Surveys as well as Program Exit Surveys, from 2020-21. Going ahead, the Institute aspires to reach a point where every activity on campus would essentially be mapped to the Program outcomes and individual attainment levels of each activity shall be calculated to serve as a measure of the overall effectiveness of each process.

During the progression of the course, various tools such as class tests, mid-term examination, assignments, projects, case studies, group presentations etc. are used to evaluate the performance of students, which are linked to COs. On completion of the course, the performance of the students is evaluated through end-sem examination. Apart from these tools, Course exit surveys and programme exit surveys are conducted to understand student's view/opinion about achievement of POs through achievement of COs.

At end of each semester and at the end of the program, the attainment levels of COs and POs is shared with IQAC. IQAC prepares the analysis of attainment of COs and POs which is submitted to the Director for further action, along with suggestions.

IQAC evaluates CO-PO mapping and coverage in question papers, compares session Plans with floor reports, and conducts meetings with respective course faculty to inform about the attainment of COs and suggest measure to bring in improvement in the achievement. During Academic year 2020-21, IQAC conducted online meetings with the faculties and brought to their notice, low level of achievement if any and suggested corrective actions which are to be implemented for the next batch.

The suggestions from IQAC for improvement of COs include suggestions with respect to addition/ deletion/ alteration of topics, if required. It also includes suggestions towards changing the pedagogy wherever felt necessary.

The table below gives a snapshot of the process followed at the course level for 2018-20 batch, at the end of each semester. Please refer to Table 3.2: POs Attainment (batch 2018-20), in criteria 3 for CO and PO attainment values.

Gaps Identified	Action Plan
Semester I Business Statistics PO1 < 2 PO4 < 2 Operations Management PO4 < 2	Concerned Faculty was informed about the low attainment of PO1 and PO4 and were advised to make pedagogical changes to improve the same. The concerned faculty in discussion decided to relook at the examples and shift from more of manufacturing to services as an outlook for Operations.
Semester II Operations Research PO1 and PO2 < 2	Faculty was informed and was advised to take necessary measure for next batch to improve the same. The faculty was also advised to give team assignments.
Semester III Finance SAPM PO2 & PO5 < 2	Concerned faculty was informed about the low attainment of PO2 and PO5 and were advised to take necessary steps to improve the same.

Table 10.1.1: Action Plan to fulfil the gaps (2018-20)

** Attainment below 2 is considered as low attainment and taken as gaps.

The table below gives a snapshot of the process followed at the course level for 2019-21 batch, at the end of each semester. Please refer to Table 3.2: POs Attainment (batch 2019-21) in criteria 3 for CO and PO attainment values.

Gaps Identified	Action Plan
Semester I Business Statistics PO1 and PO4 < 2	Concerned Faculty was informed about the low attainment of PO1 and PO4 and were advised to relook into session plan, mapping of CO to PO and make pedagogical changes to improve the same. Further it was decided to have tutorials in all maths based papers to enhance learning
Semester II, Semester III and Semester IV All Courses – All physical lectures were suspended from March 21, 2020 due to COVID -19 pandemic. There onwards no physical classes were held due to lockdown in the country.	The Institute successfully shifted from physical sessions to online sessions with the help of google meet and zoom platform. Profiles were created for all faculties along with classes and courses on google meet. From 2020-21, the examinations were also successfully conducted on "MOODLE" LMS platform. The Institute quickly acquainted itself to online mode and the course was successfully completed without much hindrances. The Institute also created students profile on online platforms such as COURSERA and students were told to complete online courses and submit the completion certificates. The lockdown challenge was successfully handled by the IT department of the Institute and thus course was successfully completed as per the guidelines of University of Mumbai. The pedagogical changes were also incorporated successfully by all the faculties

Table No 10.1.2: Action Plan to fulfil the gaps (2019-21)

The table below gives a snapshot of the process followed at the course level for 2020-22 batch, at the end of each semester. Please refer to Table 3.2: POs Attainment (batch 2020-22) in criteria 3 for CO and PO attainment values.

Gaps Identified	Action Plan
Semester I Business Statistics PO1 , PO2 , PO4 < 2 Operations Management PO4 < 2	This was primarily the impact of shifting from online to offline. Students were given a refresher and it was decided to have a module on Basic Math in the induction program for next year. The reason being the same , the batch had issues with numerical in the course
Semester II Operations Research PO1 , PO2 < 2	The faculty was informed and was advised to take necessary measure for next batch to improve the same.

Table No 10.1.3: Action Plan to fulfil the gaps (2020-22)

In addition to course level corrective measures, the attainment levels of the Program Outcomes for the batch are identified and based on the analysis, appropriate changes are suggested for the Program Curriculum of the upcoming batch:

S. No.	Program Outcome	2018-20	2019-21	2020-22
1	Apply knowledge of management theories and practices to solve business problems	2.59	2.80	2.61
2	Foster Analytical and critical thinking abilities for data-based decision making	2.54	2.77	2.61
3	Ability to develop Value based Leadership ability	2.59	2.72	2.59
4	Ability to understand, analyze and communicate global, economic, legal and ethical aspects of business	2.52	2.70	2.56
5	Ability to lead themselves and others in the achievement of organizational goals, contributing effectively to a team environment	2.45	2.65	2.49

Table 10.1.4: Attainment Levels of POs based on mapping with Course Outcomes

The above table gives the PO attainment levels for the last three batches that have graduated from the Institute. It is evident from the above table that the PO attainment levels for each of the POs have been close to 2.50. This is also reflected in the data shared subsequently in this chapter wherein other parameters like placement ratios, Academic performance as well as Improvement in intake is seen. Despite this, given the fact that there has been scope for further improvement, the Institute has initiated many steps in order to further improve the PO attainment levels.

10.2 Academic audit (10)**Self Assessment (8)**

The Internal Quality Assurance Cell (IQAC) was established to evolve tools and guidelines for improving quality at different levels of the institution. The monitoring and evaluation of the institutional processes require a carefully structured system of internal and external review. Internally it is being done by the IQAC through various processes such as student feedback analysis, preparation of yearly academic performance report etc. Academic audit is a scientific and systematic method of reviewing the quality of academic process externally. An internal academic audit is conducted, to ensure that all academic norms and processes are followed diligently.

Objectives of Internal Academic Audit:

1. To ensure quality of teaching learning processes as well as other related processes.
2. To ensure quality of research and academic outputs and to set new benchmarks in these outcomes.

Process

The Internal Quality Assurance Cell (IQAC) of the university has identified the following six criteria and prepared a format for conducting the academic audit once a year based on these criteria.

- Curricular Aspects
- Faculty profile
- Profile of the students
- Infrastructure of the Institute
- Activities of the Institute

10.3 Improvement in placement, higher studies and entrepreneurship (10)**Self Assessment (8)**

Placement	2020-22	2019-21	2018-20
Total no. of students admitted	60	60	60
Total no. of students who have cleared the final semester exams for the batch.	60	60	59
Total no. of students who opted for placement through the placement cell.	55	55	56
Number of students placed by the placement cell.	52	48	48
Percentage of students placed by the placement cell.	87%	80%	81%
Number of students unplaced for the batch.	3	7	8
Number of students who opted out of placement through the placement cell.	5	5	3
Salary Packages (Per Annum)			
<i>Highest Salary Offered (in Lakhs)</i>	9.5	12	8
<i>Average Salary (in Lakhs)</i>	7.00	6.0	5.00
Higher Studies			
Number of students who went for further studies. (Ph D or Higher Studies)	1	0	0
Entrepreneurship			
Number of students in entrepreneurship.	0	0	1

Table 10.3.1: Details of Placements

10.4 Improvement in quality of the students admitted to the program (10)**Self Assessment (8)**

As described earlier, students are admitted to the course mainly on the basis of the MH-CET conducted by the Maharashtra CET cell, which is under the Directorate of Technical Education, Govt of Maharashtra. The CET is conducted every year and the students are admitted through a Centralised Admission Process (CAP) conducted by the Admissions Regulatory Authority. As is seen below the cut-offs and ranks of the student's securing admission in the institute has been consistently improving over the years

2022-23		
CAP Round	Lowest CET Score	Highest CET Score
Open	99.05	99.57
Minority	91.85	98.68
2021-22		
Open	99.25	99.54
Minority	90.97	99.58
2020-21		
Open	116	120
Minority	83	120
2019-20		
Open	120	124
Minority	92	115

Table 10.4.1: Details of category wise CET Scores

PART C

DECLARATION



XAVIER INSTITUTE OF MANAGEMENT & RESEARCH

DECLARATION

I undertake that, the institution is aware about the provisions in the NBA's accreditation manual concerned for this application, rules, regulations, notifications and NBA Expert Visit guidelines in force as on date and the institute shall fully abide by them.

It is submitted that information provided in this Self-Assessment Report is factually correct. I understand and agree that an appropriate disciplinary action against the institute will be initiated by the NBA in case of any false statement / information is observed during pre-visit, visit, post visit and after grant of accreditation.

Dr. K.N. Vaidyanathan
Director



Xavier Institute of Management & Research

Place: Mumbai

Date: 7th June, 2023



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Tel: (+91 22) 65221909/1911 Fax: (+91 22) 22650607 Email: admin@ximr.ac.in Website: www.ximr.ac.in

ANNEXURE 1

PROGRAM OUTCOMES

Sr. No.	Program Outcome
PO1	Apply knowledge of management theories and practices to solve business problems
PO2	Foster analytical and critical thinking abilities for data-based decision making
PO3	Ability to develop value-based leadership ability
PO4	Ability to understand, analyze and communicate global, economic, legal and ethical aspects of business.
PO5	Ability to lead themselves and others in the achievement of organizational goals, contributing effectively to a team environment.

ANNEXURE 2

FULL TIME FACULTY DETAILS

Name of the Faculty Member	Qualification			Association with the Institution	Designation	Date on which Designated as Professor/ Associate Professor	Date of Joining the Institution	Department	Specialization	Academic Research			Currently Associated (Y/N) Date of Leaving (In case Currently Associated is (" No")	Nature of Association (Regular/Contract)
	Degree (highest degree)	University	Year of attaining higher qualification							Research Paper Publications	Ph.D. Guidance	Faculty Receiving Ph.D. during the Assessment Years		
Dr. K.N. Vaidyanathan	Ph.D	Mumbai University Pune University	1989 2009	Full-time	Director	03/06/2006	03/06/2006	Marketing	Marketing	4			Yes	Regular
Fr. Dr. Conrad Pessa SJ	Ph.D.	XLRI	2016	Full-time	Associate Professor	05/07/2021	03/06/2006	Finance	Finance	1			Yes	Regular
Dr. Sameer Lakhani	Ph. D.	Mumbai University	2021	Full-time	Associate Professor	14/11/2022	14/11/2022	Finance	Finance	7			Yes	Regular
Dr. Aruna Rajan	Ph.D.	SNDT	2012	Full-time	Assistant Professor	NA	01/12/2022	General Management	General Management	5			Yes	Regular
Dr. Anil Gor	Ph.D.	Mumbai University	2014	Full-time	Assistant Professor	NA	01/12/2022	Finance	Finance	4			Yes	Contractual
Ravindra Dey	MHRDM	Mumbai University	2001	Full-time	Assistant Professor	NA	01/07/2011	HR	HR	31			Yes	Regular
Pranil Naik	MMS	Mumbai University	2006	Full-time	Assistant Professor	NA	01/06/2013	Marketing	Marketing	0			Yes	Regular
Venkata Subramanian	MMM	Mumbai University	2000	Full-time	Assistant Professor	NA	01/02/2021	Marketing	Marketing	1			Yes	Contractual
Dr. NK Rathi	Ph.D.	XLRI	2016	Full-time	Associate Professor	05/07/2021	01/06/2006	Finance	Finance	5			Yes	Regular
Dr. Kameshwar Rao	Ph.D.	ICFAI	2008	Full-time	Assistant Professor	NA	01/10/2016	Finance	Finance	6			Yes	Regular