SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

RIZVI INSTITUTE OF MANAGEMENT STUDIES AND RESEARCH

NEW RIZVI EDUCATIONAL COMPLEX, OFF. CARTER ROAD, BANDRA WEST
MUMBAI
400050
www.rmi.rizvi.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

February 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The management stream is evolving at breakneck speed, and new trends, advancements, and opportunities are being discovered continuously. While the classroom format is critical for delivering syllabus content for management students, it is equally important for them to delve into and brainstorm on what is not yet part of the syllabus. With this scenario in mind, Rizvi Institute of Management Studies and Research (RIMSR) was established in 1994. The Institute adopts a multi-disciplinary approach to impart education which is experiential and life-long.

Right since inception the Institute has an open policy of welcoming accomplished business professionals to join the Institute as full-time, visiting or guest lecturers. As a constituent college of Mumbai University, the Institute has always gone beyond what is required to be delivered in terms of curricular and co-curricular activities.

The Institute takes great pride in attracting students from all walks of life irrespective of their religious, social, or economic status. It sets a great example of diversity in terms of its faculty and staff profile, the guests it invites, and most importantly, its students who come from every nook and corner of the state and beyond.

All infrastructure essential for a conducive learning environment has been thoughtfully and tastefully incorporated in the Institute. Timely maintenance and periodic upgradation of all infrastructure is done to ensure that the Institute offerings remain aligned with students' and industry requirements.

The Institute has developed a system of analysing students' skill at the beginning of the course. Industry experts evaluate students on parameters such as soft skills, communication, and leadership attributes. Results of these are analysed and shared with students. As a follow-up of this exercise, a host of add-on courses, seminars, workshops are designed and offered to the students. Institute's organises following events at its campus:

- Career Advancement Program (CAP) - students are trained and evaluated by faculty and industry experts on numerical skills, participation in group discussions and personal interviews.

- Intra-specialisation - students of each specialisation compete under the guidance of respective domain expert faculties.

- Other events "Learning from Legends", "Learnings Through Inspirations" and "Learnings from Corporate Business Leaders".

Vision

Vision

Achieve Excellence by Creating Globally Competent Leaders through World-Class Management Education.

Mission

Mission

We endeavour to achieve Excellence through Experiential Learning, which is Creative, Futuristic and Lifelong.

Our Culture

At Rizvi, we believe in building bridges, not barriers, and cooperate rather than compete. Here, every individual is a resource for the other. Besides developing Managerial Competence, we also emphasise on inculcating the right attitude and values for a successful professional career. Thus, with Commitment and Dedication, we channelise our efforts towards fostering the right growth of young minds.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Institutional Strengths

1. **Strong In-house Industry-Academia fusion:** Our full-time faculty comes with 100 plus years of collective industry experience. Academically they come from top notch universities in India and abroad. They are widely travelled, invited as experts by industry and academia both, and have published widely.
2. **Best-in-Class Academic Infrastructure:** The Institute is located in the serene environment of the well-connected suburb of Bandra West in Mumbai. The Institute also has a sea facing view, which is conducive to generating a healthy learning environment. The Institute has a well-equipped library with strong collection of books, journals, magazines, and online databases. Computer Lab, Seminar Hall, Conference Room, well-equipped IT enabled classrooms, research room, common rooms are other very valuable features.
   - **The convenient location** also ensures that the best visiting faculty and corporate professionals regularly interact with students, thus enriching the industry-academia exposure and interaction.
   - **The Institute is one of the earliest** and well-established Management Institutes in Mumbai, and leverages upon its thirty years of successful existence to provide an enriching academic experience to its students.
   - The Institute had opted for LMS much before the Pandemic. Right from students' enquiry, enrolment, lecture delivery, exam, events, summer internship and right up to placement, every activity of our institute is supported by LMS.
3. **Strong Ethics and Professional Work Culture:** The Institute has a very strong focus on ethics and work culture. The Institute remains open on all weekends. This enables us to attract industry professionals on campus. Monday is the weekly off for students. Adherence to timing, zero donation and transparent admission policy, strict and fair examination and evaluation system, are the hallmarks of our Institute.

Strong Alumni Connect: The Institute maintains strong connect with its alumni. They are regularly invited to interact with students. They play a very important role in conducting the Career Advancement Program, career talks, summer internships and final placements. Many of our alumni have reached elevated positions in industry or are successfully running their own businesses. They play an important role in motivating and guiding our students.

Institutional Weakness

Institutional Weaknesses

1. **Curriculum Design and Development:** The Institute does not have the freedom to design and develop its own courses. Being affiliated to the University, it has no option but to teach courses which are sometimes not updated for years.
2. **Approval of Faculty:** Despite complying with all paperwork, it takes years to receive faculty appointment approvals. This is discouraging for young and talented faculty members.
3. Being privately funded, the Institute is always constrained to self-spend as much as needed on faculty and staff development.

Institutional Opportunity

Institutional Opportunities

1. **Greater Scope for Meaningful Research and Publication:** Due to the centrally convenient location, excellent infrastructure, and mix of industry academia faculty, there is a greater scope for conducting meaningful research and getting it published.
2. **Entrepreneurship Incubation Centre:** The Institute had planned to establish an entrepreneurship incubation centre. The pandemic aborted our plan, but there is a huge opportunity for this, and plans for it are in progress.
3. **Research Grant and Funding:** Individually our faculty members have been able to receive funding for their research. However, due to operational reasons our Institute has not been able to capitalise on this. We are in the process of seeking approval for a PhD research centre affiliated to Mumbai University.
4. **Alumni Association:** There is no formal association of Alumni for our Institute. Greater mileage could be achieved by having an alumni association.

Institutional Challenge

Institutional Challenges

1. **Lack of Level Playing Field:** University affiliated colleges offering M.M.S. Program are facing unfair competition from loosely regulated colleges offering PGDM. During the last few years, it has been noticed that University affiliated colleges are facing delays in academic activities due to various legal cases filed on one or another pretext after the CET exams are conducted. This delays the academic calendar resulting in a good number of students forced to choose PGDM as against MMS. Online and part-time Management programs are a huge challenge for regular colleges committed to providing quality education.
2. **Lowering Intake Quality:** Gradually the intake quality of MMS students has been deteriorating. Regular delay in admissions is one reason but post-Covid hangover still persists due to which students' habit of reading and hard work has substantially diminished. There are more cases of depression, anxieties, and lack of discipline today than any time in the past. And this is observed across colleges.
3. **Motivational Challenges:** The system in place drives privately-funded higher educational institutions

to struggle in optimising their finances. Huge capital investments are needed to establish a quality higher educational institution. Yet, the fees permitted to be charged by the Fees Regulating Authority is primarily linked to the recovery of revenue expenditure. If the system does not permit recovery of investment, then it results in compromising quality.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

1. The Institute being affiliated to the University of Mumbai, strictly adheres to the syllabus and curriculum set by the University.
2. Over the entire two-years the University mandates to teach 18 Core subjects, 8 Electives, 1 Summar Internship, and 3 Projects Works, making it of total 3000 marks (100 marks for each). As per university mandate all core and elective courses are evaluated based on 40:60 criteria (i.e. 40% internal assessment and 60% written exam).
3. In addition to the University mandated courses, each semester we offer a host of add-on courses, seminars, and workshops. During the last 5 batches under consideration, we have offered 123 add-on courses, seminars, and workshops to our students. In these courses students are awarded certificates based on participation with minimum prescribed attendance in the course.
4. Within the University provided academic framework, the Institute prepares its own annual calendar that outlines the semester-wise timetable for lectures (core, electives, add-ons), seminars, workshops, sports and cultural activities and exams. Non-instructional days are also informed to the faculty and students at the commencement of the Academic Year.
5. While Core and Elective Courses are designed by the University, we add a lot of variety through our Add-on offerings to bring in contemporary practices. Feedback received from our core faculty, visiting faculty from industry, guests, alumni, and recruitment partners are all factored in to decide what needs to be offered to our students. During the first year, the focus is more on soft skills, communication, and self-exploration, whereas from the third semester onward the focus is more on catching up with the trends in different specialisations.
6. Structured feedback is solicited from students, faculty, companies providing Summer Internships, and parents. Measures are then taken to rectify and bring about improvements in the identified areas.

Teaching-learning and Evaluation

1. The Teaching - Learning and Evaluation process is conducted in a well-planned, structured, and streamlined manner for optimum outcome.
2. The Institute enrols students as per the approved sanctioned strength and applicable reservation policy.
3. Before the commencement of each semester, principal and faculty members discuss the core, elective, and add-on offerings in the light of past experiences and suggestions received from various stakeholders. Accordingly, add-on offerings are redesigned/reshuffled, and visiting faculties appointed.
4. At the commencement of each semester, all the faculty members are required to submit an outline of their respective course to the Principal and the same is updated on our LMS and also discussed with the students during the first lecture of the semester. Evaluation process is also informed to the students.
5. Ongoing internal evaluation and assessment is conducted by respective faculty members as the semester progresses. The internal evaluation covers multiple parameters like class participation, group projects, quiz, presentations, assignments, and viva voce to enhance experiential learning.

6. Attention is paid to students who may require special/additional coaching in language, quantitative and accounting domains.

7. In the third semester students are required to choose a specialisation. So, towards the end of the second semester, we conduct several extra sessions where we invite our well-placed alumni and other industry experts to guide our students on the options available for various specialisations and the skill sets needed to thrive in them.

8. To bring experiential learning, a host of events are organised throughout the years. These include Career Advancement Program (CAP), seminars, workshops, guest lectures, intra-specialisation competitions, etc. Students are also assigned to read case studies or even non-subject related books. Students are regularly made to present in front of the other students on what they learned from these exercises.

9. Structured feedback from students on faculty, curriculum, infrastructure are obtained at the end of each semester.

10. The Institute is in the process of aligning its academics as per NEP (2020) and the focus is also on developing a more objective assessment of course attainment through stronger mapping of Program Outcome (PO) and Course Outcome (CO) in our curricula.

Research, Innovations and Extension

1. Ours is a hundred percent privately funded Institution. Hence to encourage faculty members, our management has a policy of letting them seek research and consultancy assignments without mandating these assignments to be routed through the Institute.

2. Academically our faculty members come from some very renowned institutions and universities including TISS, LSE, Harvard, SP Jain, NMIMS, Apeejay School of Marketing, AMU, etc. Collectively our faculty carries over a 100 years of industry experience. Our faculty members are quite active in their specific areas of specialization. One faculty was chosen for Bharat Inclusion Fellowship 2020 for a large research assignment by IIM-Ventures, Ahmedabad. The same faculty also received a research assignment from an overseas university. Other faculty members have designed and developed several Management Modules for which they hold Copyrights and Registered Trademarks. Many faculty members are consultants to various corporates and are regularly invited for taking workshops, lectures, and seminars at various universities within India and abroad.

3. Some faculty members have published several books. Others have published widely in national and international journals of their specialised interest areas. Faculty members are regularly engaged in presenting their research findings at national and international conferences. They conduct FDP/MDP and are invited to engage in teaching/ assignments by foreign universities and IIM-U. Some faculty members are on the reviewers' panel of internationally reputed journals.

4. Our faculty members and students organize and participate in camps in several extension activities such as blood donation, cleanliness, cancer awareness, tree planting, anti-smoking and anti-drug campaigns etc.

5. The Institute supports collaboration with NGOs, Media Houses, IT companies and others for knowledge sharing. An MoU has been signed with the Insurance Institute of India.

Infrastructure and Learning Resources

1. The Institute is housed in a campus spread over 2.7acres with a built-up area of 3616 (sqm). There is a common auditorium, parking area and open space for recreation. There are two entry gates, and the boundary walls are lined by a thoughtful selection of a variety of trees.

2. The Institute is situated on the 6th, 7th, and 8th floors of the building. The sixth floor houses the administration office, principal's cabin, computer lab, faculty room, research room, conference room, washroom for ladies, staff and handicapped persons, and an expansive seminar hall. The seventh-floor houses seven classrooms of varied sizes. The eighth floor hosts an impressive library, 2 classrooms, girls' common room, pantry, an emergency room, male washroom, and space for prayer.

3. All the classrooms, computer lab, research room and seminar hall are IT-enabled with projectors, screens, collar mic and whiteboard.

4. The Institute's computer lab is equipped with 149 computers. There are computers installed for students in the library as well. The ratio of students to computers is 1.5:1.

5. The Institute's library is fully airconditioned, spacious (348.17 sqm), well designed and well-maintained, and offers a beautiful view of the sea. Over the years considerable investment has gone into upgrading it. The library is equipped with an integrated multiuser library management system that supports all in-house functions. Our Library houses over 20,000 books and subscribes to 161 periodicals, 60 plus print and online journals. 2000 plus bound volumes of journals and magazines and 188 collections of Harvard Business Press books are another important resource. A few computers have been equipped with special software such as ACEEQUITY, ACEMF, Finalyica and Eresearch, and EBSCO online. The library is a member of NDLI.

6. The Institute lays great emphasis on hygiene and cleanliness. This service is not outsourced to any facilities management unit but is conducted by our own in-house fulltime staff.

Student Support and Progression

1. The Institute publishes its prospectus and admission form every year. All statutory information is provided in the office and displayed on the Institute's website as well.

2. The admission process is transparent and efficiently handled by our well-trained and experienced office team.

3. At the commencement of the first semester, an entire well-planned Induction week is scheduled to familiarise the new students with their faculty, their seniors, and the Institute infrastructure. The entire Induction Week activities are planned and conducted by our second-year students with faculty guidance. The Induction Week includes guest lectures conducted by senior industry professionals to familiarise the new students about what to expect from a management course. Several management games are also organized, for which the new students are divided in batches to inculcate the spirit of working in teams.

4. Once the scheduled lectures commence, the students receive all the support they need from the faculty as well as the support staff. Several committees are constituted such as Placement, Cultural, Sports, Anti Ragging. Class Coordinators and Alumni Secretary are appointed for smooth functioning of the Institute.

5. A conscious and regular effort is made by the Institute to strengthen students' skillsets. Career Advancement Program (CAP) is conducted in various stages where each student is trained and tested on numerical abilities, aptitude, group discussion and interviewed by a panel of experts from academia and industry.

6. Another activity that engages students for almost two months is the intra-specialisation competition. Students of each specialisation compete amongst themselves on a pre-decided topics and then the finalists present before a jury of experts mainly from their respective domain specialisation.

7. Encouragement is offered to students by offering awards and certificates for various achievements, including academic excellence, all-round performance, winning the various events, and students who have shouldered the responsibility of being class representatives are also honoured.

8. Alumni play an important role in various activities of the Institute. They come as visiting faculties,

guest speakers, panellists for CAP, and as recruiters.

Governance, Leadership and Management

1. The Institute being an affiliate of the University of Mumbai adheres to policies, rules and regulations as decided by the University. AICTE, Fees Regulating Authority (FRA), Admission Regulating Authority (ARA) and Department of Technical Education (DTE) Maharashtra are other statutory and regulatory bodies involved in regulating, supervising, and monitoring the Institute. Guidelines issued by all these agencies are applicable to the Institute.
2. The Institute is part of a larger umbrella organisation called the Rizvi Education Society (RES), which is a privately funded initiative of entrepreneur-philanthropist Dr Akhtar Hasan Rizvi. The Institute also adheres to the rules and regulations as prepared and implemented by the Rizvi Education Society.
3. The Institute draws inspiration and values from its Founder, Dr. Akhtar Hasan Rizvi who is the moving spirit behind a dozen plus educational institutions created and nurtured by him over the last four decades.
4. All quality control measures of IQAC are initiated and implemented by our faculty members. They are instrumental in conducting, monitoring, and evaluating academic activities. Decisions regarding admissions, timetable, examinations, and extracurricular activities are taken during staff-faculty meetings.
5. The Institute adopts an e-governance model for all significant activities such as admission, academics, finance and accounts, examination, and placements. The Institute has its own customised LMS since 2018.
6. Despite receiving no external funding, financial support and academic leaves are provided to faculty members for attending external workshops/seminars/conferences.

Institutional Values and Best Practices

1. The Institute derives its strength and character from its founder who has made conscious efforts to develop a cohesive society, free from discrimination of any sort.
2. The Institute being one of the earliest private management institutions established in the city of Mumbai, has, over the three decades of its existence, fine-tuned its best practices and institutional values to keep them in sync with student requirements and corporate demands.
3. One of our own innovation and distinct best practices is the **Career Advancement Programme (CAP)**. The Career Advancement Program (CAP) is an attempt by the Institute to prepare our students for one of the most critical activities of their career namely, the Placement Process. CAP aims at preparing students to face the corporate world in the form of interviews; seek clarity in terms of their interest areas; identify their strengths and improvement areas, thereby helping them to improve their domain knowledge and build expertise. It also provides an opportunity to the students to get a firsthand experience of the expectations of the corporate world from the alumni of the Institute.
4. Our Institute is a melting pot for academics and professionals working in the industry. Our core faculty has hundred plus years of collective industry experience. The Institute's location provides added opportunity for outside experts and professionals to meet and interact regularly.
5. The Institute's management provides the vision and the ambience to collaborate. A relevant fact is that the Institute is open on all weekends. This is not a minor commitment. All Saturdays and Sundays are available for professionals in the industry to visit, interact, guide and mentor our students. Faculty and students have their weekly off on Monday. The result of these is visible in the students who graduate

from our Institute. We have 1700 plus recruiters who have come, interacted, and recruited our students over the last five years.

6. Another institutional practice we consider our best practice and which we have developed in-house and refined over the years, is the **annual intra-specialisation competition among students**. In the third semester after students have chosen their specialisation, our core faculty specialising in that domain curates a theme suitable for students to collaborate, cooperate and compete in. After a couple of elimination rounds, the best group or the student is prepared to make a presentation before a panel of judges carefully selected keeping in the mind the theme of the year. Even during Covid we conducted this exercise under difficult circumstances to ensure our students continued to get the holistic experience.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	RIZVI INSTITUTE OF MANAGEMENT STUDIES AND RESEARCH
Address	NEW RIZVI EDUCATIONAL COMPLEX, OFF. CARTER ROAD, BANDRA WEST MUMBAI
City	BANDRA
State	Maharashtra
Pin	400050
Website	www.rmi.rizvi.edu.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal(in-charge)	SHARIQ NISAR	022-69778600	9833435983	-	info@rmi.rizvi.edu.in
IQAC / CIQA coordinator	JAMIL SAUDAGAR	022-69778601	9820218606	-	jamilsaudagar@rmi.rizvi.edu.in

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Day

Recognized Minority institution	
If it is a recognized minroity institution	Yes 2008-09 onwards.pdf
If Yes, Specify minority status	
Religious	Religious
Linguistic	
Any Other	

Establishment Details		

State	University name	Document
Maharashtra	University of Mumbai	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	15-05-2023	12	

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	NEW RIZVI EDUCATIONAL COMPLEX, OFF. CARTER ROAD, BANDRA WEST MUMBAI	Urban	2.7	3616

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
PG	MMS,Management,	24	MAH CET and Graduation	English	120	102

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

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				28
Recruited	21	7	0	28
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	1	0	0	0	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	1	0	0	7	0	0	8
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	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

19-04-2024 04:30:21

Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	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**	**Others**	**Total**
	24	2	0	26

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	84	3	0	0	87
	Female	32	1	0	0	33
	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	0	1	1	0
	Female	0	0	0	0
	Others	0	0	0	0
ST	Male	1	1	1	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	2	4	2	2
	Female	0	0	1	0
	Others	0	0	0	0
General	Male	80	67	68	75
	Female	36	39	26	17
	Others	0	0	0	0
Others	Male	1	4	2	1
	Female	0	3	1	0
	Others	0	0	0	0
Total		120	119	102	95

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	In order of develop the all round capacities of the students - intellectual, social and moral in an integrated manner the Institute to include multidisciplinary Add on / Value added subjects as per National Education Policy 2020. Keeping in view the problems faced by the students the Institute is planning to set-up short term courses. The aim is to make the students equipped so that they don't need to rely on Government Jobs but go for self-employment as a Institute is preparing itself to have more multidisciplinary Add on subjects. It tries to identify the program learning outcomes along with courses and learning outcomes that defines specific knowledge, skills, attitude and values which acquire

	by the learner and ensure that each program achieves its goal.
2. Academic bank of credits (ABC):	Regarding the implementation of Academic Bank of Credits the Institution has to wait for the academic council to give a green signal. The pedagogical approach of the Institution is students centric where the faculties pedagogical approaches are constructivist inquiry based reflective, collaborative and integrative. Summative and formative assessments and assignments are used to evaluate the students learning outcome.
3. Skill development:	The vision of the Institute is promoting value based quality education. Hence the Institute takes efforts to inculcate positivity among the learners. The Institute also celebrates national festivals like Independence day, Republic Day. Mentoring students is also one of the practices of the Institution to enable students to explore future employment after Post Graduation and help them get the most of their studies.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Regarding the adoption of Indian Languages the Institute previously offering course on French as additional language. Prevention and promoting languages is one of the target of Institute in future.
5. Focus on Outcome based education (OBE):	The Institute also make an efforts to understand that the pursuit of knowledge is a life long activity to acquire positive attitude and other qualities which lead student to learn today and lead tomorrow to a successful life. To interpret, analyze, evaluate and develop responsibility and effective citizenship is one of the program outcome of the students.
6. Distance education/online education:	The Institute is preparing itself keeping in the view the convenience of the students the technology tools used by the faculties specially during the pandemic lock down are google classroom, zoom, google using videos and teaching and learning aids, group collaboration and interaction, an assignment and revision as well as the assessments have been conducted are some of the Institutional efforts towards blended learning.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	No
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?	No
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.	No
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.	No
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.	No

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
121	95	99	119	118

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: 16

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	13	14	16	16

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
201.82	114.880	170.226	265.30	312.98

File Description	Document
Upload Supporting Document	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

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

Rizvi Institute of Management Studies and Research, an affiliate of University of Mumbai, offers a two-years Master's Degree program in Management Studies (MMS). The MMS program is spread over four semesters. We provide specialization in five domains which include Marketing Management, Human Resource Management, Financial Management, Operations Management and Systems Management. The Institute follows the syllabus and curriculum as provided by the University. Over and above the University curriculum (i.e. core and elective papers), the Institute also offers a wide range of add-on papers and seminars across four semesters. These add-on papers/courses are meticulously designed to make our students well-versed with latest developments in the industry so as to enhance their level of competence and employability.

In the light of the academic calendar of the University of Mumbai, the Principal along with the concerned faculty members prepares an academic calendar for each semester. This activity is done before the commencement of each semester. The academic calendar manifests the flowchart of the activities for the semester. This includes the beginning date of the semester along with the last working day, daily time-table, schedule of examinations - End-Semester as well as Mid-term (if applicable), guest lectures, workshops, seminars, Learning from Legends sessions, and other co-curricular and extra-curricular activities. The information regarding the same is communicated to the students well in advance through the Institute Notice Board and the concerned faculty. Further, the assignment of papers/courses and the teaching load in terms of hours is also decided in these meetings. To assess our alignment with the academic calendar, we also hold a review meeting at the end of each semester.

Apart from imbibing subject-related knowledge and skills in our students, we also promote a sense of social and moral responsibility in our students. To achieve the same, various social outreach events are sponsored under the banner of Rizvi Institute of Management Studies and Research. Efforts are also made to make our students realize the significance of ethics in work life; professionalism; diversity, culture, and rich traditions of India; the laws and Constitution of the nation; and the Indian Knowledge System to make our students proud citizens.

Further, as a sign of continuous internal assessment, the students are assessed through end-term exams (held by the college/university as applicable) and internal evaluations which include quizzes, case studies, unit tests, viva-voce, assignments, presentations, and they are also given marks for attendance. The Institute also seeks feedback from the students and other stakeholders on the curriculum, teaching

and learning pedagogy, infrastructure etc. Necessary action is then taken on such feedback. Besides that, the Institute also invites alumni and other stakeholders to provide their feedback and suggestions regarding the curriculum. Their suggestions are incorporated in a time-bound manner.

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: 94

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](#)
Provide Links for any other relevant document to support the claim (if any)	[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: 98.55

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

2022-23	2021-22	2020-21	2019-20	2018-19
119	89	100	118	118

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:

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

Educational institutes play a significant role in developing and nurturing societies. Stemming from the same lines, Rizvi Institute of Management Studies and Research has been working for long to sensitize its students towards professional ethics, diversity, equity & inclusion, human values, gender equality, and responsibility towards the environment. Being affiliated with the University of Mumbai, the college adheres to the curriculum designed by the University where the courses like Business Environment, Business Ethics, and Ethos in Business Management, Corporate Social Responsibility, and Organizational Behavior are taught to the students. All the above-mentioned papers are either elective or core courses for which regular lectures are conducted in the college. Also, there is a compulsory project on CSR that every student has to complete under his respective guide's satisfaction. According to the University guidelines, every student has to pass these subjects in order to complete the MMS programme.

Besides the curriculum provided by the University, the college also undertakes various measures to promote the following:

- **Professional Ethics**: Apart from offering a complete paper on Business Ethics, the college also organizes guest lectures, screening of films, plays/acts, role-playing and lectures to imbibe ethics and honesty in our students.
- **Gender Equality**: In order to promote gender equality, the college promotes equality by promoting co-education teaching pedagogy. In doing so, various committees like social media team, events team, media team, placement team, alumni affairs team, etc. are formed, where female students are promoted and often lead the entire team. Further, female students are also appointed as Class Representatives and Coordinators.
- **Environment** - To instil a sense of responsibility towards the environment in our students, the

college organizes quiz and debate events, plantation drive - where the students and faculty plant trees in and outside the college premises, hygiene drive - where the students and faculty of the college participate in the cleanliness drive, and beach- cleaning drive. Besides that, almost all the students of the college are registered in the YEWS (Youth Engagement and Water Stewardship) program of UNICEF - United Nations International Children's Emergency Fund and DTE - Directorate of Technical Education.

- **Sustainability** - To make our students more conscious about making a more sustainable planet, the college invites experts to give a talk on topics like organic farming, a plastic-free planet, and cautious usage of water and other natural resources. Further, we also promote the adoption of sustainable goods and products in our daily lives.
- **Human Values** - Teachers are the role models of the students. Keeping this in mind, the Institute puts this responsibility on the faculty members. Our faculty members not only teach their respective courses but also imbibe human values related to honesty, truth, communal harmony, diversity and equality in our students through examples, stories, and narrations.

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: 171.9

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

Response: 208

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: 90.83

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

2022-23	2021-22	2020-21	2019-20	2018-19
118	94	96	119	118

2.1.1.2 **Number of sanctioned seats year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
120	120	120	120	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: 91.46

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

2022-23	2021-22	2020-21	2019-20	2018-19
62	55	60	64	59

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

2022-23	2021-22	2020-21	2019-20	2018-19
69	63	66	66	64

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: 11

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:

PARTICIPATIVE AND EXPERIENTIAL LEARNING

The Institute follows an extremely structured methodology. Experiential and participative learning are given prime thrust in this regard.

Since the Institute adopts the curriculum devised by the University of Mumbai, the Core and Elective subjects as prescribed by the University are covered with great rigour. Many of the specialisation subjects are taught by senior industry experts. Apart from the University prescribed courses, on average 25 relevant add-on subjects are taught during the four semesters, covering a wide range of enriching areas.

Right from the commencement of Semester One, students are exposed to experiential learning methodologies as they participate in the multiple activities and sessions organised for them as part of their Induction Week. This ensures that the fresher students get acclimatized to our academic culture quickly. This sets the ball rolling for them as they look forward to more such sessions and activities over the next two years.

Then, the Institute each year organises annual competition among students of the particular specialisations. Over the years, these events have become a brand by itself. In these events students initially compete against their classmates from the same specialisation, after which the best teams get shortlisted and are given the opportunity to showcase their analytical and presentation skills in front of the judges on the day of the respective event; the judges being men of eminence from industry. The themes selected for each of these events are always very topical and current.

During the pandemic, the Institute ensured that various events that form an integral component of the Institute Calendar were conducted online, with great enthusiasm, ensuring that senior industry executives showcased the event as judges. During the covid when we realised that students studying from home are having issues related to internet connectivity, bandwidth, and timing. Houses in Mumbai are usually small and several children in the family (mostly joint) were having almost same timings for their classes, we started **Ace Entrepreneurship Series** (The **A**ccelerated **C**orporate **E**ssentials) where we invited several industry stalwarts to share their knowledge. To make these lectures accessible anytime we started our own YouTube channel. The ACE series helped our students maintain spirits high. More than 20 such lectures are available on our YouTube channel.

Apart from these annual events, ace entrepreneurship series, students are regularly engaged through other online and offline activities. Prominent among them are our series on '**Learnings from Legends**' **'Learning through Inspirations'** and **'Corporate Learnings from Business Leaders.'** Several standalone seminars, workshops and talks are also conducted each year.

And, then we have the unique experiential activity titled CAP (Career Advancement Programme), where the students are specially prepared and then assessed on their language, quantitative, and general knowledge skills, through a simulated exercise representative of what they will face when they commence their placement process. Industry experts come on campus to evaluate, and each student faces a rigorous Group Discussion and then an Interview Panel which consists of industry experts, alumni, visiting faculty and our own faculty members.

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: 101.45

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	13	14	16	16

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[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: 28.57

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**

2022-23	2021-22	2020-21	2019-20	2018-19
4	4	4	4	4

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 awareded by UGC recognized universities	**View Document**
Provide Links for any other relevant document to support the claim (if any)	**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:

Evaluation Process and Reforms

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

Response:

RIMSR follows the guidelines set by the University of Mumbai. As per the University scheme, for all the core and elective papers, the Internal assessment is of 40 marks out of 100, while the external examination carries the balance 60 marks in each semester. The internal Assessment of 40 marks is further split into multiple heads like assignment, test, project, and attendance, as mandated by the university of Mumbai. How many heads to keep and the weightages for each internal head is left to the discretion of the relevant faculty member teaching the particular subject.

At the beginning of the semester, faculty members inform the students about the internal assessment composition criteria, which include presentation, viva-voice, internship field work and other co-curricular activities. Dates of the internal examination are communicated well in advance to the students.

In case of any grievances, the students directly approach the concerned faculty, who address the grievances as she/he may deem fit.

1. The unresolved grievances, if any, are referred to the Examination Controller. If still unresolved, the matter is referred to the Principal for necessary redressal.
2. If a student is unable to appear for an internal examination due to medical or any other genuine

reason, on submission of proper documents, internal assessment is rescheduled.

3. Attendance is an integral part of internal assessment. Students who do not fulfil the minimum required attendance criteria are not allowed to appear for the final semester examination. This systematic monitoring of student's attendance coupled with counselling by staff/faculty for those students not fulfilling the University criteria of attendance has had a positive impact on students.

4. However, Medical Certificate, if submitted, is considered for the purpose of calculating eligibility to appear for final semester examinations.

5. The Principal is the final authority regarding any internal/external examination-related grievances.

During the external examinations, the faculty concerned is available in person or on the phone on the examination day of their paper. In case of any doubts asked by the students in the question paper, these are clarified to the students on the spot.

After the examinations, the faculty member concerned collects the answer sheets from the administration office and after evaluating the answer sheets, updates the examination marks. The faculty member then returns the answer papers duly assessed to the office and the Examination Controller is notified via mail about the same. The Examination Controller with the help of office staff, collates the internal and external marks awarded by the faculty members and forwards it every semester to the examination Branch of the University of Mumbai. Under the Credit-based grading system, a student has to obtain a minimum of 50% of marks in aggregate consisting of internal and external components, failing which the student is given another chance to appear in Supplementary exams under the University norms.

Additional Link: Rizvi Institute of Management Studies and Research

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

Response:

We have recently moved to calculating Programme Outcomes (POs) and Course Outcomes (COs).

POs and COs have been formulated for the MMS program of the Institute. Program Outcomes (POs) represent the graduate attributes formulated as per the Washington Accord and adopted by the National Board of Accreditation. The Program Outcomes are uploaded on the Institute's website and Institutional Repository for reference by the faculty members and students.

URL: https://rmi.rizvi.edu.in/uploads/Rimsr_po1.pdf

Course Outcomes (COs) are statements that describe essential learning that students should achieve and can reliably demonstrate at the end of a course. The Course (learning) outcomes define the knowledge, skills, and behavior that a student should demonstrate. The course outcomes for each course are prepared by the faculty member addressing most of the appropriate levels of Bloom's Taxonomy incorporating cognitive, affective, and psychomotor domains of learning. They are modified in case of Curriculum revision as per the need from time to time.

URL: https://rmi.rizvi.edu.in/uploads/Rimsr_co1.pdf

MMS Programme: The University of Mumbai gives the Course objectives and syllabus of each course to be conducted in that Semester. Subject faculty members looking at the syllabus prepare the course outcomes for each subject, respectively. The same is then communicated to students during lectures through the respective session plans of their subjects. The syllabus is made available in the library, college   intranet, and the MMS department for students.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

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

- Student feedback conducted as exit survey.
- Alumni feedback taken during alumni meets.
- Corporate Feedback taken from our employer.

- Parent feedback taken during final degree distribution.

Direct assessment consists of internal assessment and the end term examination. The internal assessment carries 40% marks, is done on a continuous basis through evaluation of students' projects, presentations, internal tests, and internship programs.

Feedback of the students on the teaching pedagogy and teaching quality helps to evaluate the quality of teaching. In case of gaps, faculty members attempt to fill these by making appropriate changes in the teaching and learning process. The course is designed in such a way that it is capable to map the CO with the PO and arrive at the attainment level. The faculties use MS Excel for calculating CO-PO attainment after the relevant semester is over. The Program Head evaluates the Program Outcomes at the end of each Semester. The evaluation of each Program Outcome is carried out once a year. The Course Outcome for each Course is measured for the attainment of the respective Program Outcome on a scale of 3 where:

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

Attainment level is computed for each CO

Level	Percentage Level Range
Low	50-59%
Medium	60-69%
High	70% and Above

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

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.6.3

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

Response: 99.81

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

2022-23	2021-22	2020-21	2019-20	2018-19
89	98	117	117	117

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

2022-23	2021-22	2020-21	2019-20	2018-19
89	99	117	117	117

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: 3.17

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: 0

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)**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	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:

Among the innovative ways of knowledge and experiential learning the Institute has been experimenting with different methodologies of imparting learnings. Depending upon circumstances (such as pandemic) and batch strengths (background of the students in respective years), the Institute has adopted innovative methods.

During the pandemic when students and faculty were not in the campus, we extensively used our LMS to make sure that our academic activities continue as efficiently as possible. Other than regular lecture, professionals from different domain expertise were invited to share their knowledge and experiences. Realising difficulties faced by our students we moved on to starting our own YouTube channel so that students missing these talks can access them at their own convenience.

Similarly, after some experimentations we have designed Career Skill Development Program in which

students in the first semester are asked to self-evaluate themselves on three key skills: Business, Personal, and Interpersonal. After analysing these results, we get an idea on the batch's core strengths and weaknesses as per the felt need of the student. Accordingly, mentoring programs and add-on courses are designed and offered to students.

Group learning is another feature where students are continuously inspired and encouraged through different types of competition. They are encouraged to share their feedback about courses and faculty and appropriate actions taken to maintain their interest and trust in the academic endeavour of the Institute.

Study is not the only way students learn or get inspired. Hence another regular feature of our Institute's offering is inviting achievers of different domains for sharing their life's journey. In this category people from different walks of life have addressed our students such as social, business, sports, film, media, civil servants, diplomats, and corporate leaders. Looking at present need of the Indian economy and employment situation students are exposed on the business environment, focusing on design thinking, business opportunities, compliances, and pitfalls. Some specifics sectors like, real estate, hospitality, pharma, retail, media get regular expert visitors.

Coming to the faculty side, one of our faculty members was a part of the syllabus-setting committee on Indian Management, and he conducts sessions based on traditional Indian and eastern management practices. This faculty member has authored books on the leadership practices of Indian leaders – including Mr. JRD Tata, the leader from industry, and M S Dhoni, the leader from the sports arena. His books are based on his own Intellectual Property (Magic of Leadership®) and are on best-seller lists across physical bookstores. They are based on his trademarked 4V Model of Leadership (Vision, Values, Valour, Victory). He conducts workshops for our students on these Indian leaders.

A conscious effort goes in helping students select their project titles which they are required to write in their fourth semester. They are encouraged to choose diverse and innovative topics focusing on the Indian economy in general, specialised business and corporate social responsibility. Innovation with the end objective of creating entrepreneurs who can generate employment and develop indigenous product and service offerings is encouraged through regular entrepreneurship workshops.

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: 42

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**

2022-23	2021-22	2020-21	2019-20	2018-19
7	7	15	6	7

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3 Research Publications and Awards

3.3.1

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

Response: 2

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	11	13	3	3

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	[View Document](#)
Link to re-directing to journal source-cite website in case of digital journals	[View Document](#)
Links to the papers published in journals listed in UGC CARE list or	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
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: 1.06

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**

2022-23	2021-22	2020-21	2019-20	2018-19
3	5	2	5	2

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:

3.4.1 Extension Activities

The wholesome development of professionals requires broadening of the perspective of students, which is accomplished through the extension activities at Rizvi Institute of Management Studies & Research. These activities focus on areas of social relevance in the immediate vicinity of the Institute, and key environmental factors impacting us as a society.

Team building in non-formal environments is a key skill set that is developed through the outbound trips where the entire student team across junior and senior batches are taken to an offsite setting for a 3 day period. During this, a series of interactive, team building and knowledge sharing activities are conducted in an informal setting, moderated by the faculty. Over the years, this has helped build stronger bonds in the alumni community as well.

Being cognizant of the environment we operate in, students, faculty and staff of Rizvi Institute of Management Studies & Research participate regularly in activities like tree plantation, plastic reduction and furthering of the Swachha Bharat Abhiyan. These activities focus on very specific requirements of focused areas which directly impact the Institute and staff who reside in the vicinity as well. The aim is to lead by example and reiterate the commitment of these causes as a group, irrespective of the professional direction or grade.

Given the varied background that students hail from in our Institute, the students are encouraged to recognize and leverage the value of their respective cultural backgrounds. Festivals like Garba and Diwali are used to bring this aspect into focus with participative activities that go beyond just celebrations. Efforts are made to highlight the values that these festivals embody through interactive and outreach activities, covering other colleges, staff members and society in the immediate vicinity. These also serve as platforms to highlight multi-cultural talent of students which do not get a platform during the normal course of the curriculum led professional course.

Wellness and preventive healthcare is given high priority and as a group, and numerous activities are organized on a regular basis. These include health / dental checkups at medical camps, and cancer awareness drives have been regular activities over the years. The annual marathon to increase cancer awareness is the culmination of these activities which includes participation by celebrities and eminent personalities. The marathon is a very inclusive event covering amateur health enthusiasts covering 5 kms to serious marathoners going the full distance. In addition, there are health awareness modules conducted, in which students and staff participate to the best of their abilities. These activities are mandatory so that everyone get a similar exposure to the depth of commitment of the institute to this essential aspect of personal development.

The Institute's staff play an essential role in ensuring smooth functioning of academic and other activities. Our extension activities ensure that they and their contribution are recognized through structured events. Providing uniforms, first aid kits and operational training ensure efficiency at the workplace, and engagement activities like picnics and outbound camps ensure bonding beyond the professional sphere.

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:

Many faculty members of our Institute are well-recognised in their respective fields of specialisation. Prof. Cyrus Gonda is a renowned author with scores of books to his credit. Dr Shariq Nisar is a well-

recognised face in the field of alternative finance. Every year he teaches a course at University of Luxembourg. Prof Anuradha Oza is a known face in the field of social work. Her works are cited regularly in the mainstream media. Prof. Nagendra Aswath is a well-known professional in the field of Logistics and Supply Chain Management. Similarly, there are other professors who command good recognition in their areas of specialisation.

Our faculty members have received several awards and recognitions for their work. Professor Cyrus Gonda has been awarded the title of India's #1 Author, Trainer, and Thought Leader in the domains of Leadership, Critical Thinking, Communication, and Customer Experience. He received the award from the hands of the Deputy Chief Minister of Maharashtra state, Hon'ble Shri Devendra Fadnavis.

Professor Cyrus Gonda's Leadership biography of India's leading cyber security expert Mr Trishneet Arora, titled "The Magic of Leadership" received appreciation from India's National Cyber Security Advisor.

Professor Cyrus Gonda has also authored the journey of India's #1 Eye Surgeon Dr Cyres K Mehta, who was presented the award of being India's Number One Eye Surgeon by the Governor of Maharashtra Hon'ble Shri Ramesh Bais.

Professor Cyrus Gonda has also authored the Coffee-Table Book commemorating the twenty fifth anniversary of the Christian Chamber of Commerce and Industry. This book received official appreciation letters from the Governor of Maharashtra Hon'ble Shri Ramesh Bais, Deputy Chief Minister of Maharashtra Hon'ble Shri Ajit Pawar and Deputy Chief Minister of Maharashtra Hon'ble Shri Devendra Fadnavis.

Another Professor of the Institute, Dr Shariq Nisar has been recipient of several awards for his work in the industry and academia. Scores of Indian corporates avail his services on product design, marketing strategy and inclusion. He received Midday-Media Award for Excellence in Professional Service.

Dr Shariq Nisar created an index product for BSE which received Digital Inclusion Award from Skoch Foundation, New Delhi. He also strategized central government owned GICRe establish its business in the GCC. He was invited to Indian Parliament to share his thoughts while amendment to the Indian Insurance Act was being discussed by the Select Committee. Similarly, there are other corporates also who have benefited from his consultancy. He received Bharat Inclusion Research Fellowship 2020 from IIM-Ventures Ahmedabad.

Prof Nagendra Aswath, our faculty, is a known face in the field of Logistics and Supply Chain Management. He has been invited to various institutes for his expertise. More recently he was invited by Indian Navy to train their officers on some latest developments in the Logistics space viz. National Logistics Policy 2022 and Gati-Shakti Program. He is on the Academic Council of SPJIMR, Mumbai to keep the Operations and Supply Chain Management syllabus contemporary.

Our other faculties also have notable contributions to society in their respective fields.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

3.4.3

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

Response: 22

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**

2022-23	2021-22	2020-21	2019-20	2018-19
8	10	2	1	1

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](#)
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.5 Collaboration

3.5.1

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

Response: 3

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

Response:

Classrooms and Learning Facilities

The Institute has its facilities spread across three floors namely 6th, 7th and 8th Floor. We have 9 air-conditioned classrooms, 1 research room and 1 state of the art seminar hall which can accommodate 190 students and is well equipped with projector and podium Facilities. All the rooms have high speed internet connectivity. Each classroom is equipped with a projector, whiteboard, audiovisual sound system for a conducive teaching-learning experience. The classrooms are dedicated to all the currently offered programmes. The classrooms are well ventilated, and adequate space is available for class activities and personality development.

IT Infrastructure and Computing Facilities

The Institute's computer lab houses 149 computers exclusively for students installed in the lab, library, classrooms, seminar hall and research room. In addition, projectors are installed in each classroom and lab, and a web-conferencing solution is installed in each classroom for online meetings and webinars. Other computing facilities like printers, scanners are also available to students and faculty. Faculty members and staff are assigned desktops for preparing their sessions and complete other administrative work allotted. All the desktops are networked and interconnected on Local LAN. File transfer can be done using IP Messenger. RIMSR also has implemented its email server with each faculty member having an official email address to communicate.

SMART Classroom

The Institute has implemented Smart Classrooms for enhanced teaching-learning experience. The classrooms are fitted with Lenovo Desktop having I5 12th generation processor along with 8GB RAM and 1TB hard disk. The classrooms are also equipped with a OHP and audio facility.

The Institute encourages real-time training on various software MS-Excel, MS-PowerPoint, SPSS, Python, SQL and Digital Marketing, etc. Our faculty members regularly conduct these sessions in the Labs. Furthermore, students have access to websites like EBSCO for upskilling themselves.

Seminar Hall

RIMSR'S acoustically designed air-conditioned Seminar Hall has a seating capacity of 190 persons and is ideal for hosting more extensive cultural activities & functions. In addition, various activities like annual specialization events (Saksham, Alacrity, Synapse, Impressions), Convocations, training programs, seminars, and conferences are hosted regularly.

Conference Room

The student development activities like CAP (Career Advancement program) Rounds, Job Placement Interviews (Summer Internship and Final Placements), Dissertation Project viva-voce and faculty meetings are conducted in the conference room.

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: 4.33

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

2022-23	2021-22	2020-21	2019-20	2018-19
14.28	0.63	2.58	26.23	2.43

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The solid library is one of the cornerstones of the Institute's excellent and current infrastructure, supporting the mission of the Institution to create a learning and research-supported environment. The Institute has Library infrastructure facilities spread on the 8th floor and having an area of 348.17 sq. mtrs. The Library is fully air-conditioned with a spacious well-illuminated reading room with a comfortable seating arrangement for 180 students.

Stocked with over **18,400** volumes & **9500 eBooks** from EBSCO eBook Business Core, the Library subscribes to **161** National and International periodicals spanning all aspects of management, including 60 plus print + online journals like Sage Publications, Publishing India & other journals and magazines, supplemented by 2521 bound volumes of journals and magazines for the last three decades, and magazines including the top global publications like Global Business Review, Journal of Management, Journal of Marketing, Harvard Business Review, Foreign Affairs, The Economist, just to name a few. The Library ensures that students and faculty can access the best possible research, data and analyses at any point in time.

Apart from the widely available literature, the library also has research publications and PhD theses, a large set of Harvard Business Press books, Case studies, and a good collection of Business Management Book Series from various publishers. The Library also houses Research Articles Manuals, 38 video Cassettes, 1281 CDs, Annual Reports, and News Clippings. The Library also holds the best 15 Business and general Newspapers like ET, MINT, BS, Financial Express, Business Line etc.

The Library Advisory Committee formulated a new policy to help in developing a well-balanced, unified and definite programme of collection development, and make a sufficient and suitable provision for all categories of users in their academic and research activities.

The Library is a member of the National Digital Libraries of India (NDLI) and RIMSR NDLI Club organizes various events under this banner.

The library is automated with digital facilities using an Integrated Library Management System (ILMS), and adequate subscriptions to e-resources and journals are made.

The Library uses the SLIM21 software which is an integrated multi-user library management system that supports in-house operations of the library. SLIM21 consists of modules on utilities, acquisition, cataloguing, circulation, serials and WEBOPAC.

Through the EBSCO online database users can access over 2300 full-text journals covering titles by Elsevier, Springer and John Wiley. A unique feature is links to various corporate databases like ACE Equity NXT, Ace MF Nxt, and Finalyca.

Average annual expenditure for purchase & subscription of books/e-books journals / E-journals during last 5 years **16.49** Lakh.

Library Usage Number of teachers and students accessing the library per day over last year- (physical access+ e-access)

Percentage per day usage of Library by teachers & students

= number of teachers & students using library per day/Total no. of teachers and students' **x** 100 = 109.15/221 X 100 = **49.38**

During the COVID-19 pandemic (i.e. 2021-22) Library physical access was reduced but online access increased over the years, and usage of various open-access resources is not retrievable.

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:

IT infrastructure is spread over all the academic departments, classrooms, library, and administrative sections of the institute. These facilities are continuously upgraded to meet the demands generated by stakeholders and interested parties. The up-gradation is in the form of hardware updating, the addition of terminals, addition of bandwidth, buying licensed software's, replacement by high capacity cables, and service provider to keep substitute options open, ensuring continuous power supply.

A total of 149 desktop computers are connected to the institute LAN. Whenever needed, the configuration of machines in departments like Information Technology (IT), Labs, Class Rooms, and other departments are upgraded as per AICTE requirements. Presently most of these machines have a high-end configuration as in I5 Processor, 16 GB RAM, 1 TB HDD. Networking of these terminals is done using 24 port switch, D Link router. Backup in the form of Individual UPS is available for Server Room (3 KVA).

Office automation exists since the last decade by using Windows-based facilities to handle students' data, exam data, accounting operations, and university requirements. It has helped the administrative and academic sections to generate the required output, which is, in turn, helping the digitalization at all levels. Details of the versions and upgrade status mentioned in the attachment.

Language Lab

Language Lab is a tool designed for teaching the English language. It helps students learn pronunciation, accent, stress, and all other aspects of the phonetics of a language. Duolingo software is used for the same.

Library software

SLIM21 (System for Library Information Management) software is used in Library since 2006. Features include acquisitions, cataloguing, circulations, serials and news clipping.

Campus Integration Software – Enterprise Resource Planning System (ERP)

'CAMPUS ERP SYSTEM' (RISE LMS) is the software used in the campus, a multiplatform, multilingual, client server-based software. All faculty, staff and students use the Learning Management System (LMS) extensively on a daily basis as the defacto ERP system in RIMSR. The faculty updates the attendance, course content, examination marks (internal and external) on the LMS. The students access the learning material uploaded by faculty on a continuous basis. The staff work on the LMS to generate POs, billing and other administrative work.

The staff also use **Tally (version 9.2)** for their day-to-day accounting work.

EBSCOhost software is used by students for upskilling themselves.

Finance specialization students use software like **AC Equity Nxt, AC MF Nxt, Finalyca**.

SPSS 25 and Amos 25 software is used for Business Statistics.

Python, Anaconda & MS SQL is used by students for Business Analytics.

Annual Upgradation status of ISP and speed:

Sr. No.	Internet Service Provider	Speed	Year
1	Rizvi Education Society - (Xpedient Softwares Pvt. Ltd)	20 Mbps	2018
2	Rizvi Education Society - (Xpedient Softwares Pvt. Ltd)	50 Mbps	2109
3	Rizvi Education Society - TATA TELESERVICES	100 Mbps	2020
4	Rizvi Education Society - TATA TELESERVICES	100 Mbps	2021
5	Rizvi Education Society - TATA TELESERVICES	100 Mbps	2022
6	Rizvi Education Society - TATA TELESERVICES	100 Mbps	2023

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

4.3.2

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

Response: 0.81

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

Response: 149

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](#)
Provide Links for any other relevant document to support the claim (if any)	[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: 26.06

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)**

2022-23	2021-22	2020-21	2019-20	2018-19
67.25	24.11	46.91	61.31	78.06

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 83.33

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**

2022-23	2021-22	2020-21	2019-20	2018-19
83	66	98	120	93

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: 75.18

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**

2022-23	2021-22	2020-21	2019-20	2018-19
56	86	76	92	105

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 33.58

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

2022-23	2021-22	2020-21	2019-20	2018-19
48	25	35	40	34

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

2022-23	2021-22	2020-21	2019-20	2018-19
89	99	119	118	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: 3.25

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.)**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	2	2	0

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: 0

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*

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Upload supporting document	[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: 11.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	17	5	13	11

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:

ALUMNI RELATIONS & CONTRIBUTION

Alumni is a huge support system for any established institute.

Once students pass out, the connect they retain with their alma mater is based on the overall academic and extra-curricular experience they underwent during their tenure as students, and also on the healthy relationships they built with teaching and non-teaching staff.

At Rizvi Institute of Management Studies and Research, we have more than 4000 alumni in our LMS database, we are regularly connected with them through our social media platforms. Since we work on weekends a good number of our alumni drop by at our Institute regularly. We have never felt the need for a registered alumni association. Our relationship with our alumni is especially strong, and they are one of the pillars that sustain our Institute.

We have a tradition of hiring our alumni after they have gained a few years of working experience. A few of our alumni are currently on our full-time faculty roll, and this is something that we are really proud of. The advantage of this is that they understand the culture and functioning and eco-system of the Institute well, as they were a part of the system earlier. And the Principal and the faculty as well as the support staff also share healthy relations with them and are aware of their strengths and can strategically utilize their services to best advantage.

Several of our alumni who are currently well placed with industry or who have their own successful businesses also are connected with the Institute as visiting faculty.

Each year when we have the various student events for Marketing, Finance, Human Resources, Operations, and Systems specialisations, a few of the judges who are invited to evaluate our students and offer valuable feedback to them on their business plans and presentations, also comprise members of our alumni who are now well placed. They can relate to the students well as they were on the other side of the fence a few years or decade ago, and students also take their feedback extremely seriously.

Our alumni also regularly visit the Institute to mentor and guide our first-year students to and assist them in making the appropriate choice of specialisation by addressing them on the opportunities and challenges of different industries and career paths, based on their own experience.

Several of our alumni who are in corporate houses or even those who have their own businesses, visit the Institute every placement season as part of the placement process, hiring our students and helping them start their careers.

Even for our annual Career Advancement Programme (CAP), our alumni come to campus as part of the

mock interview panels and spend their valuable Sunday assessing our students and providing them feedback for improving their performance during their actual interview.

Thus, our alumni share close bonds with the Institute, faculty, and support staff, and their contribution to the Institute goes much beyond mere monetary assistance, as they offer valuable loyalty, time, and expertise.

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:

The foundation of Institute is the understanding that the successful growth of a society and nation is intrinsically dependent on ensuring that its youth have the confidence of knowledge, the drive of ambition, the strength of discipline, and the guardrails of ethics. The leadership of the Institute imbibe these values at personal and professional levels, and lead by example.

From the initial days, the Institute has drawn on the experience and expertise of a wide cross section of professionals to build itself around the above-mentioned foundation. The leaders, in addition to being accomplished academicians, have been successful professionals in various fields like research, governance and finance. To ensure the growth of the Institute in quality of education and learning outcomes, they have built and leveraged their networks in academia, industry, government and social sectors. This has helped attract a wide cross section of professionals who have provided an updated perspective of current trends for the Institute to imbibe, and for the students to leverage.

These highly qualified academicians have brought in the rigor required in executing a high-quality academic curriculum, supported by practice modules for students. An example of this is the structured set of projects that every student has to do as part of the course. The core faculty act as guides and mentors for these projects, right from ensuring the selection of a relevant topic (basis the selected specialization of the student) to the robust analysis of data collected for insight generation. There is a defined structure and process for these projects, which are monitored closely to ensure a time bound execution of high quality.

Principles of ethics, discipline and values are uncompromised on campus. This is reflected in the daily functioning of the Institute as well as the performance of the rich alumni, who have grown to occupy very senior positions of responsibility. They play a critical role in keeping the Institute updated in terms of courses offered in line with industry requirements as well as proactive knowledge sharing, in their roles as faculty.

The steady and sustained growth of the Institute as a centre of excellence has been made possible by the passion of the professionals playing the role of faculty, in building the nation's tomorrow by empowering today's youth through the sharing of their own knowledge and experience. The operating structure is tuned to accommodate these professionals. For example, the Institute is fully functional over the weekends, especially for the sessions of industry professionals for whom sparing time during weekdays is not possible. These sessions are mandatory for students to attend, irrespective of their workload and class schedules during weekdays.

The faculty are provided a framework and schedule, within which to develop their own teaching

curriculum, schedule and detailing. The functioning of the course is monitored in a participative fashion by the entire staff and faculty, who have distinct roles to play. Regular meetings of core faculty, and coordination with various student committees are done as part of the defined operational structure of the Institute.

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:

Rizvi Institute of Management Studies and Research is geared towards empowering tomorrow's professionals with knowledge. This is a core mission of the Institute and the course structure, activities and exposure provided are geared towards ensuring that students are not only getting the required skills in industry, but also an understanding of their applicability in different sectors and industry verticals. We believe that in today's interconnected and interdependent environment, professionals need to be multi-faceted to be able to benefit from the opportunities from emerging trends.

Being closely aligned with the changing requirements of industry, the structure of training provided is constantly refreshed and updated. The course structure aims to provide a solid theoretical foundation for students of each specialization. This is done through a well-defined academic curriculum, which is delivered primarily by expert and experienced academicians. To maximise the efficacy of the curriculum, the faculty is given full freedom to design their respective pedagogies, while ensuring the pre-defined learning outcome objectives. Attention is paid to record the same, including the reference material provided – both online and offline. Students are encouraged to explore their areas of interest further with the help of research and reference material. This is supported by a vast library which is regularly updated with the addition of the latest publications covering national and international bodies of work. The library of the Institute has evolved to include digital publications, and systems to facilitate search and discovery of knowledge modules. Currently the library houses 20,000 books and subscribes to 100 plus journals and digital publications.

We understand that the true power of knowledge is in its application to solve for societal needs, through the multitude of socio-economic arms of a nation. Our training is centred on the value creation aspect of knowledge with a focus on functional and operational excellence. This helps our students find gainful opportunities in the job market as well as well as pursue entrepreneurial opportunities. We ensure this through the additional courses offered which provide information on latest industry trends, best practices,

technology support, and skills that are in demand as a result. The practice perfected at Rizvi Institute of Management Studies and Research is a robust pipeline of industry professionals who play the part of the primary faculty for this set of courses. Successful industry practitioners are the best sources of learning from this perspective. This provides the students with a clear understanding of what to expect when they start their professional journeys and prepare accordingly. These faculty are encouraged to play the role of mentors to students in helping them choose a specialization or even fine tune their entrepreneurial vision.

The above-mentioned academic foundation is further strengthened through a combination of industry visits, professional interactions and events designed to provide students with a platform to practice the skills learnt in a simulated environment, mimicking the real world. The college infrastructure is also constantly updated to ensure smooth and expedited execution of these initiatives.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	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
Provide Links for any other relevant document to support the claim (if any)	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:

The institution has performance appraisal system, effective welfare measures for teaching and non-

teaching staff and avenues for career development/progression.

Response:

Performance Appraisal System

After every semester, feedback is taken from students regarding the faculty pedagogy methods used. This is taken as a basis for evaluating performance of faculty members from time to time to decide on general increments across all faculty members as well as out-of turn increments in deserving cases. Likewise, increments for staff is also decided from time to time.

Effective Welfare Measures

- **Physical and Mental Wellbeing of Employees**

Every year RIMSR organizes Health Check-up camps for all its employees and students as part of Rizvi group of Institutions collective campaign. Free medical camps, dental check-ups and breast cancer awareness are part of the initiatives taken for which photographs are appended herewith. This ensures better mental health and guides the employees to help them know their strengths, weaknesses and overcome various hurdles faced by them.

- **Annual Marathon run for Cancer Awareness**

Every year faculty, staff and students participate in this event to raise awareness for this cause. Photos of a recent event held in 2023 are appended herewith.

- **Cleanliness Drive in the vicinity of Institute premises**

Periodically, our staff members participate in such drives to ensure better work and environment hygiene. Photos appended.

- **Social Entrepreneurship and NGO meet**

Our faculty, staff and students are actively encouraged to interact with NGOs to promote social awareness. Photos appended.

- **Staff Picnic and Faculty Picnic**

From time to time the staff and faculty of Rizvi have gone to off-site picnics to places like Kerala, Mahabaleshwar, Silvassa & Daman. Photos appended.

Financial aid for special courses

For career enhancement and comprehensive development of the skillset of its staff, the Institute provides financial assistance to all its full-time faculty for attending Seminars, Conferences, Workshops. Details of such Conferences/Workshops are detailed in 6.3.2.

Leave for study purposes

The Institute encourages all its employees to acquire higher degrees for their career growth and knowledge enhancement. It also provides special leave for its permanent employees who wish to study further and gain higher qualifications.

Computer for staff

The Institute provides desktop computers to all its faculty and other department staffs as per their requirement to deliver their services more effectively and efficiently.

Promotes Research and Publication

For promoting research culture among its faculty members, the Institute actively encourages faculty members to write good quality research papers and publish the same in reputed research journals. Details of one such research paper are mentioned in attachment.

Faculty Development programs - FDPs

The management is focused on the professional development and upskilling of its teaching and non-teaching staff members and continuously motivates its employees. Occasionally, FDP programmes are conducted by the Institute. Details in 6.3.3.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for 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: 30

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**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	6	15

File Description	Document
Policy document on providing financial support to teachers	[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](#)

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: 42.67

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**

2022-23	2021-22	2020-21	2019-20	2018-19
4	0	79	4	9

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

2022-23	2021-22	2020-21	2019-20	2018-19
31	31	31	31	31

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:

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

Apart from intellectual resources, monetary resources are essential to further the offerings and deliverables of any institution of learning. Without adequate material resources, the growth of the Institute will stagnate, despite having dedicated faculty and support staff.

Academics and the job market are getting increasingly competitive, and students need all the inputs that they can get within their academic tenure to ensure that their knowledge base and the capacity to optimally utilise it is developed well before they enter the competitive corporate world.

These inputs need an appropriate holistic physical infrastructure to flourish to their best potential. Rizvi Institute of Management Studies and Research, being a privately funded minority-status Institute, does not get any funding from state or central government. Hence the Institute has to manage its finances through the following:

1. Entire infrastructure of the Institute has been created by Rizvi Education Society through philanthropic contribution of the President of the Society. The Society has provided this infrastructure to the Institute free of charge. All regular maintenance and upgradation costs are also borne by the Society. In addition to creating infrastructure, the Society has made fixed deposits in banks and interest income from these deposits is used by the Society to meet the expenses of various colleges under its management.
2. Another important source of funding for the Institute is fees from students. There is a Fees Regulating Authority (FRA), a statutory body under the government of Maharashtra, which regulates the fees charged by educational institutions in the state. Every year the Institute is mandated to submit an externally audited record of its annual expenditure to the FRA. FRA then decides how much fees the Institute should be permitted to charge from students.

Students at our Institute either self-fund their education or they seek financial support from different institutions. Some students who are eligible receive scholarships from governments or NGOs. The Institute is also mandated to admit some students over-and-above its mandated quota. These students get free education.

Since the Institute does not receive any financial aid, donation, or charity from any external agency (government, non-government or private), there is no third-party audit conducted. However, the annual financial statements of the Society and the Institute are audited by an independent professional chartered accountant and report of the same is submitted to various agencies having supervisory powers over the Institute.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1

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

Response:

Internal Quality Assurance Cell (IQAC) has contributed significantly towards 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:

1. The primary aim of IQAC at RIMSR is:

- To develop a system for conscious, consistent, and catalytic action plans.
- To improve the academic and administrative performance of the Institution.
- To promote measures for institutional functioning towards quality enhancement through internalization of quality culture and institutionalization of best practices.

1. IQAC evolves mechanisms and procedures for:

- Ensuring timely, efficient, and progressive performance of academic, administrative, and financial tasks.
- The relevance and quality of academic and research programmes.
- Optimization and integration of modern methods of teaching and learning.
- The credibility of evaluation procedures.
- Ensuring the adequacy, maintenance and proper allocation of support structure and services.
- Sharing of research findings and networking with industry.

1. Functions of the IQAC are:

- Development and application of quality benchmarks/parameters for various academic and administrative activities of the Institution.
- Facilitating the creation of a learner-centric environment conducive to quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process.

- Arrangement for feedback response from students, alumni, and other stakeholders on quality-related institutional processes.
- Dissemination of information on various quality parameters of higher education.
- Organization of intra-specialisation workshops, seminars on contemporary themes.
- Documentation of the various programmes/activities leading to quality improvement.
- Acting as a nodal agency of the Institution for coordinating quality-related activities, including adoption and dissemination of best practices.
- Development and maintenance of institutional database through MIS for the purpose of maintaining/enhancing the institutional quality.
- Development of Quality Culture in the Institution.

File Description	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: B. Any 3 of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	[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:

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

The Institute has since its inception three decades ago, offered the highest level of importance to gender equity, even before it became a politically correct term to use.

The Glass Ceiling has never existed at the Institute. The following outcomes are sufficient evidence of the same:

- In fact, it is observed over the years that a majority of our overall toppers as well as our specialisation toppers in Marketing, Finance, Human Resources, and even in Operations (which is typically a male-dominated specialization), have been our female students.
- When it comes to campus placements as well, it is our female students who are often at the forefront, securing premier jobs with the best of brands in fields like advertising, digital marketing, recruitment; across industries such as banking, IT-enabled services, FMCG, and even in real-estate.
- The Capability Assessment Programme (CAP) that we have been conducting since 2010, and which is also an initiative that we at the Institute consider to be our distinct positive differentiator, has seen a huge number of female students securing the top ranks over the years.

All the above are reflective and indicative of the equity in nurturing that is offered in equal measure to both genders, with no differentiating prevailing.

When it comes to infrastructure and facilities for the female gender, the following have been thoughtfully provided, and the female students are most grateful for the same:

- A dedicated Ladies' Common Room on the eighth floor of the Institute.
- Seating facilities for their meals for the female students have been adequately provided.
- The Ladies' cloakroom, located on the same floor as the administrative areas for added safety and precaution, is maintained in a spic-and-span condition, as are the rest of the facilities in the Institute. Adequate female support staff is also on the college payroll (and not outsourced, as hygiene is considered one of the most important success factors by the Institute) to ensure constant cleaning of this cloakroom.

- Once a year, a small get-together is held only for female students where snacks are also served.

75% of the senior staff in our administrative department as well as our Chief Librarian are female, ensuring gender equity in these important departments as well.

Student feedback is actively sought, and female students are specifically asked to share their concerns, if any.

So far, the need for a Gender Audit has not been felt due to the above reasons, and all female students feel comfortable on campus at all times.

But considering that it is indeed a requirement from an administrative perspective, we are in the process of creating a structured format for the same, and will be conducting it at the earliest.

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](#)
Provide Links for any other relevant document to support the claim (if any)	[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](#)
Provide Links for any other relevant document to support the claim (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:

Inclusive Environment

Students at Rizvi Institute of Management Studies & Research come from a very varied social, geographic, and religious backgrounds. While majority of them are from urban areas of Maharashtra, there is a healthy mix of students from the northern states of Bharat, including Jammu & Kashmir, and some even rural / semi-rural areas. We've had student's coming from agrarian families, many of whom carry entrepreneurial aspirations. This provides for an enriching interaction amongst students, especially in participatory activities as part of the curriculum. These exchanges are thoroughly encouraged as it provides the professionals of tomorrow a wider perspective of the markets they will be delivering in.

Many students from smaller towns / rural areas are not very fluent in expressing themselves in English, which is the de facto business language in a lot of corporates. This can be a major handicap for those aspiring for careers in corporates. A lot of hand holding is done for these students through exercises like group assignments, public speaking, and events, where they get to participate alongside peers who do not have this shortcoming. This helps develop confidence as well as basic language skills in a practical environment without the pressures of academic performance. Conscious and continuous peer and faculty support have proven to the best methodology for this objective. This is borne out by the fact that many of these students have gone on to flourish in large organizations, while competing with those from other institutions.

Given the varied economic backgrounds, students' access to computers, exposure to digital tools and proficiency with commonly expected formats are often inadequate. We support these students with free access to a fully functional computer lab, enabled with tools like MS Office and SPSS. This allows them to skill themselves alongside their academic learning. The faculty build in usage of digital tools in their assignments to increase the students' familiarity. Whenever required, the Institute keeps the computer

lab open even beyond college hours for students who do not have requisite hardware and internet access facilities at home.

Going beyond management related curriculum, the Institute provides exposure to critical knowledge areas like governance, technology and social entrepreneurship. For example, a full course has been conducted by a very senior faculty (and author) who has been a successful corporate executive, before moving on to working directly with government bodies to improve sector specific governance structures. Similarly, students have been taken to interact with NSE, BSE, and SEBI to interact with officials to understand their operations within the strict laws and guidelines.

Gender equality is a core value at our Institute which is ingrained at all levels, including support staff. Being consistent in this has helped us attract a healthy mix of male and female students across specializations. In fact, females have claimed a higher than fair ratio of the Student of the Year award, which is given on the basis of a combination of academic performance, co-curricular activities / participation, and faculty assessment.

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:

Best Practice – 1

CAREER ADVANCEMENT PROGRAMME (CAP)

Objectives:

1. To ensure that the students are ready and geared-up to successfully participate in the placement process.
2. All stages of the placement process are covered as a part of this practice.

Context:

- Students join MMS course primarily to commence their career in the management field.
- The Career Advancement Programme has been designed to ensure that students get an opportunity to participate in a comprehensive Interview Process (including a written examination,

a Group Discussion, and a Personal Interview).

Practice:

- The placement officer, the Principal, as well as the faculty members sat together and brainstormed as to what could be done to prepare the students.
- Student feedback was also sought for the same, as to what could be done to improve the percentage of students getting selected when they appeared for their job interviews.
- After substantial discussions and suggestions, the idea of replicating the entire placement process in a comprehensive manner was formed.
- First, a multiple-choice online test is created, which replicated what a similar test conducted by a corporate entity recruiting students at this level would be like.
- The entire batch of students was divided into batches for Group Discussions was prepared.
- Topics for Group Discussion were chosen by the faculty.
- Several Interview Panels of at least four individuals were created.
- A weekend was allocated for conducting this Practice of CAP, as industry professionals would be available to participate in the CAP.
- On a Saturday, the students were assembled in batches in our Institute computer laboratory, and the multiple-choice test was administered on them.
- The placement officer and a couple of full-time faculty administered and organised the process.
- Each student underwent a Group Discussion, after which feedback was offered by the panelists.
- Then they went to give an interview with their allocated Panel.

Evidence of Success:

- The students, apart from being given their score, were also provided the relative rank they secured in the CAP.
- The students themselves identified where they stood in relation to other students who would also participate and compete with them for jobs.
- In student feedback taken after they participated in CAP, the general feedback was that they were now more clear about how the placement process would proceed.
- The percentage of students clearing interviews began to substantially improve, pre CAP and then post CAP.
- Over the years, the CAP practice has been fine-tuned and improved.

Problems Encountered and Resources Required:

- A major challenge is getting the students to prepare seriously for the CAP process, as they are aware it is a mock exercise.

Best Practice – 2

INTRASPECILISATION ANNUAL COMPETITIONS

(Saksham, Synapse, Impressions, Alacrity)

Objectives of the Practice:

1. To get the students 'Corporate Ready'
2. To instill in them the much needed confidence that generates from presenting their thoughts in front of senior industry leaders.
3. To ensure students get into the habit of systematic data collection and industry analysis.
4. To get the students into the habit of working in groups and teams with a common objective, just as they would be working in future on their jobs.
5. To ensure they develop the skills of coordination and prioritisation that will help them in senior corporate roles.

The Context:

- In the first year the students are taught general management subjects, and in the second year, they opt for their specialization.
- In the first year, the students participate in several general management case-study competitions, and in the second year, the Institute gives the students similar exposure to the specialisation they have selected.
- Keeping this in mind, the Practice of having annual student competitions where students from each of the specialisations get to participate in a detailed, real-life case-study competition was adopted.

The Practice:

- Each specialisation, irrespective of the number of students opting for it, is given equal importance.
- Innovative and relevant names are identified for all four events.
- The various specialization students are first explained about the objective and flow of the event, and what role they will have.
- Each specialisation batch is divided into groups of five or six (if sufficient students have opted for that specialisation.
- The various groups are guided about how to make their presentation within a certain duration. This is done by the concerned faculty.
- Several rounds of presentation are done by the students with faculty as observers.
- A few Groups are short-listed based on various parameters to present on the final day in front of external invited judges, who would be industry professionals and experts in those areas.
- On the day of the final presentation, the various groups present to the best of their abilities.
- The judges have been given the criteria on which the groups are to be evaluated.
- First, the judges offer their feedback and share their expert knowledge on the topics, then the scores are collated and evaluated, and the winning teams are announced.

Evidence of Success:

- When student feedback is taken about how they believed the process worked, all are in agreement that it helps improve their confidence in front of external professionals.
- The students also say that the feedback provided by the external experts upon their presentations is very beneficial and helps them understand what the demands of industry would be, once they get recruited as part of the placement process.
- Many of the external experts who serve as judges put on record that the quality of the presentations is excellent and on par with leading management institutes in the country.

Problems Encountered and Resources Required:

- Resources required are primarily substantial space to seat not only the judges, but also our first-year students, as well as second year students from that specialisation, as they would hugely benefit from listening to the presentations, as well as the valued feedback that the judges offer after the presentations.

File Description	Document
Best practices as hosted on the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Creating 'Industry Ready' Professionals

Rizvi Institute of Management Studies and Research was established with the vision of preparing empowered professionals who are industry ready. The idea was to provide industry with candidates who can 'hit the ground running' so that employers have to spend the minimum amount of time and money in training. This required faculty to go beyond curriculum teaching, provide platforms for students to practically apply their learning, and ensure industry-academia interactions across areas of specialization.

The faculty at the Institute comprises of a healthy mix of academicians - who provide the theoretical foundation – and experienced industry practitioners – who provide the practical / real life taste of what's expected in a work environment. The culmination of this mode of teaching are the specialization specific annual events, viz Saksham (Marketing), Synapse (Finance), Alacrity (Operations & Systems), and Impressions (HR). These events are distinct in the manner that it's not just an information sharing platform, but an almost 2 month long exercise of concentrated practical learning, followed by interaction with industry veterans. Students in the second year who have already selected their specialization participate in these events to sharpen their core skills.

For these events, specialization specific topics addressing real-world business problems are chosen, on which students prepare a detailed strategic case presentation, by applying concepts and theories learnt in the classroom. This helps students in gathering current data better. Some of the topics selected over the past few years are:

Saksham - Marketing

- Marketing Led Customer Lifetime Value Growth Strategy
- Brand Revival of Declining / Defunct Brands
- Marketing Led Growth Strategy with Digital Focus
- Marketing of Government Schemes

Synapse - Finance

- Equity Research Based Portfolio Management
- Challenges to Risk Management during Black Swan Events
- Sectoral Analysis
- Is technology aiding credit access?

Alacrity – Operations & Systems

- Digital Supply Chain
- Coping with Disruptions in Supply Chain – The New Normal
- Cybersecurity is a Business risk, often mistaken for a Technological risk
- Leveraging Technology to make Supply Chains Resilient & Responsive during the Current Pandemic

Impressions – HR

- A Role of Artificial Intelligence in HR Practices
- What More Appropriate Initiatives Must HR Take In Indian Industry, Post The Covid-19?
- While industry struggles to find talent, is the HR specialisation losing its relevance in the MBA programme?
- With technology Driving the Fundamental Framework of Business Operations, What Must HR Do, To Keep Pace?

For this event, the students are organized into groups, who prepare a brand / company specific case presentation on the assigned topic. This helps develop and enhance students' analytical skills, critical thinking, and creativity, while applying them to develop relevant marketing solutions and strategies. It is a very rigorous exercise that requires them to undertake in-depth research (both primary and secondary), multiple alternate solution set development, data analysis, concept testing with actual target audiences, detailed go-to-market plan preparation, and first-hand feedback gathering from industry practitioners. The core faculty play the roles of mentor and guide for the students during this exercise. The key inputs provided by them are a deep appreciation of the relevance of the topic, factors impacting the solutioning on the topic, structuring the output approach, and ensuring the quality / accuracy of content. This exposes students to actual industry practices, and ensures a very steep learning curve, resulting in high quality output. Since industry practitioners judge the work of students, the high quality output solicits genuine, actionable feedback from them. The gruelling process equally highlights the strengths and improvement areas for participating students, along with their ability to handle pressure.

For students, this is a platform to not only learn, but showcase their capabilities and creativity. We have seen students pick up content generation and presentation skills beyond what is taught in classrooms to be able to stand out and create high impact. Going forward, these skills become useful additions on the CVs of students when they apply for managerial position jobs. The high intensity of competition is encouraged by the faculty so as to push the participants to give more than their best. To ensure this, only

the best performers are accepted for the final round in which external judges are invited.

The judges are drawn from a wide range of specialities, experience levels and responsibility profiles. Ranging from successful entrepreneurs and accomplished corporate leaders (across sectors) to high ranking government officials (in key financial and economic regulatory bodies) and international consultants. While receiving feedback on their work, the students interact with these veterans for guidance on their careers ahead. A lot of thought and attention is paid to the selection of judges for the event. We ensure a healthy mix of expertise, experience and empathy. Very often, this combination is best found in our alumni who have acquired a minimum of 7-10 years relevant industry experience. For example, for the Saksham topic of marketing led growth strategy, an alumni with 9 years of experience in the FMCG industry was invited as one of the judges. His experience in handling revenue growth through both online and offline channels was of immense value in evaluating and giving feedback on the students' presentations. There have been instances where the judges have provided job recommendations for participating students basis their exceptional performance.

While working on their own projects, the students are also actively included in the organization of the event, with full execution responsibility, which accelerates their leadership skills and personal growth. The junior first year students are also present for these events as it helps them make up their minds about the specialization selection in the second year.

Our confidence in pursuing with these activities with more vigour comes from the fact that the Institute can boast of some of the biggest names in industry being regular on campus to hire our students. Our alumni have also received good recommendations from their employers in their professional journey on the back of the fact that right from the start, they have been able to contribute better on account of being well versed with expectations of industry.

File Description	Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

Rizvi Institute of Management Studies and Research is an important constituent of the Rizvi Education Society (RES) that offers holistic educational opportunities to learners right from KG (Kindergarten) up to PG (Post-graduation). Founded by Dr Akhtar Hasan Rizvi, former Member of Parliament, businessman and philanthropist, the Society runs multiple educational institutions catering to varied segments of society by promoting and running schools (Maharashtra Board, and CBSE), Junior College of Arts, Science and Commerce, College of Architecture, College of Engineering, College of Hospitality Management, College of Law, and Rizvi Institute of Management Studies and Research.

While all colleges function under the aegis of RES, operationally they are all independent and managed by respective principals who report to Director of the Society.

The Institute is located in the lush suburb of Bandra (West), Mumbai and is in close proximity to one of India's largest and most prestigious business districts; Bandra Kurla Complex (BKC). The Institute is uniquely placed to attract not only aspiring young students but also a substantial number of industry and business experts who are available and keen to share their knowledge. The Institute has fully capitalized on this opportunity from day one of its foundation, and ever since it has become a unique tradition of our Institute to offer a variety of value-added courses to fulfil the needs and requirements of the industry.

Over the last 30 years the Institute has produced over 2500 entrepreneurs, business leaders and professionals, now spread across various continents from North America to Australia. The Institute is among the sought after institutes for aspirants who wish to explore Mumbai as a first choice for their career advancement.

We have redone our entire infrastructure setup. All classes are well ventilated, and ICT enabled. Infrastructural facilities in the library, computer lab, seminar hall and conference room have been upgraded to meet the latest industry requirements. Instruments supportive of energy and water conservation have been installed to make our campus green and efficient. We provide continuous RO (Reverse Osmosis) filtered drinking water for our students, teachers, and the non-teaching staff. Our infrastructure is supportive of differently abled.

Concluding Remarks :

The foundation of Rizvi Institute of Management Studies and Research is the understanding that successful growth of a society and nation is intrinsically dependent on ensuring that its youth have the confidence of knowledge, the drive of ambition, the strength of discipline, and the guardrails of ethics. The faculty team of the Institute imbibes these values at personal and professional levels, and lead by example.

Right from the initial days, the Institute has drawn on the experience and expertise of a wide cross section of professionals to build itself around the above-mentioned foundation. The team members, apart from being committed academicians, have been successful professionals in various fields like marketing, finance, operations, IT, research and governance. To ensure the growth of the Institute, they have built and leveraged their networks in academia, industry, government, and social sectors. This has helped attract a wide cross section of professionals who provide an updated perspective of current trends for the Institute to imbibe, and for the students to leverage.

Industry-academia presence in the faculty room has brought in the rigor required in executing a high-quality academic curriculum, supported by practice modules for students. The core faculty act as guides and mentors for students while visiting faculty bring much needed energy and application.

Principles of ethics, discipline and values are uncompromised on campus. This is reflected in the daily functioning of the Institute as well as the performance of the rich alumni, who have grown to occupy senior positions of responsibility. They play a critical role in keeping the Institute updated in terms of courses offered in line with industry requirements as well as proactive knowledge sharing, in their roles as alumni and faculty.

To be able to deliver on our principles and vision, a robust physical, academic and people infrastructure has been developed over the years. This includes support staff at the Institute who play a critical role in ensuring a suitable environment for the faculty to mentor and develop students. Combined with regular exposure to and interaction with industry professionals, the development of students is proven in the richness of our alumni.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
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* 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 Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
210	194	217	237	235 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
119	89	100	118	118	 Remark : DVV has made changes as per the report shared by HEI.
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* 2.1.2.1. **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
54	53	55	59	56 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
62	55	60	64	59 | 2.1.2.2. **Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years** Answer before DVV Verification: | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
61	61	61	61	61 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---	

69	63	66	66	64

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

| 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:

2022-23	2021-22	2020-21	2019-20	2018-19
2	13	23	8	7

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	11	13	3	3

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

| 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: |

2022-23	2021-22	2020-21	2019-20	2018-19
14.28	0.63	2.58	26.23	2.43

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
67.25	24.11	46.91	61.31	78.06

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

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

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**
Answer before DVV Verification: |

2022-23	2021-22	2020-21	2019-20	2018-19

| 210 | 194 | 217 | 237 | 235 |

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
56	86	76	92	105

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

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:

2022-23	2021-22	2020-21	2019-20	2018-19
56	86	76	94	107

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
48	25	35	40	34

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
89	99	119	118	117

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
89	99	119	118	117

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

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:

2022-23	2021-22	2020-21	2019-20	2018-19

0	0	79	4	9

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4	0	79	4	9

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	78	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
31	31	31	31	31

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

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of students year wise during the last five years** Answer before DVV Verification: 表1 Answer After DVV Verification: 表2
2.2	**Number of teaching staff / full time teachers year wise during the last five years** Answer before DVV Verification: 表3 Answer After DVV Verification: 表4
3.1	**Expenditure excluding salary component year wise during the last five years (INR in lakhs)**

Table for 1.1 (Answer before DVV Verification):

2022-23	2021-22	2020-21	2019-20	2018-19
210	194	217	237	235

Table for 1.1 (Answer After DVV Verification):

2022-23	2021-22	2020-21	2019-20	2018-19
121	95	99	119	118

Table for 2.2 (Answer before DVV Verification):

2022-23	2021-22	2020-21	2019-20	2018-19
10	13	14	16	16

Table for 2.2 (Answer After DVV Verification):

2022-23	2021-22	2020-21	2019-20	2018-19
11	13	14	16	16

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
176.40	98.55	157.29	242.64	267.85

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
201.82	114.880	170.226	265.30	312.98

19-04-2024 04:30:22