



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

VPM'S DR.V.N.BEDEKAR INSTITUTE OF MANAGEMENT STUDIES

**BUILDING NO 4, JANADWEEP, CHENDANI BUNDER ROAD, THANE
400601**

<https://vnbrims.org>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

August 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Since its inception, Dr. V.N. The Bedekar Institute of Management Studies (BRIMS) was driven by Visionary leadership of Dr. V.V. Bedekar. Dr. V.V. Bedekar aspired to infuse quality into higher education and this commitment was furthered by ISO certification in 2008. This milestone not only enhanced our reputation, but also paved the way for significant collaborations, positioning BRIMS as a benchmark for quality education.

In 2015, BRIMS broadened its scope by providing consultancy services to various industries and engaging in Management Development Programs (MDPs). These initiatives fostered strong industry connections and offered students invaluable real-world insights, reinforcing our dedication to bridging the gap between academia and the industry.

BRIMS's commitment to nurturing a research culture was exemplified in 2016 with the launch of 'Srujan,' a multidisciplinary research journal. 'Srujan' symbolizes creativity and scholarly exchange across diverse fields, reflecting BRIMS' dedication to fostering innovation.

BRIMS's excellence was formally recognized with NAAC accreditation in 2019, achieving a commendable B++ grade. This recognition was further solidified in 2023 when the M.M.S program received accreditation from the National Board of Accreditation (NBA), underscoring our unwavering commitment to high educational standards.

Beyond academia, BRIMS boasts state-of-the-art infrastructure, continually evolving with the latest technological advancements. BRIMS actively participates in initiatives, such as the Maharashtra State Innovation Challenge, to foster a culture of innovation within our educational processes.

Aligned with India's vision to be ?????? @2047, BRIMS strives to be a source of quality human resources and a guiding light for job creators. By understanding stakeholder needs and adopting a student-centric approach, BRIMS empowered students, whether as employees or entrepreneurs, to achieve their first career breakthrough.

Vision

Be recognised as a leading business management institution creating value-based professionals and entrepreneurs contributing towards sustainable development of society.

Mission

M1 – To develop an ecosystem that encourages faculty and students to engage in research, innovation and socially responsible behaviour.

M2 – To strengthen industry interaction for promoting contemporary business knowledge and entrepreneurship.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Value centric education and also known in the market place accordingly. Traditions of VPM (Thane) duly followed – regulatory compliance, transparency, fairness and top management support for institutional initiatives.
2. Academic excellence respected, cherished and desired and ways and means of rising above and beyond excellence always on the anvil - continuous improvement is the buzz word at DR VN BRIMS.
3. Research orientation is very strong leading to the publications of large number of research monographs and compendiums since inception and efforts are on to bring it up to global standards.
4. Process driven, system based, technology savvy education leading to industry ready and relevant students.
5. Approach towards education is progressive and forward looking to ensure value creation for all stakeholders.

Institutional Weakness

1. Faculty members have limited, hands-on exposure and experience of industry.
2. Customers come from limited range – Central Railway (Thane to Karjat and Thane to Ghatkopar), Navi Mumbai and few from western railway suburbs – lack of PAN Mumbai, PAN Maharashtra, PAN India presence
3. Infrastructure meets statutory requirements but continuous upgradation of facilities to come up to speed with state-of-the-art is not as fast as it should be
4. Administration / Information and Communication Technology services to internal and external customers need to be transparently and visibly of value creating quality as perceived by end users of services.
5. Placements are yet to come up to expectations of all stakeholders though sustained efforts are on
6. Alumni links improvement rather slow. Networks of alumni interface institute rather poor.
7. Want of adequate consultancy assignments and third party work .

Institutional Opportunity

1. Exchange programs with other reputed institutes at home and outside India for progressive value creation for all stakeholders.
2. Efforts towards brand building for consolidating and improving the present position. The objective is to become “top of the mind” recall brand with respect to: quality of the faculty, students, research papers, outcomes of consultancy assignment, training programs and overall quality of contribution of DR VN BRIMS to the management movement of the country and the globe, thus making BRIMS a PAN, Mumbai, Maharashtra, India, Asian and Global Brand.
3. Developing an entrepreneurship cell with a view to nurture our students as potential employers rather than job seekers in line with Government policy.
4. For the time being, future expansion, diversification restricted to autonomous courses, MDPs, EDPs and third party work.
5. Emerge as a leader to evolve an approach to education which can combat the arrival of industry 4.0
6. Learning laboratories in functional areas needed - Finance, Behavioural Science other areas to be a “top

of the mind” brand.

Institutional Challenge

1. Increasing competition for MMS program due to laxity of norms by competitors – delicate balance between strict compliance and laxity
2. Mechanism to capture environmental change has to be built in to the organisational culture making rate of learning always greater than change. The non-presence of this dimension is a great threat
3. Continuous unemployment scenario and lack of attractive jobs may adversely affect the future of MBAs. The focus and role of management institutes may have to change from mere lifelong learning to job providing and creating entities.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Effective curriculum planning and delivery at DR VN BRIMS through a well-planned and documented process is ensured by Academic Deliverable Cell (ADC) through MMS program curriculum, academic-planning process, time-tables, subject-allocation, teaching-learning plans, continuous internal assessments, faculty development process, Faculty feed-back and curriculum Feedback process.

Value-added courses are offered through association with various bodies like NSE Academy which offers NCCMP courses as well as students are also motivated to enroll and complete various MOOC courses offered by NPTEL on AICTE platform SWAYAM. Over 32 percent of students have enrolled and completed value-added certificate courses in the past five years. Institute plans to offer more such courses as well as motivate more students to complete these courses.

Through its vision as “Be recognised as a leading business management institution creating value-based professionals and entrepreneurs contributing towards sustainable development of society”, the institute effectively integrates cross-cutting issues relevant to professional ethics, gender, human values, environment and sustainability into its curriculum. In addition to the University syllabus, institute conducts various workshops, seminars, guest sessions and activities through its various committees and Cells like Women Development Committee, CSR committee, Anti-Ragging committee, E- Cell, ADC (Academic Delivery Cell), Placement Cell and IIC (Institute Innovation Council) that helps to integrate issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics.

Project work and internships are an integral part of the MMS curriculum as all the students undertake Summer Internship Projects during the third semester and three winter in their fourth semester. All 100 percent students get the opportunity to learn through experiential learning and field work.

It is a regular practice at the institute to obtain feedback about curriculum from all four stakeholders and the feedback is analyzed to take suitable action over it. Reports of feedback analysis and action taken are uploaded on the website as well.

Teaching-learning and Evaluation

The criterion 2 encapsulates the overall framework of teaching-learning and evaluation at DR VN BRIMS from the admission to the examination level. Student admission for MMS program is in adherence with the guidelines of the statutory authorities like All India Council of Technical Education (AICTE), Directorate of Technical Education (DTE) and University of Mumbai. The five years enrolment percentage is 94.29.

DR VN BRIMS adopts a dynamic, holistic teaching-learning approach, integrating interactive sessions, case studies, simulations, and traditional lectures. It emphasizes experiential learning through internships, live projects, and industry visits, linking theoretical knowledge with practical application. The institute's comprehensive assessment and feedback mechanisms, involving assignments, presentations, and continuous evaluation, provide students with ongoing feedback to refine their skills and understanding. For the academic year 2023-24, 10 full-time faculty members at DR VN BRIMS are identified as holding doctoral degrees. This reflects the institution's ongoing commitment to maintaining a high level of academic expertise and support for its students.

DR VN BRIMS has a detailed and transparent evaluation process, encompassing internal assessments, project work, and semester-end examinations. Each course's assessment includes components such as midterm tests, presentations, assignments, and attendance, all discussed with students at the beginning of each session. The institute's grievance redressal system is designed to be prompt and fair, ensuring all student concerns are addressed within a fortnight. This comprehensive approach aims to uphold academic integrity while fostering a supportive and equitable learning environment.

PO and CO attainment at DR VN BRIMS is systematically evaluated through direct and indirect measures. Direct assessment includes internal assessments and semester-end exams, while indirect assessment relies on feedback from stakeholders. The COs are meticulously designed, reviewed, and mapped to POs within the LMS to ensure alignment with institute vision.

Students have given positive feedback about the institute's qualified faculty, who excel at relating theoretical knowledge to practical industry experience. They value the supportive and interactive learning environment, citing approachable professors and detailed study materials. The institute's promotion of extracurricular activities and practical opportunities, such as internships and field visits, contributes to a well-rounded educational experience.

Research, Innovations and Extension

VPM's Dr. V.N. Bedekar Institute of Management Studies (BRIMS) is committed to serving society by achieving excellence in management education, research, innovation, and extension. To accomplish this goal, the institute provides financial, technological, and infrastructural support to faculty members and students, enabling them to meet the challenges posed by advances in these fields. Additionally, the institute has a well-defined research policy in place to support faculty members in conducting high-quality research. The institute actively encourages faculty members to write and publish research papers in reputable journals by providing a supportive environment for their efforts. The institute holds paid subscriptions to numerous national and international journals and offers access to various online databases to facilitate faculty research.

The Institute Innovation Council (IIC), recognized by MHRD, is a key initiative aimed at instilling innovative values in aspiring minds. IIC organizes a series of sessions on innovation led by industry experts to support the mission. IIC hosted the InnoSIP Intercollegiate Competition, where Ms. Esha Piparia from Thakur Institute of Management Studies won, and Mr. Abhishek Ella from BRIMS was the 1st Runner-up, highlighting student

innovation and entrepreneurial skills. Institute Innovation Council has achieved several milestones and received an excellent rating since inception

The institute is actively engaged in various extension activities designed to sensitize students to social issues and contribute to their holistic development. With a vision of serving society and creating socially sensitive managers, the management is committed to instilling these values in students through numerous extension activities. Each year, the institute organizes initiatives aimed at raising awareness about critical social issues, reinforcing its commitment to developing socially responsible managers.

Institute participated in the Maharashtra Student Innovation Challenge, with two teams advancing from the Thane District. Team 2, led by Ms. Fiza Aga, finished in the top 10 and received Rs. 1 lakh in seed capital, and was selected to represent Maharashtra at the Startup Maha Kumbh in New Delhi.

To enhance quality of education, institute has signed MoUs with Industries and Educational Institutes like IIM Mumbai, Canadian Technical and Management college , SBI Life and many more

Infrastructure and Learning Resources

VPM's Dr. V.N. Bedekar Institute of Management Studies (BRIMS) boasts state-of-the-art infrastructure that creates a conducive environment for learning and development, adhering to AICTE and University of Mumbai regulatory requirements. The institute regularly upgrades its facilities to enhance student convenience and engagement.

Classrooms are designed for optimal interaction, featuring air conditioning, LCD projectors, smart boards, Wi-Fi connectivity, and multimedia facilities. The campus houses two modern auditoriums - Thorale Bajirao Sabhagruha and Panini Sabha Gruha - equipped to host various academic events. A dedicated conference room supports meetings and management development programs.

The institute prioritizes safety, employing certified structural auditors and maintaining an electronic security system with RFID cards for tracking attendance. A maintenance agency ensures regular upkeep, with mechanical devices under annual maintenance contracts.

BRIMS offers comprehensive sports facilities and cultural activity spaces to foster students' physical, emotional, and social skills. The library serves as a cornerstone of academic support, featuring an extensive digital infrastructure including Dspace, OPAC, and collaboration with the National Digital Library of India. The library's technological ecosystem includes specialized software, e-readers, and mobile apps for seamless resource access.

The IT infrastructure at BRIMS is cutting-edge, featuring advanced software solutions like Inpods LMS, IBM SPSS Statistics, and Learnbiz Simulation software. The institute adapted swiftly to digital education during the COVID-19 pandemic, implementing Microsoft Teams and online proctored exams. Recent upgrades include Interactive Panels in classrooms and new high-specification desktops.

BRIMS maintains a robust IT support system with an in-house team and a central server room managed by six service engineers. The campus benefits from enhanced Wi-Fi connectivity and employs sustainable practices, including a rooftop solar plant generating approximately 1000 units per month.

The institute's commitment to providing a superior educational experience is evident in its continuous efforts to augment infrastructure, maintain facilities, and integrate cutting-edge technology. This comprehensive approach ensures that BRIMS remains at the forefront of management education, fostering an environment of academic excellence and innovation.

Student Support and Progression

DR V.N.BRIMS has a dedicated and functional placement department with focus on continuous improvements in terms of number of students placed, number of companies, brands, highest salary offered for its MMS program. Institute has a dedicated team of internal faculties ensuring the continuous and dedicated efforts with respect to capability enhancement activities such as Mock Interviews, communication workshop, Industry Interactions, Alumni Interactions, personal counseling, Yoga Sessions, Psychometric test etc.

Institute ensures that maximum students are benefited by scholarships and free ships provided by the government. Institute has various academic and administrative bodies/committees regularly meeting & actively contributing in the institute's development. As per the Mumbai University Act, The Institute has formed a College Development Committee (CDC) to review the overall development activities and performance of the Institute. The CDC committee also gives suggestions and feedback to the system. Cultural committee of Dr VN BRIMS contributes for planning, organizing the various cultural, sports events in the institute such as Matrubhasha Divas, Cultural day.

Students take active participation in sports activities as well as Inter-intra college competitions. The institute provides financial support for the students to take part in external competitions. Various outbound activities are organized by the institute to make the student competitive. CSR activities .

Institute has Women Development committee, Anti-sexual Harassment committee. The Cell deals with the cases or complaints of sexual harassment and any other type of harassment of the female students, teaching and non-teaching women staff of the Institute.

Institute has a continuous connect with the Alumni through a registered association of Alumni. DR.V.N. BRIMS has a continuous connect with the Alumni throughout the year. Alumni are invited and they share their experiences and journey with the current batch students of MMS on various events and occasions. Alumni Association organizes various events where Alumni participate. Alumni are also involved in Guest sessions, sharing Placement and Internship opportunities. Alumni are invited as External Evaluator for conducting Summer Internship Viva Voce Project.

Governance, Leadership and Management

Considering NEP as the guiding philosophy for a transparent and integrated approach for governance and administration the Management at BRIMS has initiated several best moves in the direction of serving students and society. The policies and strategies at BRIMS have been in synchronization with the Vision and Mission statements those focus on being the best management institute through a healthy ecosystem of faculty and students nurturing social, entrepreneurial and innovative spirit. The Leadership at BRIMS has focused on developing industry and business oriented professionals through the development of workforce that contributes to sustainable growth of students. Institution has grown in all respects through participation of stakeholders under the value driven guidance of Director Dr. Nitin Joshi and Director General Dr. Guru Prasad Murthy.

Enlisted below are some of the major NEP based best governance practices followed by the institute Management:

1. Multidisciplinary Education System providing all Major Specializations in the field of Management being offered to students.
2. IKS based nomenclature followed in Campus to groom students as per Indian civilization.
3. Emphasis on Faculty and Staff Development in terms of knowledge upgradation and service passion for better service outcome.
4. Strategic pillars developed for long term sustainable growth of organizational stakeholders.
5. Continuous boosting of performance for meeting qualitative performance benchmarks and a systematic performance management system in place for both teaching and non-teaching staff
6. Financial aid being provided for welfare measures like Staff and Student insurance as well as developmental activities like research workshops and conferences.
7. Adoption of technology in all domains including administration, student support, examinations, accounts and student learning.
8. Transparency as a core value being demonstrated through various ways like frequent planning and monitoring meetings, internal and external audits being conducted, data display on institute website, decentralization of decision making through empowered committee heads.
9. Encouraging research aptitude in Faculty by providing financial aid for FDP and Research publications.
10. Working under able guidance of AICTE authorities, GB and CDC Members, IQAC Cell Members for incremental development of quality of academic delivery to student's community raising their placement package bars year on year.

Institutional Values and Best Practices

Our institute is committed to excellence in education, gender equality, environmental sustainability, and holistic student development. We have consistently prioritized gender sensitization, safety, and security for our female staff and students. Over the past five years, we have actively engaged women experts from various fields to interact with students, inspiring female students to elevate their aspirations.

To assess the effectiveness of our initiatives and infrastructure in supporting female students and employees, we conducted a comprehensive gender audit. This audit has provided valuable insights into our progress and areas for further improvement.

Environmental sustainability is another cornerstone of our institution's ethos. We have implemented several eco-friendly practices, including the installation of solar panels as an alternative energy source and water conservation through rainwater harvesting facilities. Numerous green initiatives have been undertaken both on

and off campus, demonstrating our commitment to environmental stewardship.

Inclusivity is a key focus, and we have created a disabled-friendly environment to ensure equal access and opportunities for students with disabilities. We also foster a sense of national pride and social responsibility by regularly celebrating important days such as Yoga Day, Independence Day, and National Science Day. Additionally, we organize awareness campaigns like No Tobacco Day and No Addiction Day to promote healthy lifestyles among our student community.

Our institution takes pride in two notable best practices. The Journal Club has successfully cultivated a robust research culture within the institute, while BRIMS Connect celebrates the achievements of all stakeholders, fostering a sense of community and shared success.

Our distinctive feature, "Industry Connect: From Classroom to Boardroom," sets us apart by providing students with a holistic development experience that prepares them for the corporate world. This initiative bridges the gap between academic learning and professional requirements, ensuring our graduates are well-equipped for their future careers.

Through these multifaceted efforts, our institute strives to create a nurturing, inclusive, and forward-thinking educational environment that not only imparts knowledge but also instills values, promotes research, and prepares students for the challenges of the professional world.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	VPM'S DR.V.N.BEDEKAR INSTITUTE OF MANAGEMENT STUDIES
Address	Building No 4, Janadweep, Chendani Bunder Road, Thane
City	Thane
State	Maharashtra
Pin	400601
Website	https://vnbrims.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	Nitn Joshi	022-25364492	9004690474	022-25446554	directorvnbrims@vpmthane.org
IQAC / CIQA coordinator	Prathmesh Umesh Tawade	022-25410836	9821405502	022-25446554	ptawade@vpmthane.org

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
-----------------------	--

State	University name	Document
Maharashtra	University of Mumbai	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	19-10-2023	View Document
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	21-04-2024	12	EOA for Academic Year is already received
AICTE	View Document	21-04-2024	12	EOA for Academic Year is already received
AICTE	View Document	21-04-2024	12	EOA for Academic Year is already received
AICTE	View Document	21-04-2024	12	EOA for Academic Year is already received

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Building No 4, Janadweep, Chendani Bunder Road, Thane	Urban	13.5	3394

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
PG	MMS,Management Studies,Management Studies	24	Graduation	English	180	169
Doctoral (Ph.D)	PhD or DPhil ,Management ,	60	Post Graduation	English	5	4

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	2				4				12			
Recruited	1	0	0	1	1	1	0	2	8	4	0	12
Yet to Recruit	1				2				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				2			
Recruited	0	0	0	0	0	0	0	0	2	0	0	2
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				21
Recruited	14	7	0	21
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	1	1	0	4	3	0	10
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	6	1	0	7
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
PG	Male	192	0	0	0	192
	Female	156	0	0	0	156
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	2	0	0	0	2
	Female	2	0	0	0	2
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	11	9	11	15
	Female	11	7	10	8
	Others	0	0	0	0
ST	Male	1	3	3	1
	Female	1	4	2	2
	Others	0	0	0	0
OBC	Male	6	12	12	11
	Female	7	7	9	12
	Others	0	0	0	0
General	Male	45	58	63	51
	Female	52	59	57	52
	Others	0	0	0	0
Others	Male	7	8	8	9
	Female	5	9	5	8
	Others	0	0	0	0
Total		146	176	180	169

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Our institution has established a robust framework to foster multidisciplinary research and education, aligning with the evolving needs of society and expectations set forth by the National Education Policy (NEP). This commitment is exemplified through our flagship initiative, the multidisciplinary research journal "SRUJAN," and our strategic plans for implementing a comprehensive multidisciplinary approach across our academic programs. SRUJAN: A Platform for Multidisciplinary Excellence SRUJAN serves as the cornerstone of our institution's multidisciplinary research. The ISSN-accredited journal provides a platform for scholars from diverse disciplines to present their research findings and</p>
--	--

innovative solutions to contemporary societal challenges. The annual research conference associated with SRUJAN further amplified this initiative, creating a vibrant ecosystem for cross-disciplinary dialogue and collaboration. By bringing together researchers from various fields, SRUJAN facilitates the exchange of ideas and methodologies, fostering a holistic approach to problem-solving.

Implementing the Zonal Approach In line with the University Grants Commission (UGC) guidelines and the NEP's vision, our institution is poised to implement the zonal approach for multidisciplinary education. This strategic initiative aimed to break down traditional disciplinary silos and create a more integrated learning environment. By adopting this approach, we seek to provide students with well-rounded education that prepares them for the complexities of the modern world. Leveraging Campus Resources for Multidisciplinary Growth Our institution benefits from its unique position within a larger campus ecosystem that includes sister institutes specializing in various disciplines. This diverse academic landscape encompasses colleges of the Arts, Commerce, Science, Law, Polytechnic and recently added Engineering studies. We plan to leverage this rich multidisciplinary environment to enhance the educational experiences of students. We aim to create a truly multidisciplinary learning environment by fostering collaboration and partnership with these sister institutes. This approach provides students with unprecedented freedom to explore and combine different subject areas based on their individual interests and career aspirations. Students will have the opportunity to cross-register for courses across disciplines, engage in interdisciplinary projects, and benefit from the expertise of faculty members in various fields. This exposure to diverse perspectives and methodologies will equip graduates with the versatility and critical thinking skills demanded by the rapidly evolving global job market.

Future Vision and Implementation Strategy As we move forward with the implementation of our multidisciplinary approach, we focus on the following:

- 1) Establishing formal mechanisms for collaboration between our institution and sister institutes.
- 2) Creating joint research initiatives that combine experts from multiple fields.
- 3) Organizing interdisciplinary workshops, seminars,

	<p>and guest lectures to broaden students' perspectives.</p> <p>4) Encouraging faculty development programs that promote interdisciplinary teaching and research methodologies. By embracing this multidisciplinary paradigm, our institution is at the forefront of educational innovation. We are committed to nurturing well-rounded individuals capable of navigating the complexities of the 21st century, contributing meaningfully to society and driving progress across various sectors. Through these concerted efforts, we aim to create an academic environment that not only meets but also exceeds the expectations set forth by the NEP, preparing students to become versatile, adaptable, and innovative leaders in their chosen fields.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Dr. V N BRIMS being affiliated to the University of Mumbai, has to recognize the transformative implications of the Academic Bank of Credit (ABC) introduced under the National Education Policy 2020 (NEP 2020). The ABC framework offers unprecedented flexibility to students enrolled in undergraduate and postgraduate programs, facilitating multiple entry and exit points within various academic trajectories. The ABC mechanism also empowers students to accrue credits not only from registered Higher Education Institutions but also from esteemed platforms such as SWAYAM, NPTEL, and other emerging Massive Open Online Courses (MOOCs). This inclusive approach enriches the learning experience by offering diverse avenues for credit acquisition and recognition. Dr. V N BRIMS, being a constituent college of the University of Mumbai, commits to aligning its academic practices with the guidelines set forth by the university. As such, the institution is dedicated to implementing the ABC framework in accordance with the directives provided by the university. As per the circular received from the University of Mumbai dated 7th April 2023, 184 students of the institute created their ABC ID and the same has been forwarded to University of Mumbai.</p>
<p>3. Skill development:</p>	<p>Our institute is dedicated to providing a holistic educational experience that extends beyond traditional academic learning. We implemented a robust framework of skill enhancement initiatives designed to equip our students with the essential competencies required to excel in today's dynamic</p>

business environment. These initiatives span various domains including communication, personal effectiveness, technical skills, and industry readiness.

Core Skill Development Programs Several ongoing programs are integrated into our curriculum at the foundation of our skill enhancement efforts.

1. **Mock Interviews:** Faculty members conduct regular mock interviews with final-year students, honing their interview skills and boosting their confidence in real-world job applications.
2. **Resume-building sessions:** Our placement cell organizes dedicated sessions on resume creation, ensuring that students can effectively showcase their skills and experiences to potential employers.
3. **Personal Effectiveness and Grooming Course:** This specialized course focuses on developing crucial soft skills and enhancing students' personal effectiveness in professional settings.
4. **IT Skills in Management:** This course develops students' proficiency in essential IT tools, with an emphasis on Advanced Excel skills, preparing them for data-driven business environments.

Specialized Workshops and Events To complement our core programmes, we coordinated a series of targeted workshops and events throughout the academic year.

1. **Cambridge Communication Skills Workshop (August 2, 2022):** This comprehensive workshop refined students' verbal and nonverbal communication skills, which are essential for effective business interaction.
2. **'Parivartan' Innovation Showcase (October 21, 2022):** MMS students presented innovative concepts to esteemed judges, fostering creativity, critical thinking, and presentation skills.
3. **NEN-IGNITE Collaboration Session (November 16-17, 2022):** Led by Prof. Vishal Nair, this session provides valuable insights into entrepreneurship and innovation, encouraging students to think beyond traditional career paths.
4. **Industry Expert Mock Interviews (January 20-21, 2023):** These sessions offered students real-world interview experiences and constructive feedback from industry professionals.
5. **Corporate Connect and Placement Guidance Workshop (January 21, 2023):** In collaboration with Rotary Club Thane Metro, this workshop broadened students' understanding of industry expectations and career opportunities.
6. **Entrepreneurship Workshop (January 25, 2023):** Dr. Janchai Yingprayoon's workshop equipped students with essential

	<p>entrepreneurial skills and fostered an innovative mindset. 7. Employability transferable skills program (February 27–March 2, 2023): Ten selected students underwent intensive training to refine their professional readiness and transferable skills. 8. Business Model Canvas Guest Session (April 6, 2023): This session provided students with insights into innovative business strategies and modelling techniques.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Our institute is committed to providing comprehensive management education that is deeply rooted in Indian philosophy, ethics, and culture. This approach not only enriches our curriculum but also prepares students to be culturally aware and ethically grounded business leaders. Faculty Development and Curriculum Enhancement Our faculty has completed specialized AICTE training focused on integrating Indian philosophy and ethics into the curriculum. This training has equipped them with the knowledge and tools to incorporate indigenous wisdom into modern management education. As a result, our course features the following: 1. Case Studies of Indian Companies: Our curriculum incorporates case studies of Indian businesses, showcasing unique cultural approaches to commerce and management in the Indian context. 2. Analysis of Indigenous Enterprises: Lectures and discussions analyze traditional and modern Indian enterprises, revealing insights into Indian business ethics and practices. 3. Indian Literature in Management Courses: Courses such as Perspective Management, Strategic Management, and Business Environment include reviews of books by prominent Indian industrialists. These readings highlight the application of traditional Indian wisdom in contemporary business scenarios. Celebrating National Identity and Ethics To reinforce the values of patriotism and national identity among our students, we integrated the following into our academic calendar: 1. National Day Celebrations: We celebrate Independence Day and Republic Day with vigor, fostering a sense of national pride and civic responsibility. 2. Ethical Awareness Initiatives: Observance of Vigilance Week and taking the integrity ledge help cement an institutional culture of ethics and transparency. 3. Historical Leadership Sessions: We conducted sessions introducing students to the sustainable practices of historic</p>

	<p>leaders like Chhatrapati Shivaji Maharaj, drawing parallels between their governance principles and modern management concepts. Immersive Learning Environment Our commitment to Indian values and wisdom extends to physical learning environments. 1. Classroom Naming: Our classrooms are named after famous ancient Indian personalities and Gurus, such as Chanakya, Vashistha, Parashar, and Panini. This constant reminder of India's intellectual heritage creates an atmosphere that blends the traditional wisdom with modern education. Inclusive Teaching Methods Recognizing the diverse linguistic backgrounds of our students, we adopted inclusive teaching methods to ensure a comprehensive understanding of the management concepts. 1. Multilingual Explanations: Complex management concepts are sometimes explained in Hindi or Marathi in addition to English. This approach helps students who may face difficulties in understanding English explanations. 2. Bridging Language Gaps: The use of Hindi and Marathi serves as a bridge for difficult concepts, enhancing equity in education and ensuring that no student is at a disadvantage due to language barriers. By blending modern management education with Indian philosophy, ethics, and inclusive teaching methods within an environment that honors India's intellectual legacy, our institute aims to produce well-rounded, culturally aware, and ethically grounded business leaders. These leaders will be capable of navigating both local and global business landscapes with confidence, integrity, and a deep understanding of India's unique contributions to management.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>At our institute, we have embraced and rigorously implemented an outcome-based education (OBE) approach for our Master of Management Studies (MMS) program. This strategic initiative aligns with contemporary educational best practices and ensures that our curriculum delivers tangible and measurable results that prepare students for professional success. Program and Course Outcome Definition We meticulously defined clear and comprehensive Program Outcomes (POs) that encapsulate the overarching competencies our MMS graduates should possess upon completion of the program. These POs serve as guiding principles for the educational framework. In parallel, we developed</p>

detailed Course Outcomes (COs) for each course across all four semesters of the MMS programme. These COs articulate the specific knowledge, skills, and attitudes students are expected to acquire through individual courses. Our academic team has invested significant efforts to ensure that these COs are as follows: 1) Clearly defined and measurable 2) Aligned with the broader POs Curriculum Mapping and Alignment To ensure a cohesive educational experience, we systematically mapped our curriculum design, pedagogical approaches, and assessment methods for both POs and COs. This mapping process involves the following steps. 1) Aligning individual course content with relevant COs 2) Ensuring COs collectively contribute to the achievement of POs 3) Selecting teaching methodologies that support the attainment of specified outcomes Teaching-Learning Plan Integration Our instructors incorporate outcome-based principles into their detailed teaching-learning plans. This includes: 1) Mapping individual session topics and concepts to specific COs 2) Selecting instructional strategies that facilitate the achievement of targeted outcomes 3) Incorporating active learning techniques that promote the development of desired competencies Assessment Alignment We restructured our assessment framework to align it with the OBE approach. 1) All assessments, including mid-term tests, semester-end examinations, and assignments, are tagged to specific COs 2) Assessment questions and tasks are designed to evaluate the attainment of targeted outcomes 3) Rubrics and evaluation criteria are developed with a focus on measuring outcome achievement Outcome Attainment Measurement To quantify the effectiveness of our OBE implementation, we establish a robust system for measuring outcome attainment. 1) Utilizing our Learning Management System (LMS) platform, Inpods, for CO-PO mapping and attainment calculations 2) Collecting and analyzing data on student performance in relation to defined outcomes 3) Using attainment data to inform continuous improvement efforts in curriculum design and delivery Continuous Improvement Mechanism Our OBE framework incorporates a feedback loop for ongoing enhancement. 1) Regular review of outcome attainment data by faculty and program committees 2) Periodic revision of COs and POs to reflect

	evolving industry needs and educational standards
6. Distance education/online education:	<p>While our institute does not directly offer distance education programs, we actively support expanding access to management education through technology. Several of our faculty members have made key contributions by designing learning materials on various topics for the distance education division of Savitribai Phule University. One faculty member was involved in the creation of a MOOC (Massive Open Online Course) which will be shared on the university's platform. Faculty have also developed study content for international universities seeking to deliver courses online. Additionally, we frequently organize online guest lectures and seminars for our students using our in-house video conferencing facilities. These virtual sessions connect our classrooms to industry experts and academicians from around the country. To continually improve our technological integration, student mid-term examinations are now conducted digitally through a Learning Management System called InPods that allows efficient test-taking and performance analysis.</p>

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	<p>The Electoral Literacy Club has been established with a faculty members, non teaching staff and students as a part of the club. This initiative aims to educate students about the significance of voting and its crucial role in elections. The club's primary objective is to foster awareness among the student body, emphasizing the importance of active participation in the democratic process. By promoting electoral literacy, the club seeks to empower students with knowledge about their voting rights and responsibilities, ultimately encouraging informed and engaged citizenship.</p>
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	<p>In 2021, Voting Awareness Campaign was conducted online where the government officials have created awareness about the rights and duties related to voting among the students and faculty members. In March 2024, a faculty member was appointed to lead the Electoral Literacy Club (ELC). The club is currently focused on raising awareness about voting</p>

	<p>in the recent Lok Sabha election. At present, the ELC does not have any student representatives. However, in anticipation of the upcoming Vidhan Sabha election, the club plans to include student members to help broaden its awareness efforts.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>In academic Year 2023-24, students were sensitized about the importance of voting. One of the faculty member have taken a session for them about the voting awareness campaign.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>Faculty members actively participated in the Lok Sabha election process, fulfilling crucial roles as First Polling Officers and Other Polling Officers. Through their dedicated service, our faculty members demonstrated a strong commitment to civic responsibility and the democratic process. Their involvement provided firsthand experience in the electoral system, enhancing their understanding of democratic institutions. This engagement not only supported the smooth conduct of elections but also enriched the faculty's perspective, potentially benefiting their teaching and mentoring roles within the institution.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The Electoral Literacy Club's faculty member conducted comprehensive sensitization programs across all classrooms, aimed at raising awareness about voter registration and the importance of voting among the student body. These targeted sessions were designed to educate and empower students, providing them with essential information about the electoral process. By engaging directly with students in their learning environments, the program effectively promoted civic responsibility and encouraged active participation in the democratic process. This initiative demonstrates the institution's commitment to fostering informed citizenship and enhancing student engagement in electoral affairs.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
349	360	326	266	237

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

2 Teachers

2.1

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

Response: 25

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

2.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
14	14	18	19	21

3 Institution

3.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
121.16	150.18	94.23	78.41	119.10

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Effective curriculum planning and delivery at DR VN BRIMS through a well-planned and documented process is ensured through processes mentioned below:

- MMS program curriculum (University of Mumbai guidelines - 2016)
- Academic Process (DR VN BRIMS-SOP-10 for ISO 9001:2015)
- Time-table, subject-allocation and Academic-planning process
- Teaching-learning plan prepared, reviewed, approved and communicated
- Internal Assessments planned and conducted as per TLP
- Faculty Training and Development process
- Teaching, Faculty feed-back and appraisal process for continuous improvement
- Feedback on curriculum from all stakeholders

Curriculum planning and delivery mechanism

Curriculum planning is based on University of Mumbai circular received every year and academic-calendar is prepared in accordance with the same followed by semester time-tables prepared for conduct of lectures. The delivery mechanisms include class room teaching through lectures, videos, case studies, role-plays, discussions, simulations, seminars / workshops / interaction with corporate, interaction with alumni, internships (summers & winters), outbound activities, CSR projects, participation in internal & external events, mentoring by faculty members, access to library and e-resources.

Following system ensures well planned and documented curriculum delivery process through following documents in place:

1. **Academic Calendar:** Every year as per University circular, Academic calendar is prepared and shared on the institute website after approval from competent authority
2. **Faculty course preference form:** Course preference through a prescribed format is obtained from faculty well in advance and faculty allocation is done after consultation with director and academic head.
3. **Course allocation and Faculty Load chart:** After course allocation, a chart is prepared with respective teaching hours of faculty and allocated courses
4. **Time tables:** A time table is prepared by the Academic Deliverable Cell and the same is approved by Academic head.
5. **Email communications:** After approval the timetable is displayed on the notice board and communicated through e-mails to student's google group.

6. **Teaching Learning Plans (TLPs):** Faculty is required to submit their teaching-learning plan along with the assessment plan to the Academic Deliverable Cell as per a pre-approved format at the beginning of each semester.
7. **Continuous Internal Assessment:** TLP mentions specifications of conduct of Continuous Internal Assessment through mid-term test, Case-Study Assessments, Presentations and Class participation and Attendance.
8. **TLP Execution Sheet:** Class representative maintains TLP execution sheet with details of topics covered as per plan by each faculty member in every session which is submitted after being duly signed by student.
9. **ADC Review Meeting (MOM):** Progress of teaching and learning is monitored by the Academic head in internal meetings with the class representative (CR) and corrective actions are taken.
10. **Mid-term and End-term feedback forms:** Mid-term and End-term feedback on curriculum delivery is taken and corrective action, if necessary is initiated.
11. **Feedback action-taken report:** After obtaining feedback, respective communication for improvement if needed is done by academic head to respective faculty member and action taken report is documented.
12. **Course Completion Certificates:** On the completion of course, course completion form is duly signed by faculty and submitted for record.

Effective curriculum delivery and continuous internal assessment with process of obtaining feedback from various stakeholders has enriched the teaching-learning process.

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

1.2 Academic Flexibility

1.2.1

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

Response: 21

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

1.2.2

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

Response: 32.12

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

2023-24	2022-23	2021-22	2020-21	2019-20
181	126	18	41	128

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

DR VN BRIMS through its vision as “*Be recognised as a leading business management institution creating value-based professionals and entrepreneurs contributing towards sustainable development of society*”, effectively integrates cross-cutting issues relevant to professional ethics, gender, human

values, environment and sustainability.

The institute, in addition to the University of Mumbai syllabus, conducts various workshops, seminars, guest sessions and activities through its various committees and Cells like Women Development Committee, CSR committee, Anti-Ragging committee, E- Cell, ADC (Academic Delivery Cell), Placement Cell and IIC (Institute Innovation Council) that helps to integrate issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the curriculum.

Professional Ethics: Courses like Perspective Management, Strategic Management, Personal Grooming and Effectiveness inculcates professional ethics and human values. Curriculum topics like environmental Policy in Managerial Economics, consumer ethics in consumer behaviour etc. help to enhance the professional and environmental sensitivity and ethics among the students. Professional ethics are inculcated among the students by training them to interact with the corporates on and off the campus through Mock Interviews and Group Discussion sessions conducted by Placement Cell of the institute. The corporate exposure through Internship experience and Industry-based projects also help students to sharpen the professional values and ethics.

Ethical values are nurtured among students through various events being organised from time to time like vigilance awareness week and integrity pledge which aims to sensitize our students about corruption and to make them understand how corruption is adversely affecting our country so they need to be vigilant about it and report about any such incident. Gandhi Jayanti celebration through various activities in the week like elocution contest on the lessons from the life of Mahatma Gandhi and street play activities by students on the relevance of Gandhiji's values have sensitized students and community.

Gender issues: To address gender issues, institute's Women Development Committee conducts various sessions on awareness about zero tolerance towards sexual harassment, women's safety and rights, talk on female health issues and awareness, self-defense techniques and celebrating events like women's day celebration every year.

Human Values: Institute focuses on human values and holistic development by organising guest session on 'Universal Human Values' and encouraging faculty members to complete AICTE FDP on UHV, seven faculty members have completed UHV FDP. Events like 'International Day of Yoga' promotes harmony and values based on IKS (Indian Knowledge System). Various management games and competitions organised by Student development committee and IIC (Institute Innovation Council) also sensitize students about human values and professional ethics.

Environment and Sustainability: Activities conducted by CSR committee and Student Development Committee including Cultural and Sports Committee, promotes environmental sustainability awareness by involving students to participate in outreach activities like tree plantation drive in collaboration with Hariyali NGO, Nature eco-trails, Campus Cleaning Drive, Cloth Donation drive, E-Waste management drive, Stationary donation drive, Blood Donation Camps in collaboration with Anviksha Blood Bank etc. have helped to generate awareness as well as sense of contribution towards social cause.

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

1.3.2

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

Response: 106.02

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

Response: 370

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

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 94.29

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

2023-24	2022-23	2021-22	2020-21	2019-20
169	180	180	146	117

2.1.1.2 Number of sanctioned seats year wise during last five years

2023-24	2022-23	2021-22	2020-21	2019-20
180	180	180	180	120

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

2.1.2

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

Response: 62.38

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

2023-24	2022-23	2021-22	2020-21	2019-20
61	57	58	50	36

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

2023-24	2022-23	2021-22	2020-21	2019-20
90	90	90	90	60

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 24.93

2.3 Teaching- Learning Process

2.3.1

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

Response:

At DR VN BRIMS Institute, the teaching and learning process is centered around innovative, student-centric methods such as experiential learning, participative learning, and problem-solving methodologies. Additionally, the integration of ICT-enabled tools and online resources has significantly enhanced the effectiveness of the teaching and learning process.

Experiential learning at DR VN BRIMS encourages students to learn through direct experience and reflection. This method involves engaging in activities that require critical thinking, problem-solving, and decision-making. For example, in the Perspective Management course, students develop portfolios, participate in simulations, and engage in role-playing exercises. These hands-on activities enable students to apply theoretical knowledge to real-world scenarios, deepening their understanding and retention of the subject matter.

Participative learning is a cornerstone of the educational approach at DR VN BRIMS. This method involves collaborative activities where students work together towards common goals, promoting teamwork, communication, and interpersonal skills. For instance, participative learning includes group projects and collaborative problem-solving sessions. By working in teams, students gain a deeper appreciation of diverse perspectives and develop a sense of accountability and responsibility towards their peers.

The institute's spreadsheet data highlights the emphasis on participative learning in courses like Business Statistics, where students engage in project-based learning. These projects encourage collaboration, research, and presentation, fostering a deeper understanding of statistical concepts and their applications.

DR VN BRIMS places a strong emphasis on **problem-solving methodologies**, which are designed to develop students' analytical and critical thinking skills. These approaches challenge students to identify, analyze, and solve complex problems. In Business Statistics, for instance, students analyze data sets, identify trends, and make data-driven decisions. These activities not only enhance problem-solving abilities but also prepare students for real-world challenges.

As seen in the Financial Accounting course, demonstrates its commitment to problem-solving methodologies. Students use tools like the Addictive Accounting app and Tally software to solve accounting problems, gaining practical experience in financial analysis and reporting.

The integration of **ICT-enabled tools** and **online resources** has revolutionized the teaching and learning process at DR VN BRIMS. Tools like SPSS, Excel, and online platforms such as YouTube and Brainly provide students with access to a wealth of information and interactive content. These resources enhance learning by offering visual aids, interactive simulations, and up-to-date information on various topics.

The institute's data showcases the use of diverse ICT tools and online resources across different courses. For example, the Perspective Management course utilizes YouTube videos to provide visual explanations of complex concepts, while the Business Statistics course employs SPSS and Excel for data analysis. These tools not only facilitate better understanding but also make learning more engaging and interactive.

At DR VN BRIMS Institute, the teaching and learning process is deeply rooted in student-centric methods such as experiential learning, participative learning, and problem-solving methodologies. By

integrating ICT-enabled tools and online resources, the institute creates an engaging, effective, and accessible learning environment. These innovative approaches prepare students for academic success and equip them with the skills and knowledge required to excel in their professional careers.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 95.56

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

2023-24	2022-23	2021-22	2020-21	2019-20
18	18	18	18	18

File Description

Document

Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)

[View Document](#)

2.4.2

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

Response: 56.98

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

2023-24	2022-23	2021-22	2020-21	2019-20
10	9	9	10	11

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Internal Assessment (IA) at DR VN BRIMS is a comprehensive process comprising various components aimed at evaluating student performance and engagement. In the first session of every course, faculty discuss the IA process with students with the help of the Teaching and Learning Plan (TLP), ensuring clarity and transparency. The grading is visible to students through their LMS login.

- **Midterm Test (10 Marks):** Scheduled and communicated in the Teaching Learning Plan (TLP), the midterm evaluation includes one class test for each course.
- **Presentation/Projects/Case Study/Assignment (Any two, 10 Marks Each):** Students are required to complete two out of these four options, with details included in the TLP, approved by the specialization head.
- **Attendance and Class Participation (10 Marks):** The University of Mumbai's ordinance mandates 75% attendance, with evaluation based on a rubric for attendance and class participation.
- **Project Work and Dissertation (100 Marks each):**
 - Summer Internship Project
 - Functional Project
 - General Management Project
 - Social Relevance Project

Semester End Examination (SEE):

SEE is divided into - Institute Semester End Examination and External Assessment [University Examination (UA)].

Scheduling:

- All examinations conducted by the institute are planned through the academic calendar and

uploaded on the institute website for reference. Time Table for the Regular Semester End Examination is published 4 weeks before the beginning of the Examinations & communicated to all the students and respective departments through e-mail and Notice Board.

External Assessment (EA)

- University Examinations are conducted twice in year
 - In November- MMS semester III
 - In May- Semester IV

Institute Examination:

- Relative weightage for semester-end examinations is typically 60% as per university guidelines. For Semester End Examination, question paper setting has been done by respective course faculties. These question papers are reviewed (moderated) as per the guidelines for setting question papers.
- The scope of the questions shall encompass mapping of Course Outcomes against each question and cognitive Domain (Remember, Understand, Apply, Analyze, and Evaluate). The question paper shall comprise Case study analysis and application-oriented questions that will enhance students' thinking skills and develop analyzing & decision-making skills.

University Examination:

- The End Semester Examinations for 2 courses MMS Sem III - Strategic Management and MMS Sem IV Project Management are held as per the University schedule.
- Marks of Internal Assessment & Semester end examination conducted internally by the institute are uploaded on the university portal as per the prescribed schedule for Semester III & Semester IV.

Grievance Redressal:

Our grievance redressal system ensures efficient and fair internal and external assessments. Students have the right to apply for reevaluation of the assessed answer sheet of the semester-end examination. We allow students to express their issues about evaluation, and grading. Grievances from students regarding their results are collected via an application as per norms of the University of Mumbai. An academic expert reevaluates those answer sheets again and subsequent results are declared. All the grievances are resolved within fortnight. Our objective is to uphold academic integrity, offer a safe and encouraging learning environment, assuring that every student is treated fairly and has a chance to be heard.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Programme Outcomes (POs) and Course Outcomes (COs) are crucial elements which form the core foundations of Outcome Based Education (OBE) system. DR VN BRIMS has established several key academic processes to diligently follow the OBE principles. The institute uses a Learning Management System (LMS) for systematic implementation of the OBE framework.

DR VN BRIMS has 6 PO statements as follows:

- 1.PO1: Apply knowledge of management theories and practices to solve business problems.
- 2.PO2: Foster analytical and critical thinking abilities for data-based decision-making.
- 3.PO3: Ability to develop Value-based Leadership.
- 4.PO4: Ability to understand, analyze and communicate global, economic, legal, and ethical aspects of the business.
- 5.PO5: Ability to lead themselves and others in the achievement of organizational goals, contributing effectively to a team environment.
- 6.PO6: Ability to develop entrepreneurial skills keeping in mind socially sensitive and innovative approaches.

The CO statements are designed by individual faculty members for individual courses. The process of designing and communicating these COs to both faculty members and students is well-structured.

Communication of POs and COs statements to faculty members and students

- Once a course is allocated by the Academic Deliverable Cell (ADC), the faculty member formulates Course Outcomes (COs) in alignment with the University syllabus and Programme outcomes.
- Specialization-wise faculty teams discuss and refine these COs, which are then approved by the specialization heads. The finalized CO statements and the list of PO statements are included in the Teaching Learning Plan (TLP) and shared with the ADC and respective students.
- The approved TLP, including the POs and COs, is explained to the students in the first session of each course by the respective faculty member. The TLP is also shared with students through their respective google groups, ensuring they are aware of the expected outcomes and objectives of their courses. This transparent communication process helps align teaching, learning, and assessment activities with the overall Programme goals.
- Both the POs and COs are readily available on the institute web portal as well. Additionally, PO statements are presented across the institute as wall-attached infographics. Relevant CO statements are also mentioned in the semester end question papers, summer internship project and end term project guidelines.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

DR VN BRIMS employs a comprehensive process to evaluate the attainment of Programme Outcomes (POs) and Course Outcomes (COs). This evaluation is crucial for assessing the effectiveness of the educational programme and ensuring alignment with the desired learning outcomes.

The PO attainment is measured through both direct attainment (80%) and indirect attainment (20%).

- Direct Attainment (derived from CO attainment)
 - Involves attainment calculations based on internal assessments (IA) conducted throughout the semester.
 - These include class tests, projects, presentations, assignments, case studies, attendance, and class participation, collectively accounting for 40 marks.
 - Semester End Examinations (SEE), which carry 60 marks.
 - Additionally, the evaluation includes project work, such as the Summer Internship Project and End Term Projects.
- Indirect Attainment
 - Contains gathering feedback from stakeholders. This includes surveys conducted among
 - Employers
 - Alumni
 - Students

to assess their opinion on the Programme Outcome statements. The feedback obtained from these surveys provides valuable insights into the effectiveness of the educational programme and helps in identifying areas for improvement.

The following steps summarize the process of attainment for POs and COs at DR VN BRIMS:

1. COs are designed for every course by the respective faculty members based on bloom's taxonomy framework and are reviewed by the specialization heads
2. COs are entered into the Learning Management System (LMS) and approved by the specialization heads on the LMS
3. Faculty members with the help of specialization-wise teams, create PO-CO matrix on the LMS system which maps individual COs with POs
4. Each question from the direct assessments is mapped with a Course Outcome
5. Based on the marks obtained by the students, CO attainment is calculated for each course

6. Using the PO-CO matrix the CO attainment is then translated into PO attainment
7. Indirect attainment is measured based on surveys from Employers, Alumni and Students
8. Entire batch level PO attainment is generated

Overall, the attainment process at DR VN BRIMS is designed to be comprehensive, ensuring that the attainment of POs and COs is rigorous through a combination of direct and indirect assessment methods. This approach helps in maintaining the quality and relevance of the educational programme, ultimately benefiting the students and stakeholders alike.

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

2.6.3

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

Response: 91.29

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

2023-24	2022-23	2021-22	2020-21	2019-20
151	160	145	116	120

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

2023-24	2022-23	2021-22	2020-21	2019-20
188	185	149	116	120

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.34

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 1

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

2023-24	2022-23	2021-22	2020-21	2019-20
0.50	0	0	0.50	0

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

Nurturing a culture of research and innovation is a primary goal of the institute, and consistent efforts have been made to achieve this through research and innovation-oriented activities.

The Institute Innovation Council (IIC), recognized by MHRD, is a key initiative aimed at instilling innovative values in aspiring minds. IIC organizes a series of sessions on innovation led by industry experts to support the mission. The Institute Innovation Council has achieved several milestones and received an excellent rating since inception.

Inspired by the institute's focus on innovation, one of the faculty members, Dr. Mahesh Bhanushali has been credited with a patent

The institute has also signed an MoU with the Atal Incubation Centre to further promote innovation and

revolutionize the entrepreneurial ecosystem.

The institute frequently organizes faculty enrichment programs, conferences, workshops, and Journal Club meetings to address academic and research demands and to promote a robust knowledge transfer ecosystem

The institute has been publishing its peer reviewed multidisciplinary journal, *Srujan* (ISSN No 2456-4079), for many years, focusing on a variety of emerging themes and ninth volume of *Srujan* have been released in 2024.

The conference proceedings published on social entrepreneurship jointly with ICSSR on 'Strengthening the Social Entrepreneurial Ecosystem through Innovation and Management Strategy,' sponsored by ICSSR, were published in 2024.

The institute encourages faculty members to write books and create intellectual property. Faculty members have authored numerous books on various management subjects and hold copyrights for these works.

Faculty members have been engaged in consultancy for many years, offering expertise to various educational institutions on outcome-based education. they have provided industrial consultancy services, with companies such as Ashida Electronics benefiting from the institute's expertise.

Faculty members have been involved in consultancy on outcome-based education for educational institutions and have also provided industrial consultancy services to companies such as Ashida Electronics

The institute has been promoting the Indian Knowledge System since its inception, incorporating the names of great Indian Rishis into its infrastructure. The MMS batches are named Chanakya, Parashar, and Vashisht, while the auditorium is named Panin. Two faculty members have been sent to participate in a short-term training program organized by the UGC on the Indian Knowledge System, with the goal of creating awareness about IKS within the institute. The institute regularly invites speakers who believe in and promote Indian Knowledge Systems within society.

To foster the holistic development of students by addressing their emotional, moral, and ethical dimensions alongside their technical skills, faculty members have successfully completed a Faculty Development Program (FDP) on Universal Human Values organized by AICTE.

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

3.2.2

Number of workshops/seminars/conferences including on Research Methodology, Intellectual

Property Rights (IPR) and entrepreneurship conducted during the last five years**Response:** 94**3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
9	22	26	29	8

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

3.3 Research Publications and Awards**3.3.1****Number of research papers published per teacher in the Journals notified on UGC care list during the last five years****Response:** 1.44**3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
06	05	11	05	09

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.3.2

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

Response: 0.8

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

2023-24	2022-23	2021-22	2020-21	2019-20
02	12	04	00	02

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4 Extension Activities**3.4.1**

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

Response:

Institute has been actively engaged in various extension activities aimed at sensitizing students to social issues and contributing to their holistic development. The management of the Institute has a vision of serving society, with a strong belief in creating socially sensitive managers. We strive to inculcate these values in our students through various extension activities, beginning with our vision of creating socially responsible managers. Every year, the Institute conducts activities designed to sensitize students to critical social issues.

In the academic year 2019-20, the CSR committee organized healthcare sessions at Bhandodkar College of Science and a Gandhi Jayanti Rangoli competition to celebrate cultural heritage. We also hosted workshops on the psychology of motivation and fitness challenges, promoting a healthy lifestyle among

students. In addition, we held guest sessions on entrepreneurship, motivation, and stress management, as well as an outbound leadership and self-development program.

In 2020-21, our sensitization efforts continued with online competitions for specially-abled children in collaboration with Gyanam Ganga, awareness sessions on sustainability, clean environment, and the role of biodiversity in ecosystems, and a pledge against tobacco on World No Tobacco Day. We also provided guidance on psychological skills for helpers during the pandemic and raised awareness about plastic pollution.

In the realm of community development, the academic year 2019-20 saw significant initiatives, including a solar panel installation to advance sustainability efforts and a blood donation camp. We also conducted a cloth donation drive, a food and essentials donation drive for Chiplun, and offered support for flood victims. In 2021-22, the Institute organized cultural and environmental events, including the celebration of International Yoga Day, and sessions on air pollution and climate change. Election awareness campaigns, poster-making competitions on national energy conservation, guest sessions on sustainability and business relevance, and tree plantation activities further highlighted our commitment to community welfare.

The academic year 2022-23 was marked by diverse initiatives such as a clothes donation drive in collaboration with Manav Jeevan Seva Trust, addiction awareness programs, and corporate connect and placement guidance with Rotary Club Thane Metro. We also hosted sessions on career opportunities in the social sector with the Piramal Foundation and conducted zero-tolerance workshops on sexual harassment. Additionally, we observed Vigilance Week, emphasizing a corruption-free India, and organized drives for cleanliness, safety, and sustainable living. Activities promoting tree plantation, celebrating Kargil Vijay Diwas, and encouraging healthy eating through the Eat Right India-Millet Mela were also notable. The year concluded with eco-friendly celebrations of Diwali and the distribution of care packages under the "Box of Happiness" initiative.

To further our commitment to community development, the Institute has signed a Memorandum of Understanding (M.O.U.) with Mankoli village, reinforcing our dedication to engaging with and supporting local communities. The Institute has a dedicated CSR committee comprising faculty members and students, who drive all social activities on campus in collaboration with various organizations.

These activities reflect our commitment to social responsibility and the holistic development of our students by actively engaging them in community-centric initiatives

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

3.4.2

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

Response:

The biggest achievement of our IIC team is the recognition by Minister of Education, for winning the competition held at state level our students team won certificates alongwith seed capital of Rs 1 lakh /- " **Maharashtra Student Innovation Challenge 2024:**

On January 26, 2024, DR VN BRIMS participated in the Maharashtra Student Innovation Challenge organized by the Maharashtra State Innovation Society. 17 competed at the Thane District level, with two teams from BRIMS being selected: Team 1 led by Mr. Sahil Uttekar and Team 2 led by Ms. Fiza Aga. Team 2 secured a position among the top 10 winners in the Thane District and **received Rs. 1 lakh seed capital.** The winners were awarded by Hon. Mr. Deepak Kesarkar, Minister of Education, received a signature certificate and seed capital check. Additionally, Team 2 was selected to represent Maharashtra at the Startup Maha Kumbh in New Delhi.

High Rating from Ministry of Education: The IIC received a 4.5 out of 5 stars rating from the Ministry of Education's Innovation Cell for the academic year 2019-20. This recognition was due to various innovation-related activities and initiatives, including 68 events such as design thinking workshops, international conferences, and student-centric contests. The council's activities included workshops, guest sessions with industry innovators, and **winning the Dandekar Trophy at the Bombay Management Association InnoThon competition in 2019.**

InnoSIP 2023: On October 21, 2023, the IIC hosted the InnoSIP (Innovation at Summer Internship Project) Intercollegiate Competition. This event brought together 22 students from various institutions to present innovative solutions to challenges faced during summer internships. Ms. Esha Piparia from Thakur Institute of Management Studies won the competition, with **Mr. Abhishek Ella from DR VN BRIMS securing the 1st Runner-up position.** The competition aimed to foster critical thinking, problem-solving skills, and entrepreneurial abilities among students.

These milestones highlight the council's dedication to fostering innovation and providing a platform for students to develop and showcase their innovative ideas.

File Description	Document
Upload Additional information	View Document

3.4.3

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

Response: 12

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

2023-24	2022-23	2021-22	2020-21	2019-20
05	03	01	02	01

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.5 Collaboration

3.5.1

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

Response: 09

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The institute has state-of-the-art infrastructure for creating a very conducive environment which facilitates learning and development of students. The design of infrastructure is in line with regulatory requirements of AICTE and University of Mumbai. Institute has been developing and upgrading the infrastructure to create necessary facilities in line with student convenience and also from the perspective of engaging students. Modernization of infrastructure is one of the most important elements which includes technological upgradation and creating an enabling environment for teaching-learning process.

Structural audit is conducted by certified auditors once in three years to check the safety and adherence to the prescribed norms. The classrooms are designed to provide better interaction between the students and the facilitators. All classrooms are air-conditioned equipped with modern state of the art facilities such as LCD projector, whiteboards/ smart board, Wi-Fi connectivity and multimedia facilities.

There is a maintenance agency of VPM which takes care of regular upkeep of institute's facilities. All the mechanical devices like water coolers, purifiers, vending machines and many more are under annual maintenance contract to ensure smooth functioning. Safety of the students is always on top of the mind of the management hence an electronic security system was installed in 2009. RFID (Radio Frequency Identification Cards with Photos) are issued to all students, staff and faculty members in the campus. The same is been used for tracking the attendance of students and faculties

Thorale Bajirao PeshweSabhagruha is a central facility in the campus with an airconditioned hall with the modern facilities and a seating capacity of more than 300. Panini Sabha Gruha, in DR VN BRIMS is also equipped with modern amenities and can accommodate up to 200 students at a time. These auditoriums are used for guest lectures, conferences, workshops and seminars. There is a conference room, exclusively meant for meetings and discussions, which is also used for management development programs and brainstorming sessions. For effective group and team learning behaviour there are specific areas earmarked as Project Work Areas/ Discussion Areas for students to meet and discuss various topics amongst themselves. User friendly IT network enables students and teachers, to empower themselves with knowledge which facilitate enactment. Infrastructure, including IT and library, facilities have been created since inception of DR VN BRIMS and duly upgraded, from time to time, on need basis. Entire VPM campus is securely Wi-Fi enabled and internet is provided to all VPM's stakeholders within the campus.

The institute has adequate facilities for sports - games, gymnasium, yoga and cultural activities. For developing students' physical, emotional and social skills various opportunities are provided through outdoor games like Football, Cricket, Basketball, Treasure Hunt and indoor games like Carrom, Chess, Badminton and Table-tennis. Competitions, roleplays, skits, debates and group discussions also take place as a part of extra-curricular activities.

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

4.1.2

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

Response: 7.93

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

2023-24	2022-23	2021-22	2020-21	2019-20
29.70	12.69	1.19	0	1.09

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

Our library stands as a cornerstone of academic support, embracing a customer-centric approach to knowledge dissemination and resource provision. Our mission is to empower students and faculty with a comprehensive array of educational materials and services, fostering an environment conducive to academic excellence and research innovation. At the heart of our digital infrastructure lies Dspace, a robust platform housing an extensive collection of MMS Syllabi, eBooks, question papers, NPTEL videos, student project lists, research articles, and Teaching Learning Plans. Complementing this is our Library Web Page OPAC (Online Public Access Catalogue), offering seamless access to our holdings. Our recent collaboration with the National Digital Library of India (NDLI) has significantly expanded our digital horizons, providing users with access to a vast repository of e-books, research papers, theses, and audio/video lectures.

Our technological ecosystem is designed to meet diverse user needs. The library boasts 10 PCs for users, 3 PCs for staff, a touch screen device, and Kindle e-readers, ensuring integrated access to our resources. We've implemented specialized software solutions to enhance user experience and streamline operations. The Ganibo Smart Icard software bolsters our security management and provides real-time insights into library usage. Our automated system for book issue and returns keeps users informed through timely notifications and reminder emails for overdue items. Recognizing the importance of career readiness, we offer communication skills language software and CRISIL sector-specific resources tailored to improve students' placement prospects. The Knimbus mLibrary mobile app extends our reach beyond physical boundaries, allowing users to access digital resources anytime, anywhere, and on any device.

User engagement and support form the cornerstone of our service philosophy. We regularly conduct training programs on critical software tools like CRISIL, Turnitin, and Scopus, equipping our users with the skills to navigate the modern research landscape. Workshops on the latest technology-based knowledge management systems ensure our community remains at the forefront of information literacy. Our commitment to diverse learning styles is reflected in the integration of audio-visual systems within the library, catering to varied educational needs and preferences. This multifaceted approach to resource provision ensures that we address the unique requirements of each user, fostering a truly inclusive learning environment.

We take pride in its extensive e-resource collection, featuring EBSCO management eBooks, the Pro-Quest Journal Database, CRISIL Research Database, open-source databases, and journals accessible through the Knimbus digital platform. This rich tapestry of digital resources supports a wide spectrum of academic disciplines and research interests.

As we look to the future, our library remains dedicated to evolving our offerings in tandem with the changing landscape of academic needs and technological advancements. Our goal is to continually enhance our support for the educational and research pursuits of our community, fostering a culture of knowledge, innovation, and academic excellence.

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

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

In its pursuit to provide a cutting-edge educational experience, VPM's Dr. V.N. Bedekar Institute of Management Studies (BRIMS) has made significant investments in upgrading its IT infrastructure. These enhancements aim to foster a more interactive and efficient learning environment for both students and faculty.

Advanced Software Solutions

BRIMS continues to leverage the versatile Learning Management System (LMS) Inpods, which facilitates crucial academic activities such as PO-CO Mapping, Teaching Learning Plan uploads, and conducting internal tests. This platform ensures streamlined educational processes and enhances the overall teaching and learning experience.

To further enrich the learning environment, BRIMS has integrated IBM SPSS Statistics software, including IBM SPSS Statistics Base v29.0, IBM SPSS Advanced Statistics, IBM SPSS Regression, and IBM SPSS Amos 29.0. These tools are pivotal in advanced data analysis, providing students with practical insights into statistical methodologies

Additionally, BRIMS had incorporated Learnbiz Simulation software, introducing gamification elements to the curriculum. This innovative approach encourages active participation and enhances knowledge retention among students.

During the COVID-19 pandemic, BRIMS adapted swiftly to digital education. Online lectures, webinars, guest sessions, and faculty development programs (FDPs) were conducted via Microsoft Teams, with individual accounts created for all students and faculty. Online proctored exams were facilitated using Offee software, ensuring academic integrity during assessments.

To support content creation and presentation, BRIMS has invested in Doodly Whiteboard Animation Software and Video Creator. The institute also subscribes to Grammarly to assist in maintaining high standards of written communication by reviewing spelling, grammar, punctuation, and overall clarity. Additionally, BRIMS has strengthened its software arsenal with Paper Pal for academic writing, Canva for graphic design, and Adobe Acrobat Pro for document management.

Enhanced Hardware Capabilities

In April 2023, BRIMS upgraded its hardware infrastructure by acquiring Interactive Panels for classrooms. These panels provide dynamic teaching sessions, improving student engagement and comprehension. Furthermore, BRIMS purchased 25 new desktops with impressive specifications to

ensure efficient computing experiences for students and faculty

The entire campus benefits from enhanced Wi-Fi connectivity, catering to the growing online demands and providing faster, more reliable internet access. An in-house IT support team has been established to address hardware maintenance, networking issues, web hosting, and mailing solutions. This team ensures seamless IT operations and quick resolution of any technical problems.

Comprehensive Maintenance and Support

BRIMS places a strong emphasis on maintaining its infrastructure and support facilities. The IT lab, managed by Vidya Prasarak Mandal (the parent body), includes a central server room with six service engineers dedicated to ensuring 24/7 internet access and maintaining the campus's computers and servers. Regular preventive maintenance is carried out by IT personnel, with monthly system backups to ensure data security.

Other essential maintenance activities include an annual contract for water cooler sanitization, uninterrupted power supply supported by UPS backup devices, and a third-party service for CCTV camera maintenance, ensuring campus safety and security. The rooftop solar plant generates approximately 1000 units per month, contributing to the institute's sustainable energy initiatives.

File Description	Document
Upload Additional information	View Document

4.3.2

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

Response: 2.68

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

Response: 130

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 14.66

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

2023-24	2022-23	2021-22	2020-21	2019-20
15.10	32.90	6.67	4.43	23.46

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 50.33

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

2023-24	2022-23	2021-22	2020-21	2019-20
188	183	167	126	110

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 70.16

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

2023-24	2022-23	2021-22	2020-21	2019-20
230	210	260	194	185

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

5.1.4

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

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

Response: B. 3 of the above

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

5.2 Student Progression

5.2.1

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

Response: 83.74

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

2023-24	2022-23	2021-22	2020-21	2019-20
146	140	118	91	82

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

2023-24	2022-23	2021-22	2020-21	2019-20
151	160	145	116	117

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

5.2.2

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

Response: 8.24

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

2023-24	2022-23	2021-22	2020-21	2019-20
2	2	1	1	1

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 22

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

2023-24	2022-23	2021-22	2020-21	2019-20
7	5	3	2	5

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

5.3.2

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

Response: 17.6

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

2023-24	2022-23	2021-22	2020-21	2019-20
23	17	11	15	22

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

5.4 Alumni Engagement

5.4.1

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

Response:

Marmabandh, which means the string that connects the heart is an Alumni Association, registered on 23rd February 2019 of VPM's Trust, Public Trust Regn. No. F-5(T). Marmabandh, is an association to share knowledge, experiences, views and opportunities among the alumnus and engaging them in effective way to contribute to the Alma mater DR V.N BRIMS. Every year, the alumni team executes several new events that help the students and alumni in their career. The alumni events are the perfect mixture of nostalgic memories for alumni and help current batch students. Dr. V.N Brims has developed students who are Business Leaders, Entrepreneurs, Authors, Educators and Professionals. Marmabandh, Alumni Association seamlessly connect the Institute to all those who have been nurtured in the campus and connects them to their fellow Alumni, faculties and the current students through Email, Brims Connect, whatsapp group, social media, LinkedIn by organising Annual Alumni meets and other events. DR V.N BRIMS has a continuous connect with the Alumni throughout the year. Alumni are invited and they share their experiences and journey with the current batch students of MMS on various events and occasions. Alumni Association organizes various events where Alumni participate in other special events on campus. **Alumni are also involved in the taking Guest sessions, Mock Interview, sharing Placement and Internship opportunities. Alumni are invited as External Evaluator for conducting Summer Internship Viva Voce Project.** The Alumni contributes significantly to the development of Institution in the following ways: **1. Mentoring:** Every year minimum 8-10 students gets final placement opportunities from Alumni. Few of our Alumni are mentors and provide guidance for students career planning, preparation for placement and help in preparing the students for interviews. Alumni also help the institute for providing SIP opportunities in the industry. **2. Sessions with Alumni:** The institute regularly organizes session with alumni for 1st and 2nd Year students from current academic year. The Alumni Relations Team invite the alumni for interaction with students and update about the recent happenings in the Industry, skill sets required and industry expectations from the fresher's. They do share their successes, failures, mistakes with the students. This is the great platform of learning's for current students. The alumni thus help to contribute in brand building of the institute at industry and society level. **3. Participation in Conferences:** Our Alumni also participate in Conference organised by the Institute every year to judge the competitions. Mr. Anand Nikam, Ms. Sampada Sawant, Ms Vini Somiya, Mr Zubin Sanghvi, Mr. Sunny Bamboli, Ms. Rucha Pal have worked as judges for various competitions at Dr. V.N. BRIMS. **4. Involvement in Overall Institutes Development:** There are Alumni who are involved in various committee and take part in various activities of Institute and share their inputs and their feedback as value addition to the overall Institute development. Alumni had also shared their inputs and feedback for POs of DR VN BRIMS for MMS programme with respect to Alumni based on their experience. **On 3rd August 2023 our Alumni Mr. Anand Nikam had sponsored the amount of**

Rs10K and Mr. Suyog had sponsored Rs 5K for the winners of Innosip Competition.Alumni have also donated Books to the Library.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

In accordance to the NEP, the emphasis is on designing outcome-based pedagogy that reflects through our Vision and Mission statements as below:

VISION

Be recognized as a leading business management institution creating value-based professionals and entrepreneurs contributing towards sustainable development of society.

MISSION

M1– To develop an ecosystem that encourages faculty and students to engage in research, innovation and socially responsible behaviour.

M2– To strengthen industry interaction for promoting contemporary business knowledge and entrepreneurship.

Institution follows NEP based practices like interdisciplinary education system by providing admission to students from variety of backgrounds including commerce, arts, engineering, pharmaceutical etc and further offering them choice of specialization in terms of fields like finance, marketing, HR, Operations. Our divisions of students are following Indian Civilization names like Chanakya, Parashar, Vashishth and even the Auditorium is named as Panini. Our Director is member of Board Of Studies and we already have conducted few academic programs based on NEP in the campus.

Our Values, which were developed collaboratively with important stakeholders, reflect the vision and mission statements. These values, which are consistent with the vision, cascade down through the organization at all levels. Leadership is critical to creating an open work atmosphere that encourages engagement and thought exchange at all levels. The institute has clearly defined policies and a handbook for personnel and students. The Director ensures that information flows transparently and communicates with all faculty members, staff, students, and alumni on a frequent basis, both formally and informal. For communication to faculty, two handbooks have been designed viz Employee Handbook and Operational Handbook. Both the handbooks are intermittently revised based on changes if any.

Institute is growing year after year in terms of quality of students (based on entrance exam score), placement package obtained by students, MoU with esteemed organizations, number of Doctorate teachers, infrastructural improvisations and new social initiatives and student development programs

being introduced.

Decentralization mechanism of the institute constitutes in delegating the authority and providing operational autonomy to the various functionaries to work towards decentralized governance system. Academic and operational decisions as per policy of the institute are taken by Academic Deliverable Cell headed by the Head Academics for fulfilling the vision and mission of the institute.

At the faculty level, faculty members are represented on several committees/cells and are permitted to run various programs to demonstrate their expertise. They are encouraged to acquire leadership abilities by overseeing a variety of academic, cocurricular, and extracurricular activities. Heads of several departments keep track of academic and administrative activities.

Several committees have been constituted to ensure the institute's proper implementation and improvement. Regarding participative management, the institute fosters a culture by integrating staff and students in a variety of activities.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Our strategy is to position BRIMS as a top business school, preferred by students seeking to develop their business management talents as well as the functional skills required to lead in a world of rapid change and pressing concerns. It should be an excellent place to work for individuals and professors who want to engage in important academic research and teaching at the cutting edge of business disciplines. The Strategic Planning Committee is chaired by Chairman Dr. Vijay V. Bedekar and includes Dr.Guruprasad Murthy, Dr.Madhuri Pejavar, and Dr. Nitin Joshi, as well as a member of the academic team.

We hold a forum to discuss the strategy with BRIMS staff members. We also offer it to the College Development Committee, which consists of alumni, student representatives, and persons appointed by the University. We collect input from members and create a three-year strategy.

The strategic plan is adjusted based on the business environment in order to meet organizational goals.

Keeping the above strategic issues in mind, our 'STRATEGIC ACTIONABLE PLAN' includes the following key facets viz.

1. Quality Academic Delivery – Cutoff scores of admitted students raising year after year.
2. Publications in SCOPUS indexed journals- Faculty members are encouraged for Research Conference and Publications every year with financial aid being provided
3. Higher Package for Placements – Highest Placement Package has reached 12 lakh per annum for worthy MMS Students.
4. Attracting Talented Faculty – Number of Doctorate faculty members is increasing with all others having Ph.D. program registration successfully done.
5. Attracting Talented Students – Students from versatile backgrounds are being admitted those aspire career in multidisciplinary streams.
6. Culture of Innovation and Entrepreneurship – Innovation Cell and E-Cell are relentlessly working for nurturing Entrepreneurial skills among students.

At the DR VN Bedekar Institute of Management Studies, many academic and administrative bodies/committees have been established. The Institute has well-established service guidelines for all of its personnel, which are disclosed to all of its stakeholders. The institute is ISO 9001-2015 certified and has well-defined standard operating procedures, a quality policy, and a quality management system.

As per the Maharashtra Public Universities Act (S-97, 2017), the Institute has constituted a College Development Committee (CDC) to examine the Institute's overall development activities and performance.

The CDC gives suggestions and feedback to the system. Various administrative and academic bodies in DR VN BRIMS includes the following:

1. Sports Committee
2. Placement Committee
3. CDC Committee
4. Cultural Committee
5. Alumni Committee
6. Women –redressal & Anti- sexual Harassment committee
7. CSR Committee
8. Library Committee

9. Committee for Cast Category

10. Institution's Innovation Cell

11. Student Development Committee

12. E-cell

13. Discipline Committee

14. Unfair Means Committee

All the committees meet regularly and minutes of the meetings are well documented.

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

DR V.N. Bedekar Institute of Management Studies takes continuous efforts with respect to welfare measures for teaching and non-teaching staff. Following are the few initiatives institute has taken:

1. Group Insurance for teaching staff, non-Teaching staffs and Students: Institute sponsored group insurance for all teaching faculties, staff members and students.

2. Training Programs for Non-Teaching Staff: Every year institute organizes the development programs for non- teaching staff.

3. Monthly Birthday Celebrations: Birthdays of teaching and nonteaching staff is celebrated together every month end.

4. Financial support for the faculty to attend the FDP and

conferences in the other institutes: Financial support is provided to the faculties to attend the FDPs, conferences and workshops organized

outside such as Research Conferences and case study workshops.

5. Promotions and Increments: The institute has fair policy of performance appraisal system for teaching and non-teaching staff.

6.Yoga sessions for Faculties, Staff and Students: Institute

conducts the sessions on Yoga for Teaching and Non-Teaching staff.

7. Remuneration for Examination Supervision Duty

8. Dedicated leave of 1 day a month for Ph.D. scholar.

The detailed performance appraisal system is as follows:

1. Self-Assessment Forms (SAF) is sent to the teaching and nonteaching staff by administration department

2. Teaching and non-teaching staff are expected to fill up the information as per the SAF criteria. Staff gives self-rating against each criterion mentioned in SAF.

3.Submission of SAF to the administration department along with necessary documents

4. The SAF for teaching and non-teaching staff is reviewed by committee and the Director

5. Director evaluates the SAF and rates the candidates based on their performance.

6. The feedback is shared with respective teaching/non-teaching staff

SAF with Director's remark are forwarded to admin office for necessary action.

Implementation of appraisal is done from the next academic year. The forms for non-teaching staff are designed according to the various facets of their roles and key expectation areas such as behavior, punctuality, discipline, informal feedback from teaching and nonteaching staffs. Forms are submitted in the office and one to one discussion takes place with the director. Necessary suggestions and advice are given for improvement of the individual.

File Description	Document
Upload Additional information	View Document

6.3.2

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

Response: 26.74

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

2023-24	2022-23	2021-22	2020-21	2019-20
6	3	7	1	6

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

6.3.3

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

Response: 15.76

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

2023-24	2022-23	2021-22	2020-21	2019-20
10	5	5	6	6

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

2023-24	2022-23	2021-22	2020-21	2019-20
24	24	24	21	24

File Description	Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Students' fees are the main source of income for financing the overall functioning of Dr V N BRIMS. A very small percentage of the total income is earned on account of interest on funds in bank savings and fixed deposits.

Resource Development:

1. Average 35-40 percentage of the gross revenues are deployed on full time teaching and non-teaching staff compensation, visiting faculty payments.
2. Average 2.5-3% are earmarked for infrastructure maintenance and repairs.
3. Approximate 20% of revenues are earmarked for student development expenses such as industrial visits, placements, insurance etc.
4. Approximate 16-20% are the liabilities including freeships, scholarships, minority, EBC, Loan on FDR and Facilitation Center activities of DTE for admissions.

Resource Mobilization:

1. The institute is primarily dependent on fees (more than 60%) from the students. Hence institute ensures that all seats are filled and retention rate is higher.
2. VPM Trust is the source of resource mobilization for temporary shortfall due to the outstanding.
3. Approximately 6% of revenue comes from other income sources such as Management Development Programs (MDPs), Interest on FDR etc. Most expenses have the pre sanction of the Director. A monthly report of receipts and payments, income and expenditure a represented to the Directors.

DR V N BRIMS follows the rules of the VPM trust as well as the regulatory standards of the AICTE, DTE, FRA, PNS, MAHADBT, and the University of Mumbai. VPM's board includes professional auditors who are responsible for conducting regular account audits. The Institute prepares a monthly finance report, which is checked and validated by the accountant and reviewed by the Director. The institute uses accounting software to keep track of its records.

External Audits:

VPM, the parent body, has appointed an external certified auditor and a chartered accountant. External financial audits are performed quarterly, and comprehensive talks with VPM are held to ensure proper documentation and action. The financial statements undergo a thorough audit.

College Development Committee and Governing body:

Governing Body meetings are held twice a year and College development committee meetings are held 4 times every year at Dr V N BRIMS.

The recommendations of these bodies assist in optimizing the resource utility. Response actions are taken based on the suggestions, if any, received during these meetings. Thus, the institute follows a transparent accounting and financial management system.

File Description	Document
Upload Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

Response:

VPM's Dr. V. N. Bedekar Institute of Management Studies (DR VN BRIMS) is an ISO certified institute since 30th June, 2008. The institute was awarded as ISO 9001:2015 (latest standard) on 10th September 2018. Institute is recertified with ISO 9001:2015 standard on 12th March 2021 after the successful recertification external two day's audit by external organization namely Lloyd Register Quality Assurance (LRQA). The certificate is valid till 3rd March 2024. For recertification, we went through audit process by LRQA on 26th & 27th February 2024.

Major initiatives of IQAC that have contributed in improving the quality of processes/strategies with their brief description are as under:

1. IQAC was instrumental in consistent improvement of quality of Academic Delivery through academic planning, delivery, feedback, review and monitoring
2. IQAC has implemented Outcome-based education through initiation of PO-CO mapping and attainment for all the courses taught during the Year
3. IQAC has successfully completed the NBA accreditation process through AICTE Margdarshak initiative. The institute has been successfully accredited from 16-06-2023 to 30-06-2026

Quality Assurance Initiatives of the Institution include:

Institute is affiliated to University of Mumbai. Syllabi is prescribed by University of Mumbai for MMS program. For each course offered by the institute, there is a corresponding set of course outcomes. Course outcomes are linked to the program outcomes. At the beginning of each semester, faculty members are assigned course as per his / her area of interest. The faculty members submit the detailed teaching learning plan (TLP) to Academic Deliverable Cell (ADC). TLP is revised from time-to-time in order to improve the effectiveness of course delivery. Duly approved TLPs by specialization heads are shared with the students. At the end of every session, Class representative verifies the session planned against the contents covered in the respective session and reports deviation with ADC in case of any. ADC organizes Meetings of Class representatives on monthly basis and systematic TLP review process is done. Discussions on improvisation, modifications, deviations are done in the meeting. The detailed documentation of Monthly Meetings conducted with CRs, TLPs, Course completion, Deviation records, actions taken reports is well maintained by ADC of the Institute.

Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other

quality audit recognized by state, national or international agencies (ISO Certification, NBA).

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

Our institution's commitment to gender equity and women's empowerment is evident in comprehensive policies and initiatives that foster a safe, inclusive, and supportive environment for female students, faculty, and staff. A Gender Audit conducted in May 2024 affirmed the prevailing sense of equality within our institute.

Equal Opportunities and Representation

The cornerstone of our institution's policy is the provision of equal opportunities for female students.

1. Admissions: Our admission process ensures fair consideration for all applicants, regardless of sex.
2. Placement: Female students have equal access to career advancement opportunities, with the institution actively promoting gender equality in job placements.
3. Participation in Committees and Forums: We encourage female students to actively participate in decision-making processes through their participation in various committees and forums.
4. Public Speaking: Female students often anchor BRIMS Connect events, showcasing their public speaking abilities.
5. Classroom Participation: Equal participation is encouraged in academic settings, with female students given ample opportunities to contribute to discussions and presentations.
6. Achievements: Female students have excelled in various competitions, winning accolades in events such as the Maharashtra Innovation Challenge, intercollegiate competitions at prestigious institutes, and the BMA Innothon competitions.

Women's Development Cell (WDC)

Led by a senior faculty member, the women's Development Cell plays a crucial role in empowering female students through diverse initiatives.

1. Promoting Gender Sensitivity: The WDC actively creates awareness of women's issues on campus.

2. Prevention of Sexual Harassment (POSH): Annual sessions on POSH were conducted during the foundation programme.
3. Health and Wellness Programs: The WDC organizes various sessions focusing on women's health and empowerment, such as:
 - o 'Nurturing Women's Health at all stages of Life Cycle' (18th Jan 2024)
 - o 'Breaking The Glass Ceiling' (8th March 2022)
 - o 'Women Health And Hygiene' (March 2022)

These programs have been instrumental in educating female students about essential health and hygiene requirements from a female perspective. Further, during Navratri in 2023 to celebrate the Women Power, a series of Life Long Learning Sessions were conducted by six leading women in their domain area.

Safety and Security Measures

Our institution prioritizes the safety and security of all students, with particular attention paid to female students.

1. Grievance Redressal: An active grievance redressal cell ensures that student concerns are promptly addressed.
2. Anti-Ragging Committees: Strict anti-ragging committees, compliant with UGC regulations, and maintaining a respectful campus environment.
3. Sexual Harassment Committee: A dedicated committee that handles issues related to sexual harassment.
4. Electronic Security Systems: The campus is equipped with photo identity cards, 53 CCTV cameras for comprehensive monitoring, and controlled access to the facilities.
5. Girls' Common Rooms: Separate, well-equipped common rooms for girls featuring sanitary pad vending machines provide a comfortable space for female students.
6. Additional Safety Initiatives: Programs such as self-defense training and road safety awareness further enhance campus safety.

Counselling Services

Our institution offers extensive counselling services to support students' mental health and well-being.

1. Open-Door Policy: Senior faculty members maintain an open-door policy for student consultation.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

As an institute which believes in social sensitivity and making the future leaders for India, we actively engages students and staff in a range of events that promote national pride, reinforce values, and raise awareness of constitutional duties.

There are certain events which are considered as core and get celebrated on an annual basis and lot many events that are organised as and when the need arises to celebrate them.

The list of core events are as below:

Students and Cultural exchange with Japan- Japanese students have visited our campus twice in the last four years, prior to and after Covid.

Mother Language Celebration Day- The trend of celebrating and participating in local language poem recitation competition, writing articles and discussing how to uphold progress of the language is done in this day.

Swaranjali- This event is an annual feature where the faculties and students showcase their musical talent on stage.

Vigilance Awareness- Students took an oath to remain ethical and follow the path of fairness in all aspects of life.

Women's Day- On the occasion of women's day this year, female entrepreneurs were given a stage to showcase their unmatched contributions towards the society and they were duly felicitated and

appreciated.

Yog Day- Zealous participation is seen in this event every year. There are numerous faculties of BRIMS who practice Yog on a daily basis and through this initiative, the message of remaining health conscious is spread across the participating dais.

Teacher's Day- The spirit of being a change maker and the onus of creating responsible citizens for the society is appreciated and celebrated on this occasion.

Environment Day- The importance of the flora and fauna that binds the entire eco system together and helps us survive and thrive is inculcated in the minds of the stake holders. Various initiatives are undertaken during this annual event like, Tree Plantation in and outside the campus, Installation of air purifier machine for the nearby area of the property and other activities that directly or indirectly resemble the initiatives undertaken by the government are incepted in this program.

Key events included Vigilance Week 2022, emphasizing transparency and ethics, and Harr Ghar Tiranga drives. Such events show the mirror to the participants in terms of developing and fostering deeper connections with the national identity and responsibilities. The pivotal Azadi Ka Amrut Mahotsav in 2022, commemorating 75 years of independence was essential to be considered as it was a special occasion that was close to everyone's heart institute cherished the fact of being actively involved in the celebration. In order to create empathy about the people in slum and flood affected area , a cloth donation drive was conducted on 29th and 30th December 2022 by our institute.

2023 began on a conscious note with Swachhta Pledge and cleanliness drive, reinforcing civic duties, Addiction awareness programme for sensitizing the students about ill effects of the addiction on the family and society at the large.

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

7.2 Best Practices

7.2.1

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

Response:

Title: Journal Club

Objectives

The Journal Club aims to create a dynamic forum for faculty collaboration, where participants can explore the implications of various research studies and develop essential critiquing skills. This initiative fosters an environment that is conducive to intellectual exchange and professional growth.

Context

Conceived in 2009 by the VPM Chairman Dr V.V Bedekar (who is the member of World's best museums and libraries) and founding director- Dr. Guruprasad Murthy (Ex- Director, Jamunalal Bajaj Institute of Management Studies, Alumni of Stanford), the Journal Club was established as a platform to exchange ideas and nurture a research-oriented culture within the institute. Its inception marked a significant step towards fostering a collaborative and scholarly community.

Practice

The Journal Club holds monthly meetings where faculty members gather to review and discuss academic papers, books, case studies, and the chairman's speech. Each session typically featured a 30-minute presentation, followed by a 10-minute question-and-answer session. This structured format allows for a comprehensive exploration and critique of the presented material, promoting deeper understanding and engagement among participants.

Successes

The Journal Club has significantly contributed to inspiring new research works and selecting annual conference topics. In the last five years more than 100 papers were published by the faculty members in peer reviewed/UGC Care/Scopus journals. Our faculty members also published a book on case study covering various domain areas related to management.

Challenges

Quantifying Qualitative Outcomes: The inherent nature of the Journal Club's objectives—fostering intellectual exchange, developing critical thinking, and promoting research culture—presents a significant challenge in terms of measurement. These qualitative outcomes, while valuable, are not easily quantifiable through traditional metrics. This creates difficulties in:

- Assessing the immediate impact of individual sessions
- Tracking the long-term professional development of participants
- Demonstrating the direct correlation between Journal Club participation and research output
- Justifying resource allocation and continued support for the initiative

Sustaining Consistent Engagement: Maintaining high levels of interest and participation across a diverse faculty body poses an ongoing challenge.

Best Practice 2

Title: BRIMS Connect

Objectives

The BRIMS Connect aims to bridge the gap between students and faculty, facilitating the communication of institutional developments and fostering relationships with stakeholders. The platform also serves to recognize and appreciate the achievements of individuals, thereby increasing the visibility of excellence within an institute.

Context

The BRIMS Connect was established following a suggestion from the NAAC peer team, which recognized the need for a platform to share achievements and developments within the institute. This initiative provides a structured avenue for disseminating information and celebrating accomplishments, thus contributing to a cohesive and motivated academic community.

Practice

BRIMS Connect hosts a monthly event on the second Friday, where students and faculty members present recent and upcoming accomplishments. This regular gathering serves as a forum to highlight achievements, share updates, and foster a sense of community. By providing a platform for public recognition, the BRIMS Connect encourages participation and engagement from all the members of the institute.

Successes

The initiative successfully enhanced engagement and motivation among participants, leading to increased achievements and higher visibility of the institute's excellence. Additionally, BRIMS Connect has provided valuable anchoring opportunities for students, allowing them to develop public speaking and presentation skills in a supportive environment.

Challenges

The BRIMS Connect initiative faces challenges in optimizing participation due to scheduling conflicts and stakeholder availability. Engaging students and faculty to actively share achievements remains difficult, as does facilitating meaningful interactions during events. Additionally, the initiative struggles with effectively communicating its value, measuring long-term impact, and adapting to evolving institutional needs while maintaining relevance for all participants.

Both the Journal Club and BRIMS Connect represent best practices within the institute, each contributing uniquely to the academic and professional development of the faculty and students. The Journal Club has established a strong foundation for research collaboration and critique, whereas the BRIMS Connect has fostered a culture of recognition and engagement. Together, these initiatives reflect the institute's commitment to excellence, continuous improvement, and community-building. By addressing the challenges and leveraging the success of these programs, the institute can further enhance its reputation and impact within the academic community.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

From Classroom To Board Room

Our institute takes immense pride in its industry interface, a hallmark that contributes significantly to the holistic development of our students. This strong industry connection not only enhances the employability and entrepreneurial skills of our students, but also ensures that they are well equipped to meet the dynamic demands of the professional world. We have implemented a multifaceted approach to industry interaction that includes seminars, industrial visits, guest lectures by industry leaders, and the active participation of our alumni, who have established themselves as successful professionals. In addition, our faculty members are also involved in providing industry solutions through Management Development Programs (MDP) and consultancy projects.

Seminars and Workshops

Seminars and workshops are integral components of our industry-interface strategy. We organize one national conference annually based on a theme which is decided well in advance in one year, inviting distinguished industry leaders and public figures to share their insights and experiences. These events provided students with invaluable exposure to real-world business scenarios and emerging trends. Recent seminars have covered topics such as social entrepreneurship, disruptive and critical thinking, management education facilitating entrepreneurship and many more. These sessions are not just passive learning experiences, but interactive platforms where students engage in discussions, ask questions, and gain a deeper understanding of the subject matter. This interaction helps them build their analytical and critical thinking skills, which are essential for their professional growth.

Industrial Visits

Industrial visits are another crucial aspect of industry interfaces. These visits offer students a firsthand experience in the operational dynamics of various industries. By touring manufacturing units, corporate offices, and R&D centers, students observe the practical applications of theoretical concepts learned in the classroom.

Guest Lectures by Industry Experts

Our institute regularly invites industry experts to deliver guest lectures, providing students with the opportunity to learn from seasoned professionals. These sessions covered a wide range of topics, from emerging technologies and market trends to leadership and career development. The insights shared by these experts help students stay updated with the latest industrial developments and gain practical knowledge that complements their academic learning. Guest lectures also serve as a platform for students to network with industry professionals, opening avenues for internships, projects, and job placements.

Alumni Interaction

Our alumni network plays a pivotal role in maintaining a strong industrial interface. Many of our alumni hold prominent positions in leading organizations and actively contribute to the institute by sharing their experiences and industry insights with their current students. Alumni interactions are organized through various platforms, including guest lectures, panel discussions. We conducted session of Alumni as Chai Pay Charcha series and Chai Chat with Alumni. These interactions provide students with a glimpse of the professional world and help them understand the challenges and opportunities that lie ahead.

Management Development Programs and Consultancy

Our faculty members are not just educators, but also industry consultants who bring practical experience and expertise to the classroom. Management Development Programs (MDP) and consultancy projects provide solutions to real-world business challenges faced by organizations. These engagements offer faculty members a deep understanding of industry needs and trends that they incorporate into their teaching methodologies. MDPs are designed to enhance the skills of mid-level and senior managers. These programs are designed to address specific industry requirements, ensuring that participants gain practical and actionable insights. By involving students in these programs and projects, we provide them with an opportunity to work on real-world problems, develop problem-solving skills, and gain a deeper understanding of the industry dynamics.

All these initiatives are geared towards enhancing the employability and entrepreneurial skills of students. By providing a comprehensive industry interface, we ensured that our students were well prepared to enter the professional world with confidence. The knowledge and skills gained through seminars, industrial visits, guest lectures, alumni interactions, and faculty-led consultancy projects equip students with competitive edge in the job market. Moreover, emphasis on practical learning and real-world applications fosters an entrepreneurial mindset, encouraging students to explore innovative solutions and business ideas. The Entrepreneurship Cell (E-Cell) fosters an entrepreneurial culture on campus, offering resources, mentorship, and networking opportunities for budding entrepreneurs.

Our institute's distinctive identity at the industry interface is a testament to our commitment to providing holistic education that goes beyond classroom learning. By fostering strong connections with the industry, we ensured that our students were well equipped with the knowledge, skills, and practical experience required to excel in their careers. The collaborative efforts of our faculty, industry partners, and alumni create a rich learning environment that prepares students with confidence and competence to meet the challenges of the professional world. We remain dedicated to enhancing our industry interface initiatives, continually seeking new opportunities to bridge the gap between academia and industry and ensuring that our students are future-ready.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

N.A

Concluding Remarks :

Dr. V.N. BRIMS stands at the forefront of management education, poised for a future of continued excellence and innovation. With its prestigious triple crown of accreditations - ISO certification, NAAC Accreditation, and NBA accreditation for the M.M.S program - the institute has firmly established its commitment to maintaining the highest standards of educational quality and institutional integrity.

Dr. V.N. BRIMS is well-positioned to further elevate its status as a premier destination for management education. The institute's forward-thinking approach is evident in its multifaceted initiatives designed to nurture well-rounded professionals.

The institute's focus on innovation and entrepreneurship, demonstrated through unique programs like InnoSip and the Poster Making Competition on Innovation, sets the stage for cultivating future industry leaders and change-makers. By encouraging out-of-the-box thinking and problem-solving skills, the institute is preparing its students to thrive in the dynamic and ever-evolving business landscape of tomorrow.

Furthermore, the institute's commitment to diversity and inclusivity, as showcased by inviting eminent speakers from the industry. By exposing students to multidisciplinary discourses and diverse perspectives, institute is fostering an inclusive environment that will undoubtedly contribute to the holistic development of future leaders.

As we look to the future, is well-equipped to meet the challenges of an increasingly globalized and technologically advanced business environment. The institute's blend of academic rigor, practical exposure, and focus on personal development ensures that its graduates will not only be skilled professionals but also socially responsible, innovative, and adaptable individuals.

In the coming years, Dr. V.N. BRIMS is set to strengthen its industry connections, expand its research initiatives, and continue to evolve its curriculum to stay ahead of industry trends. By doing so, the institute will cement its position as a crucible for nurturing talent that will shape the future of business, both in India and on the global stage. As it moves forward, Dr. V.N. BRIMS remains committed to its core mission of producing well-rounded, ethically grounded, and highly competent management professionals who are ready to make a meaningful impact in the world of business and beyond.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification : 21 Answer After DVV Verification :21</p>																				
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 349 Answer after DVV Verification: 370</p>																				
1.4.1	<p><i>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</i></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website Answer After DVV Verification: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website</p>																				
2.4.2	<p><i>Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)</i></p> <p>2.4.2.1. Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>9</td> <td>9</td> <td>10</td> <td>11</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>9</td> <td>9</td> <td>10</td> <td>11</td> </tr> </tbody> </table>	2023-24	2022-23	2021-22	2020-21	2019-20	11	9	9	10	11	2023-24	2022-23	2021-22	2020-21	2019-20	10	9	9	10	11
2023-24	2022-23	2021-22	2020-21	2019-20																	
11	9	9	10	11																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
10	9	9	10	11																	
2.6.3	<p>Pass percentage of Students during last five years (excluding backlog students)</p> <p>2.6.3.1. Number of final year students who passed the university examination year wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2023-24	2022-23	2021-22	2020-21	2019-20															
2023-24	2022-23	2021-22	2020-21	2019-20																	

124	160	145	116	120
-----	-----	-----	-----	-----

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
151	160	145	116	120

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
188	185	149	116	120

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
188	185	149	116	120

Remark : Value updated as per HEI clarification

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
0.50	0	0	0.50	0

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
0.50	0	0	0.50	0

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
06	05	19	06	09

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
06	05	11	05	09

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
04	24	18	00	02

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
02	12	04	00	02

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
09	15	11	11	09

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
05	03	01	02	01

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

Answer before DVV Verification : 16

Answer After DVV Verification :09

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

4.1.2.1. **Expenditure for infrastructure development and augmentation, excluding salary**

year wise during last five years (INR in lakhs)

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
9.77	19.40	0	0	1.09

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
29.70	12.69	1.19	0	1.09

4.3.2 Student – Computer ratio (Data for the latest completed academic year)**4.3.2.1. Number of computers available for students usage during the latest completed academic year:**

Answer before DVV Verification : 130

Answer after DVV Verification: 130

4.4.1 Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)**4.4.1.1. Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
25.47	47.23	16.01	3.98	25.29

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
15.10	32.90	6.67	4.43	23.46

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
146	140	118	91	82

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
146	140	118	91	82

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
124	160	145	116	117

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
151	160	145	116	117

Remark : Valeu as per HEI clarification

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
10	6	4	3	6

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
7	5	3	2	5

5.3.2 Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)**5.3.2.1. Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
20	20	12	15	30

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
23	17	11	15	22

6.2.2 ***Institution implements e-governance in its operations***

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
8	11	16	10	8

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
6	3	7	1	6

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
10	14	21	6	21

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
10	5	5	6	6

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
24	24	24	21	24

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
24	24	24	21	24

6.5.2

Quality assurance initiatives of the institution include:

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

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: A. Any 4 or more of the above

7.1.2

The Institution has facilities and initiatives for

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

Answer before DVV Verification : A. 4 or All of the above

Answer After DVV Verification: A. 4 or All of the above

7.1.3

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

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

Answer before DVV Verification : A. All of the above

	Answer After DVV Verification: A. All of the above
--	--

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 30 Answer after DVV Verification : 25</p>																				
1.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 15%;">2023-24</th> <th style="width: 15%;">2022-23</th> <th style="width: 15%;">2021-22</th> <th style="width: 15%;">2020-21</th> <th style="width: 15%;">2019-20</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">16</td> <td style="text-align: center;">14</td> <td style="text-align: center;">18</td> <td style="text-align: center;">19</td> <td style="text-align: center;">21</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">2023-24</th> <th style="width: 15%;">2022-23</th> <th style="width: 15%;">2021-22</th> <th style="width: 15%;">2020-21</th> <th style="width: 15%;">2019-20</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">14</td> <td style="text-align: center;">14</td> <td style="text-align: center;">18</td> <td style="text-align: center;">19</td> <td style="text-align: center;">21</td> </tr> </tbody> </table>	2023-24	2022-23	2021-22	2020-21	2019-20	16	14	18	19	21	2023-24	2022-23	2021-22	2020-21	2019-20	14	14	18	19	21
2023-24	2022-23	2021-22	2020-21	2019-20																	
16	14	18	19	21																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
14	14	18	19	21																	