



# **SELF STUDY REPORT**

**FOR**

**2<sup>nd</sup> CYCLE OF ACCREDITATION**

## **PTVA'S INSTITUTE OF MANAGEMENT**

**CHITRAKAR KETKAR MARG, BEHIND M.L DAHANUKAR COLLEGE ,  
VILEPARLE EAST , VILEPARLE , MUMBAI 400057**

**400057**

**ptvaim.ac.in**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**June 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Our Parent Trust, Parle Tilak Vidyalaya Association (PTVA) is a more than 100-year-old educational hub in Mumbai known for imparting value-based, quality education. Though the journey began in one classroom with 7 students, today the Trust runs 5 schools, 3 colleges, 1 Management institute and a sports academy catering to around 26000 students annually.

Established under the aegis of PTVA, PTVAIM was founded in the year 2009 with an objective of offering value based, high quality, yet affordable Post-graduate Management. During the period considered for this SSR, the Institute offered a Two-Year Full-Time MBA Program namely, MMS (Master of Management Studies) & Three-Year Part-time MMS in Financial Management, Marketing Management and Human Resources Development & Management for Working Executives. PTVAIM is the first Institute affiliated to the University of Mumbai to start MBA-IEV (Innovation, Entrepreneurship and Venture Development). PTVAIM also has a Ph.D. Centre in Management.

Our Institute is permanently affiliated to the University of Mumbai, is NAAC accredited and ISO 9001:2015 certified. PTVAIM is recognized by UGC under Section 2(f) and 12(B).

Board of Governors & College Development Committee of PTVAIM comprise of illustrious members from academia and Corporate including former Vice chancellor of the University of Mumbai, Dr. Snehalata Deshmukh, former Vice Chancellor of SNDT Women's University and the Member of the Committee that drafted NEP 2020, Dr. Vasudha Kamat, former CMD of Parke Devis, CA Pramod Lele and former CMD of Central Bank of India, Mr. Mohan Tanksale, to name a few.

Institute practices decentralized, participative management which is evident through its organogram. It adopts students-centric approach in all kinds of activities.

PTVAIM's passion and focus on entrepreneurial development is evident through the activities of its Centre of Entrepreneurship and Innovation (COEI) which was established in 2015 as an E-cell and was transformed into a full-fledged Incubation Centre in 2018. COEI's Institutional Innovation Council (IIC) was consistently ranked as one of the top ranking IICs in India by the Ministry of Education.

The faculty members and students of PTVAIM have been indulging into quality research work which is evident through the funded research projects granted as well as the publication in the SCOPUS, ABDC, Web of Science and UGA CARE indexed journals.

PTVAIM is appointed as the Lead College for Post-graduate Management Institutions by the University of Mumbai and is proud that its students have been securing among top three positions in the University in MMS as well as Part-time MMS programs

### **Vision**

To be one of the leading, value based, ethical management institutions in India that contributes to nurturing and

development of managerial and entrepreneurial talent, leadership and research.

## **Mission**

PTVAIM shall foster a culture of excellence in fields of academics, research and entrepreneurship development by: 1. Collaborating with academicians and industry, 2. Providing state-of-the-art infrastructure, 3. Ensuring conducive work environment for professional growth and development of teaching as well as non-teaching staff members.

It shall strive to be a continuous learning organization which is committed to the adherence of system while meeting expectations of students, employees, corporate and other stakeholders.

## **1.2 Strength, Weakness, Opportunity and Challenges(SWOC)**

### **Institutional Strength**

1. NAAC Accreditation
2. ISO 9001:2015 Certification
3. Permanently Affiliated to the University of Mumbai
4. Appointed as Lead College – Cluster 4 by the University of Mumbai
5. Ph.D. Research Centre
6. Incubation Centre
7. Students securing among top three positions in the University of Mumbai
8. First Institute affiliated to the University of Mumbai to start MBA-IEV from the academic year 2021-22.
9. Among top ranking IICs in India for three consecutive years
10. Representation of the faculty members on the University bodies
11. Implementation of NEP 2020
12. Dedicated Research Cell working towards funded research projects, quality research publications in SCOPUS, ABDC, Web of Science and UGC CARE indexed journals
13. Dedicated Placement Cell developing and honing employability skills of the students.
14. Value-added certificate courses offered to all our students in the emerging areas of business at no extra cost.
15. Strong alumni connect.
16. Universal Human Values Cell as per the directives of AICTE.
17. Green Club established as per the guidelines of the DTE as a part of MoU between United Nations and Government of Maharashtra for Youth Engagement and Water Stewardship
18. Global Citizens' Club in accordance with the sustainable goals of the United Nations
19. Sustainable Environment initiatives including solar panels, plastic waste disposal, rainwater harvesting.
20. Use of Licensed softwares including MS Office, SPSS, Kasperski on Campus
21. Intra-Library facility for the sister concerns including the access to Turnitin.
22. Conveniently located in the busy suburbs of Mumbai

### **Institutional Weakness**

1. Institute is not a degree awarding body as it is affiliated to the University of Mumbai
2. Less flexibility in admitting international students to degree programs
3. Hostel facility is not available.

### **Institutional Opportunity**

1. To get accreditation from National Board of Accreditation (NBA)
2. To enter into collaboration with the foreign universities
3. To increase the intake of MMS program
4. Scope for interdisciplinary and sponsored projects.
5. More collaboration with industry bodies
6. Establishing more campuses
7. Applying for Autonomy
8. Applying for Paris Sparsh Scheme of UGC

### **Institutional Challenge**

1. No control over intake of students.
2. Motivating and increasing number of our current students to opt for entrepreneurial venture.
3. Limited physical space for expansion and growth of the Institute.
4. 100% placement for our students.
5. No control over Admission Process

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

Academic Calendar is prepared at the beginning of the year for each program by coordinators and is approved by the Director in accordance with the arrangement of terms communicated by University of Mumbai.

Being permanently affiliated to the University of Mumbai, we follow their curriculum. Faculty members prepare Course Outcomes (COs) for their courses, considering the Program Outcomes mentioned by the University and Vision, Mission and POs of PTVAIM.

Courses are allotted to faculty based on their preference, student feedback, relevant experience in teaching the course and specialization. Semester-wise teaching plan is prepared by faculty members. Faculty register is maintained in the admin office which includes details regarding Date, Time and Topic(s) covered during the sessions conducted, which is monitored by the coordinators.

Students are informed about the COs during the first lecture by the faculty members. They are also informed about the assessment pattern and COs to be mapped with those assessments. Course Exit Survey is conducted at the end of the semester for each Course.

Institute follows the Continuous Internal Assessment to test students' knowledge of the courses and attainment of the course outcomes, program outcomes. Mid Term Tests are conducted after completing around 50 percent of syllabus. End Term Examinations are conducted as per the guidelines prescribed by the University of Mumbai from time to time.

Remedial measures are conducted for the students whose performance is not satisfactory in the mid-term exams.

Internships are undertaken by 100% students of MMS. All courses offered by PTVAIM follow Choice Based Credit System (CBCS).

In accordance with NEP 2020, Skill-building Value-added Certificate Courses are offered to all students and are incorporated in the timetable.

PTVAIM believes in nurturing and developing global corporate citizens. Crosscutting issues related to Professional Ethics, Gender, Human Values, Environment and Sustainability are integrated into the Curriculum.

Feedback is sought from important stakeholders and is analyzed and is made available on the website.

Teachers are appointed on the important committees of the University including Board of Studies and setting of question papers, developing new syllabus. etc. which speaks about the quality of teachers recruited by PTVAIM.

## **Teaching-learning and Evaluation**

PTVAIM has consistently demonstrated a robust approach to teaching, learning, and evaluation showcasing a steadfast commitment to academic excellence and student-centric learning.

Students are enrolled into the Institute by adhering to the guidelines of Admissions Regulating Authority, Maharashtra. Our commitment to diversity and inclusivity is visible through the admission of a notable percentage of students from reserved categories in accordance with government regulations, thereby promoting equal access to education to all.

PTVAIM believes in giving equal opportunities to all students which is evident by the initiatives undertaken to cater to the requirement of the slow learners and advanced learners.

PTVAIM's remarkable student-full-time teacher ratio has been instrumental in fostering an environment conducive to personalized attention and support, enriching student's academic journeys.

Central to PTVAIM's educational philosophy are its innovative teaching methodologies, emphasizing experiential and participative learning, augmented by the seamless integration of ICT-enabled tools. These pedagogical approaches not only facilitate a deeper understanding of theoretical concepts but also nurture

practical skills vital for students' professional growth. PTVAIM's faculty composition, boasting a substantial percentage of members with advanced degrees, underscores the Institute's unwavering commitment to academic excellence and expertise across diverse disciplines.

Transparent evaluation processes, complemented by an efficient grievance redressal system, ensures fairness and accountability in assessment practices. By ensuring clarity in assessment criteria and promoting a fair environment, PTVAIM has created a learning atmosphere conducive for students to thrive and excel. PTVAIM's dedication to communicating Programme Outcomes (POs) and Course Outcomes (COs) reflects its commitment to clarity and continuous improvement, while the monitoring the evaluation of these outcomes ensures alignment with educational objectives. Our commitment to student success is further exemplified by its consistent and exceptional pass percentages over the past years, indicative of its proactive efforts in addressing attainment gaps through targeted remedial measures and support systems.

PTVAIM's comprehensive educational framework, characterized by transparent processes, student-centric approaches, and relentless pursuit of academic excellence, cements its position as a premier institution dedicated to nurturing well-rounded individuals poised for success in the dynamic global landscape.

### **Research, Innovations and Extension**

Over the last five years, PTVA Institute of Management (PTVAIM) has demonstrated a strong commitment to research, innovation, and extension activities, fostering a dynamic ecosystem that promotes holistic development and societal impact.

PTVAIM has received grants from government and non-governmental agencies for research, innovation and Faculty Development Programs. Faculty teams of our Institute successfully completed funded Minor Research Projects of the University of Mumbai PTVAIM supported innovation ventures by COEI students via grants from AICTE and GENCOVAL Group.

PTVAIM Faculty members have been contributing significantly to research publications in UGC CARE, Web of Science, ABDC and Scopus indexed journals.

At the heart of PTVAIM's innovation drive lies its Centre of Entrepreneurship & Innovation (COEI), which plays a pivotal role in nurturing entrepreneurial talent and promoting innovation through various initiatives such as workshops, hackathons, and incubation programs. "Wings2Vision," the flagship event, facilitates entrepreneurial growth by providing mentorship, seed funding, and access to incubation, resulting in six startups employing over 33 individuals.

Renowned for its educational excellence, PTVAIM has earned notable acclaim from esteemed government and government-recognized bodies for its relentless pursuit of innovation and its commitment to sustainability and environment.

PTVAIM has developed an ecosystem for innovation including Incubation Centre, creating awareness about IPR, availability of IPR expert, and other initiatives for the creation and transfer of knowledge/ technology. The outcomes of the same are evident through PTVAIM being ranked as one of top-ranking Institutional Innovation Councils in India by Ministry of Education's (MoE) Innovation Cell (MIC).

The Institute has collaborated with other institutions and industries, fostering partnerships through functional

Memorandums of Understanding (MoUs) to further its mission of knowledge exchange, skill building and creating societal impact, thus contributing to NEP 2020.

PTVAIM's multifaceted approach to research, innovation, and extension activities reflects its dedication to academic excellence, entrepreneurial development, and social responsibility, positioning it as a leading institution in Mumbai's educational landscape.

### **Infrastructure and Learning Resources**

PTVAIM boasts of the adequate infrastructure to facilitate seamless teaching-learning process and is equipped with the required facilities to make life at the Institute a pleasurable and fruitful experience for its stakeholders. The infrastructure includes classrooms with desktop computers, whiteboards, LCD projectors, Audio-Visual aids, internet facility, etc.; a centralized air conditioned, multipurpose seminar hall- cum-auditorium with a seating capacity of 250 people; IT facility equipped with 153 personal computers and 9 Laptops adequately supported by Wi-Fi network; Library Information Resource Centre (LIRC) with a rich collection of 37,000+ books including e-books, over 10000 international and national e- journals, along with 500 CDROMs; COEI which is our Incubation Centre, separate Common Rooms for girls and boys, ground which is utilized for various sports and cultural events and a gymkhana.

The Reference Section of LIRC has a varied collection of Dictionaries, Handbooks on various aspects of Management Studies and related areas. The Periodical section covers more than 30 national and international journals including Harvard Business Review. LIRC allows remote access to its resources to the students and teachers through OPAC. PTVAIM is a member of the e- Shod Sindhu Consortia and the American Library. LIRC has an account with the National Digital Library. It has created an account for anti-plagiarism software URKUND with the help of INFLIBNET (UGC Autonomous Inter University Centre). LIRC has purchased TURNITIN, an anti-plagiarism software for ethical research practice.

Our Computer Centre is equipped with desktops, printer, LCD projector and required licensed softwares to facilitate not just working on the computers by the students and staff for their Institute related work, but also to facilitate teaching-learning by conducting the lectures in the computer centre which require the use of real time data and complicated computations.

We have a Building, Maintenance and Repairs Policy and SOP which allow our Building, Maintenance and Repairs Committee to carry out its work diligently taking utmost care of our precious resources.

We are an ISO 9001:2015 certified Institute adhering to all their quality standards.

### **Student Support and Progression**

PTVAIM supports its students at every stage from the time they get admitted to our Institute till the time they graduate and get placed in the industry. Our connection with our students continues even after they graduate, through our registered Alumni Association, PTVAIM Alumni Association (PAA) which was established in June 2018 under the Societies Act.

100% of our students who were eligible for scholarships and freeships provided by the Government, could avail the benefits of these schemes in the last 5 years. This is a testimony of the commitment of our staff who guided

students in this respect.

PTVAIM adopts a systematic approach to enhancing the employability skills of its students by conducting various capacity-building and skill enhancement initiatives, career counselling, students' development activities, and alumni engagement.

We offer various value-added certificate courses to the students at no cost. Guest sessions by industry experts and field visits are organized to familiarize students about current industry trends and practices.

Alumni render their services to PTVAIM in various capacities including assignments as visiting faculty, experts for mock interviews, mentors to the current students, guest faculty, recruiters, counsellor, etc. These along with our annual Alumni Meet ensure excellent rapport between the Institute and its alumni.

Students are encouraged to participate in sports and cultural activities in addition to academics. The Institute organizes events where students proactively volunteer and participate, which also gives them a platform to apply the management, teamwork, leadership and entrepreneurial skills that they learn in the classroom, to the practical use.

Student representation is an integral part of all committees recommended by our regulators including the College Development Committee, IQAC, Anti-ragging Committee, Women Development Cell, Internal Complaints Committee, Maitri Sangha, Students' Grievance Redressal Committee, etc. They participate in the meetings of these committees and are encouraged to give their input related to the scope and agenda of these committee meetings. Their inputs are considered valuable for various administrative, curricular, co-curricular, extracurricular and extension activities carried out by the Institute.

PTVAIM is truly involved in the full life cycle of its students with respect to their journey with us.

### **Governance, Leadership and Management**

Continuous guidance and support from the Management has played a pivotal role in PTVAIM attaining various milestones in the last five years. Perspective Plan 2016-21 and Institutional Development Plan 2021-26 clearly depict how the institutional governance and leadership are in accordance with vision and mission of the Institute. Structured around a well-defined hierarchy and delegation of authority as clearly communicated by the Organogram, PTVAIM operates through various committees and cells that are equipped with well documented policies and SOPs, ensuring smooth functioning aligned with its Vision and Mission.

This creates a transparent and conducive environment that not only leads to the growth of the Institute, but also allows the individual employees to grow.

PTVAIM's proactive approach is evident though its focus on the areas mentioned in NEP 2020 even before the Policy came into existence.

The Institute was equipped to handle the transformation to digital platforms during COVID seamlessly partially due to the e-governance which we have been practicing even before the pandemic. We believe that the health of the Institute depends on the physical and mental well-being of our human resources. Robust welfare measures are implemented for all employees. Performance Appraisal of the staff members paves way for their growth and development. Support and opportunities extended to the employees to undergo FDPs, training sessions,



workshops, seminars and the incentives given to them to indulge in quality research are testimony of the genuine interest that PTVAIM has towards the development of its people.

PTVAIM's commitment to financial integrity extends to the regular auditing of its books of accounts. In compliance with the relevant regulatory requirements for each fiscal year, PTVAIM's annual accounts are audited routinely.

The humungous reforms and activities that the Institute undertook in the past 5 years wouldn't have been possible without the active involvement of IQAC with proper documentation and maintaining the periodicity of meetings.

PTVAIM's journey exemplifies a dedication to educational excellence, financial prudence, and stakeholder satisfaction. Through strategic planning, collaborative efforts, and a nurturing environment, PTVAIM is poised to achieve its vision of becoming a leading ethical management institution in India.

### **Institutional Values and Best Practices**

Almost all key positions in the Institute are occupied by Female staff, including Director, Registrar, Chief Academic Coordinator and IQAC coordinator which is a testimony of the culture of gender equity practiced by us. The students are oriented towards the importance of gender equity and sensitization through as well as co-curricular activities conducted by committees/ clubs. PTVAIM believes in nurturing an inclusive environment by inculcating harmony and tolerance towards cultural, regional, linguistic, communal, socioeconomic, academic, and other diversities.

PTVAIM's UHV Cell is dedicated to address issues related to harmony in society. Days of National and International Importance including the Republic Day, Independence Day, Constitution Day, Vigilance Week, birth anniversaries of eminent personalities including freedom fighters, International Day of Democracy, International Day of World's Indigenous Peoples, International Mother Language Day are celebrated by PTVAIM. Days of significance related to literacy, social justice, nature conservation, indigenous rights, communal harmony, sanitation initiatives, mental and physical health are observed. PTVAIM has a code of conduct for the students, teaching, and non-teaching staff members. This facilitates the students to imbibe the culture of value-based education to fulfil one's duties and responsibilities as one community. In accordance with the Perspective Plan 216-20, PTVAIM promotes environmental sustainability and uses alternate sources of energy. Our Green Club works in the area of Youth Engagement and Water Stewardship. Green, Environmental and Energy Audit of the Institute have been successfully conducted by an external agency.

PTVAIM in accordance with its Vision and Mission strives to cultivate a culture where students consistently demonstrate integrity and ethical conduct. Our concern towards the well-being and growth and development of our students is evident through the Parents Orientation that we conduct to help the Parents in making a calculated decision about the specialization of their wards. Our Incubation Centre, COEI which consistently got ranked as one of the top performing IICs in India, reflects our commitment to fostering an entrepreneurial mindset among students and providing them with the necessary wings to transform their vision into successful ventures.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	PTVA'S INSTITUTE OF MANAGEMENT
Address	Chitrakar Ketkar Marg, Behind M.L Dahanukar College , VileParle East , VileParle , Mumbai 400057
City	Mumbai
State	Maharashtra
Pin	400057
Website	<a href="http://ptvaim.ac.in">ptvaim.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	Tejashree Deshmukh	022-31061594	9821062159	-	admin@ptvaim.com
IQAC / CIQA coordinator	Neha Bhatia	022-31099598	9819053713	-	nehabhatia@ptvaim.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Maharashtra	University of Mumbai	<a href="#">View Document</a>
Maharashtra	University of Mumbai	<a href="#">View Document</a>

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	03-04-2019	<a href="#">View Document</a>
12B of UGC	28-11-2022	<a href="#">View Document</a>

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	<a href="#">View Document</a>	10-06-2023	12	Extension of Approval for next academic year received
AICTE	<a href="#">View Document</a>	10-06-2023	12	Extension of Approval for next academic year received

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

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	Chitrakar Ketkar Marg, Behind M.L Dahanukar College , VileParle East , VileParle , Mumbai 400057	Urban	0.5	3331

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/ Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
PG	MMS,Management,Three Year Part Time MMS Financial Management	36	Graduation with two years of working experience after completion of graduation	English	30	19
PG	MBA,Management,Innovation Entrepreneurship and Venture Development	24	Bachelor's degree with a minimum of 50% in graduation. The candidate must also have appeared for any of the entrance exams i.e. CAT, XAT, MHCET, CMAT, ATMA, MAT, or GMAT.	English	30	5
PG	MMS,Management,Three	36	Graduation with two	English	30	0

	year Part Time MMS Human Resource Development Management		years of working experience after completion of graduation			
PG	MMS, Management, Three Year Part Time MMS Marketing Management	36	Graduation with two years of working experience after completion of graduation	English	30	0
PG	MMS, Management, Master Of Management Studies	24	Bachelor's degree with a minimum of 50% in graduation. The candidate must also have appeared for any of the entrance exams i.e. CAT, XAT, MHCET, CMAT, ATMA, MAT, or GMAT.	English	120	105
Doctoral (Ph.D)	PhD or DPhil , Management , PhD in Management	36	Masters in Management and candidate must have appeared for Ph.D entrance test	English	8	8

### Position Details of Faculty & Staff in the College

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	2				5				16			
Recruited	0	1	0	1	0	1	0	1	8	8	0	16
Yet to Recruit	1				4				0			
Sanctioned by the Management/Society or Other Authorized Bodies	1				0				2			
Recruited	0	0	0	0	0	0	0	0	0	2	0	2
Yet to Recruit	1				0				0			

<b>Non-Teaching Staff</b>						
	<b>Male</b>		<b>Female</b>		<b>Others</b>	<b>Total</b>
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						16
Recruited	13		3		0	16
Yet to Recruit						0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				1
Recruited	1	0	0	1
Yet to Recruit				0

### Qualification Details of the Teaching Staff

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

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

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

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>	<b>Others</b>	<b>Total</b>
		17	6	0	

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



<b>Programme</b>		<b>From the State Where College is Located</b>	<b>From Other States of India</b>	<b>NRI Students</b>	<b>Foreign Students</b>	<b>Total</b>
PG	Male	146	5	0	0	151
	Female	154	1	0	0	155
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	3	0	0	0	3
	Female	5	0	0	0	5
	Others	0	0	0	0	0
Certificate / Awareness	Male	106	5	0	0	111
	Female	114	1	0	0	115
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Category</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	13	12	15	14
	Female	8	6	8	9
	Others	0	0	0	0
ST	Male	0	1	0	1
	Female	0	0	1	1
	Others	0	0	0	0
OBC	Male	7	8	12	14
	Female	8	8	15	13
	Others	0	0	0	0
General	Male	136	127	122	144
	Female	143	122	137	148
	Others	0	0	0	0
Others	Male	5	5	0	11
	Female	7	6	10	5
	Others	0	0	4	0
<b>Total</b>		<b>327</b>	<b>295</b>	<b>324</b>	<b>360</b>

### **Institutional preparedness for NEP**

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Interdisciplinary: In alignment with the Vision, PTVAIM established its Centre of Entrepreneurship and Innovation (COEI) which was converted into a full-fledged Incubation Centre in 2018. COEI offerings include pre-incubation and incubation programs for the budding entrepreneurs, one-to-one mentoring session with the experts, giving them a platform to present their ideas and start-up models to investors and IPR guidance, to name a few. Through COEI, PTVAIM strives to create not just job seekers, but more importantly job creators, thereby implementing NEP 2020 in true spirit. COEI organizes various courses/ workshops/ sessions on "Entrepreneurship". PTVAIM strives to create a</p>
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research culture among its teachers and students and lays a strong emphasis on ethical, quality research practices. The Institute hosts an annual Research Conference in association with the University of Mumbai that aims at bringing together academicians, researchers, students and practicing managers. The good quality research projects of students are encouraged to be converted into research projects under the guidance of the faculty guides and are published in reputed research journals. The list of research publications by the faculty members at PTVAIM is quite impressive . Our faculty members have been awarded funded research projects by ICSSR and the University of Mumbai. PTVAIM is a Ph.D. research Centre affiliated to the University of Mumbai. A value-added course on Indian Knowledge System is being incorporated in the timetable of the MMS students in addition to 30 hours Certificate Courses on “Universal Human Values” and “Yoga” for holistic development of the students. Global Citizens' Club of PTVAIM instils universal values, ethics, and sustainable development, aligned with United Nation's Sustainable Development Goals (SDGs). Multidisciplinary: The syllabus of Master of Management Studies (MMS) by its basic nature is multi-disciplinary in nature. In addition to this syllabus of the University of Mumbai, at PTVAIM, students are given opportunities not only study the courses from the domain of their specialization but also to explore and study the value-added courses from other specializations including Finance, Marketing, Human Resource, Operations, Information Technology and General Management. Irrespective of the specialization they select for earning their degree, students are allowed to pursue these courses from other domains at no cost. These courses, which are offered to all students, are carefully selected by the Institute keeping in mind the latest industry trends and demands and are found to be effective in enhancing the employability of our students. To make it convenient for the maximum number of students to take benefit of such courses, they are incorporated in the Program timetable. Guest sessions by eminent industry personalities from diverse specializations are conducted for the students which facilitate a holistic understanding of various functions among students. Students are required to work on a General Management Project of 100 marks

	<p>as a part of their curriculum that hones their skills in the areas of teamwork, leadership, time management, logistics management, etc. allowing the integration of their specialization knowledge with the knowledge and hands on experience in the interdisciplinary areas including General Management.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>The Institute introduced Digi-lockers for its students in association with National Academic Depository in 2017, being one of the first institutes affiliated to University of Mumbai to offer this facility. In accordance with NEP 2020, and to fulfil the requirement of Academic Bank of Credits (ABC) as proposed in NEP 2020, ABC was introduced for the first time by PTVAIM for its students in 2021-22. Every student of PTVAIM is registered under the Academic Bank of Credits, as per the guidelines given by University of Mumbai. The registration process is carried out every year at the Institute's computer center. In order to ensure 100 percent student registration on ABC portal, exam team members and administrative staff are available at the computer center during the entire registration process to guide the students and help them whenever they encounter problems. This exercise ensures that every student at PTVAIM gets registered with ABC.</p>
<p>3. Skill development:</p>	<p>In accordance with the Vision of PTVAIM, sincere efforts are put in to ensure holistic development of the students. Many value- added certificate courses spanning life skills, vocational skills and domain specific skills are offered to all students at no extra cost. The impressive but indicative list of such courses includes topics such as Personal Grooming, Effective Communication, Corporate Readiness, MS Excel, Digital Marketing, Financial Modelling, HR Analytics, Information Security, etc. These courses are incorporated in the timetable to make it convenient for all students to attend them. Further, the students are trained on Universal Human Values and Yoga to take care of their mental, physical and ethical well-being. PTVAIM has a "Universal Human Values Cell" as suggested by the AICTE in accordance with NEP 2020, The purpose of this Cell is to develop clarity on individual aspirations and develop the competence to achieve them for individual as well as social wellbeing. Development of this competence necessitates capacity building in skills needed to achieve this goal. However,</p>

development of skills is not enough for achieving the larger goal of holistic human development. Skills need to be developed on a sound foundation of values, which are the guiding force for skill development towards positive behavior for self as well as society. If skills are the component which guide the process to achieve aspirations, values are the component which help the individual make the critical decision of what to do, when faced with myriad choices. The Universal Human Values (UHV) Cell of PTVAIM was formed based on this felt need to develop values through higher education. PTVAIM's Green Club is formed as per the guidelines of the DTE and United Nations and develops a culture of Youth Empowerment and Water Stewardship among students. It works towards green environment and endeavors to develop environmentally responsible management professionals. Almost all our faculty members have successfully completed the Faculty Development Program on "Universal Human Values" organized by AICTE. The faculty members and students are also encouraged to register and complete the courses offered on SWAYAM and NPTEL portal. Our non-teaching staff members have successfully completed their master's and bachelor's Degrees while working with us in addition to successfully completing courses offered by SWAYAM and NISM. A few of them have undergone various training programs/sessions to hone the skills which will help them in professional and personal lives.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):

The Institute offers a value-added course on the Indian Knowledge System to the students to acquire a deeper understanding about the subject. The objective is to convey the intricacies of Indian philosophy in general and its interconnect to Indian knowledge systems in particular. The course aims at establishing the relevance of the Indian knowledge systems for Self- development and social progress (especially duty centric approach and concern for the society). The course additionally enhances awareness of the fact that Indian knowledge systems evolved over thousands of years and have a solid basis in Indian philosophy, spirituality, and culture. The skills required to be imbibed by the management graduates such as Personality Development and Value-based Leadership were beautifully explained by Indian

scholars including Kautilya and Swami Vivekanand which are quite relevant even today. These are few of the takeaways for the students learning this course at PTVAIM thereby making students aware of the rich Indian heritage in terms of knowledge and values. Universal Human Values Cell and Global Citizens' Club of PTVAIM strive to cultivate and inculcate the values and culture important for personal and societal well-being among our students. Yoga sessions are arranged for all students free of cost and are incorporated in their timetables. Various occasions that are culturally important to Indians including Diwali, Ganeshotsav, Gudhi Padwa, etc. are celebrated by the staff members and students with a lot of zeal. The National Anthem and Maharashtra Geet are screened and sung by the staff and students at all official events.

5. Focus on Outcome based education (OBE):

The Program Outcomes (POs) at PTVAIM are in alignment with the Program Educational Objectives (PEOs) which are carefully formed by the Institute. Three Course Outcomes (CO) each for all 30 courses offered to MMS students are informed to them during orientation or when the new semester commences. The PEOs, POs and COs are available on the Institute website. Additionally, every faculty member also explains/informs the students about the course outcomes at the commencement of every course. The faculty members are required to map their Teaching Plans to the Course Outcomes. These teaching plans are available in the library. The students are also informed about the Course Outcomes, which will be assessed during the internal assignments. The exit survey related to the Course Outcome is taken from the students for each course offered to them. This helps us at PTVAIM to gauge the level of Course Outcomes met by the students. The assessment of the students based on the internal assignments and end-term examination which is mapped to the Course Outcomes help the faculty members to understand if any variations in their teaching pedagogy are required. The guest sessions and field visits are arranged for the students. The Course Outcome attainment is done taking into consideration the Direct Assessment (80%) based on the internal assignments, Mid-term examination and End Term Examination. The Indirect Assessment (20%) is based on the Course Exit Survey, Guest Sessions,

	Field Visits, and participation in course related activities. The Direct and Indirect Assessment are both taken into consideration while computing the Course Outcome Attainment Levels which are then mapped with the Program Outcomes.
6. Distance education/online education:	PTVAIM is equipped to conduct online education by using various ICT tools which are made available to the students and staff members. The Institute uses premium ZOOM account and MS Teams to conduct the online sessions and /or meetings as and when required. These tools were used extensively during COVID. Use of e-library resources and remote access to our Library and Information Resource Centre facilitate effective teaching-learning and make the entire process rewarding. Students and staff members undertake SWAYAM and NPTEL courses, thereby upgrading their knowledge. The Ph.D. coursework is conducted in a hybrid mode so that even the working professionals who are attached to our Ph.D. Centre do not miss out on learning the important topics related to their Ph.D. Students undergoing internships are guided by their faculty guides using online modes during the period of such internships. Online conferences and seminars are being arranged so that all different stakeholders of the Institute can benefit by attending them. In addition to this, the staff members and students are also encouraged to attend various workshops/ seminars/ conferences/ FDPS online. Almost all our faculty members have successfully completed an online FDP on “Universal Human Values”. Our Computer Centre is equipped with the LCD projector and Audio-visual aids to conduct sessions which need the use of online and/ or real-time data to make the teaching-learning more fruitful. A value-added course on “Indian Knowledge System” was conducted through online mode during last year.

### **Institutional Initiatives for Electoral Literacy**

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, Electoral Literacy Club (ELC) has been set up in PTVAIM as per guidelines received from Ministry of Higher and Technical Education, Government of Maharashtra on 24 January 2024 through GR No. E:720359
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<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Yes, the Co-coordinating Faculty and Campus Ambassador are duly appointed.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>An article in our Institute's quarterly newsletter, PTVAIM's Chronicle was published related to the Campaign by our Elector Literacy Club and Global Citizen Club on Mera Pehla Vote Desh Ke Liye. The Institute was also one of the Polling Station for General Elections 2024 - Mumbai North Central Constituency.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>We have circulated various posts of social media handles of our Institute using slogans as prescribed by Election Commission of India i.e. Mera Pehla Vote – Desh Ke Liye Campaign, Every Vote Matters, Every VotesCount, make your count too etc.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Being a Post-graduate Management Institute, all our students are aged 21 years and above hence most of them are enrolled voters, and those who require support regarding enrollment in voting list is provided relevant guidance by our college staff members as well as ELC. The Process of the Voters Guidelines, Voter Registration and Form 6 are placed on our notice boards of ELC.</p>



## Extended Profile

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### 1 Students

#### 1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
327	295	324	360	369
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

### 2 Teachers

#### 2.1

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

Response: 35

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

#### 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
26	22	21	22	12

### 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
125.23	92.61	24.66	137.83	175.92
File Description		Document		
Upload Supporting Document		<a href="#">View Document</a>		



## 4. Quality Indicator Framework(QIF)

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### Criterion 1 - Curricular Aspects

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#### 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:**

Academic Calendar is prepared at the beginning of the year for each program by the coordinators and is approved by the Director in accordance with the arrangement of terms communicated by University of Mumbai.

It includes timelines for term commencement, examination, assessments, events, holidays, term closure, etc. for the academic year and acts as a frame of reference for planning and implementation of the same in a timely manner. It is available on the Institute website.

Being permanently affiliated to the University of Mumbai, we follow the curriculum prescribed by it. Our faculty members prepare the Course Outcomes (COs) for their courses, considering the Program Objectives mentioned by the University of Mumbai and Vision, Mission of PTVAIM and Program Outcomes (POs).

Courses are allotted to faculty members based on their preference, student feedback, relevant experience in teaching the course and specialization.

Semester wise teaching plan is prepared for all courses by respective faculty members. Course Outcomes are prepared as per Blooms Taxonomy and are mapped in the Teaching Plan topic wise.

The faculty register is maintained in the admin office which includes details regarding Date, Time and Topic(s) covered during the sessions conducted, which is monitored by the coordinators.

Students are informed about the Course Outcomes during the first lecture of each course by the faculty members. They are also informed about the assessment pattern and Course Outcomes to be mapped with those assessment. Course Exit Survey is conducted at the end of the semester for each Course by the respective faculty members.

PTVAIM also arranges course specific field visits and course specific guest lectures by industry persons to bridge the gap between industry and academics.

Mid Term Tests are conducted after completing around 50 percent of syllabus. End Term Examinations are conducted as per the guidelines prescribed by the University of Mumbai from time to time.

Remedial measures are conducted for the students whose performance is not satisfactory in the mid-term exams.

Institute follows the Continuous Internal Assessment. It tests the students' knowledge of the course and attainment of the course outcomes, program outcomes by conducting: Mid-Term Test, Group Presentations, Role Plays, Case Studies, Assignments, Projects, Quizzes etc. Attendance and active participation of students form integral parts of assessment, as per guidelines of University of Mumbai.

Summer internship projects after MMS Semester-II, final projects in MMS Semester-IV and MMM/MFM/MHRDM projects in Semester-V, as stated in the curriculum are undertaken by students as per the dates and/ or duration mentioned in the academic calendar.

Meetings with teaching and non-teaching staff members are conducted by the Director regularly to monitor the academic activities. During COVID pandemic, lectures were conducted in online mode through Zoom premium account and MS Teams and later in hybrid mode for the said academic year as per the guidelines issued by University of Mumbai.

In accordance with NEP 2020, value-added courses are offered to the students at no extra cost including domain specific, vocational, soft skills and Universal Human Values.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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: 15**

File Description	Document
List of students and the attendance sheet for the above mentioned programs	<a href="#">View Document</a>
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Evidence of course completion, like course completion certificate etc. Apart from the above:	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 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:** 49.85

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
272	93	115	119	236

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 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:**

Every institution functions in a social and ecological environment and is thus, both a beneficiary as well as a contributor to the same. By integrating the responsible concerns into the MMS curriculum as well as by way of practice through various committees and clubs, the Institute has been truly practicing what it professes.

### **Professional Ethics-**

**At Curriculum Level:** The MMS curriculum has the stated subjects which help inculcate Professional Ethics among students: Business Ethics, Perspective Management, Organizational Behaviour, Financial Accounting, Ecommerce, Business Research Methods, Ethos in Management, Corporate Social Responsibility. The Institute has also introduced a value-added certificate course on Universal Human Values

**At Institutional Level:** The Institute encourages Formal dress code and ways of organization management. PTVAIM has established the UHV Cell in 2023 and is among the few management Institutes affiliated to the University of Mumbai to have this cell in accordance with NEP 2020.

### **Gender Sensitization-**

**At Curriculum Level:** The MMS curriculum has the stated subjects which help inculcate Gender Sensitization among students: Organizational Behaviour.

**At Institutional Level:** The Institute has an active Women's Development Cell and Internal Complaints Committee which organize various activities towards emancipation and are required to be attended by all students and staff members.

### **Human Values-**

**At Curriculum Level:** The MMS curriculum has the stated subjects which help inculcate Human Values among students: Organizational Behaviour, Ethos in Management

**At Institutional Level:** The Institute has active committees such as College Grievance Redressal Cell, Internal Complaints Committee, Anti-ragging Committee, and Maitri-Sangh which cater to the issues and concerns of all the internal stakeholders. PTVAIM is among the few management Institutes affiliated to the University of Mumbai to have a UHV Cell.

PTVAIM has established the Global Citizens Club in accordance with the sustainable goals of the United Nations in the Institute for sensitizing students towards social concerns.

### **Environment Responsive and Sustainable growth-**

**At Curriculum Level:** The MMS curriculum has the stated subjects which help inculcate Environment Responsiveness and encourage Sustainable growth among students: Social Relevance Project, Perspective Management, Business Ethics, Business Environment, Ethos in Management, Marketing Management.

**At Institutional Level:** The Institute uses biodegradable garbage bags, paper cups and refillable stationery as much as possible. We also practice wet-waste composting periodically and use it for our

campus. E-waste is also collected at regular intervals and disposed formally through e-waste recycling agencies.

The Institute has established Green Club in 2023 as per the guidelines of the MoU signed between UNICEF and Maharashtra DTE towards Youth Engagement and Water Stewardship. The club is actively engaged in environmental and sustainability relevant causes such as E-waste collection and disposal awareness drive, Water conservation awareness, Composting, Biodiversity conservation study, Tree plantation, and Energy conservation awareness among many others. An MoU between AAKAR (NGO) and our Institute facilitates collection of recyclable plastic items in a dedicated bin which is responsibly disposed off by an NGO.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 1.3.2

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

**Response:** 78.29

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

Response: 256

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 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

<b>File Description</b>	<b>Document</b>
Feedback analysis report submitted to appropriate bodies	<a href="#">View Document</a>
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	<a href="#">View Document</a>
Action taken report on the feedback analysis	<a href="#">View Document</a>
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	<a href="#">View Document</a>



## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 61.03

##### 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
155	118	132	154	163

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

2022-23	2021-22	2020-21	2019-20	2018-19
185	188	240	270	300

#### 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:** 49.66

##### 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
28	22	26	41	28

**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
72	76	48	48	48

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	<a href="#">View Document</a>
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)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.2 Student Teacher Ratio

### 2.2.1

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

**Response:** 12.58

## 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:****Experiential learning:**

PTVAIM ensures a good blend of core and visiting faculty members and organizes interactive guest sessions by industry experts. Use of simulation exercises, psychometric assessments, in-basket exercises, etc. facilitate experiential learning thereby allowing better understanding of the theoretical concepts taught in the class. Institute conducts skill-building activities, including mock interviews, CV designing, etc. Summer Internship Projects (SIP) and Final Projects are undertaken by MMS. Syllabus of MBA-IEV is based on the pedagogy of experiential learning including Capstone Projects. This not only leads to better understanding of concepts, but also sharpens the creativity, problem-solving and analytical skills of the students. Course specific Guest sessions by experts from relevant industries and course specific field visits are conducted to widen the students' understanding of a particular course.

**Participative Learning:**

PTVAIM encourages students to actively participate in a wide range of activities, including Students' Skill Development Programs and inter-collegiate Fests. Management games, role plays, case studies, etc. are used to make teaching learning more interesting. Initiatives like Start-up Expo provide practical exposure to students.

**Interactive Classroom Experiences:**

Our faculty members employ engaging teaching methods to foster engaging and captivating learning experiences including dynamic presentations that incorporate multimedia elements, case studies that bring real-world scenarios into the classroom, and educational videos that supplement theoretical concepts with practical examples. Visual and auditory stimuli complement traditional teaching methods.

**Exploratory Learning:**

To provide contemporary and industry-relevant information, PTVAIM has facilitated e-access to BSmart (Business Standard App) for students at no cost. This integrates technology seamlessly into the learning process, allowing students to explore current trends and deepen their understanding of the business landscape. Access to Capitaline database allows the students to learn Finance courses using the online data of the listed companies. Pedagogy used to teach finance courses also involves using real time data.

**Use of ICT enabled Tools:**

Use of various ICT enabled tools including licensed versions of SPSS, Microsoft Office, Turnitin, e-databases such as Capitaline, J-Gate, ProQuest, Harvard Business Review, etc. make teaching-learning process a more rewarding experience.

We use ICT tools to conduct lectures using different pedagogy including the case study method, encouraging students to delve into real-world applications of theoretical concepts. The subscriptions of ProQuest and J-Gate database gives access to global e-journal literature including the prestigious Harvard Business Review.

Turnitin, an anti-plagiarism software is used as a quality control tool for research work. SPSS software allows quality analysis of data. We encourage our faculty members and students to enroll for ATAL, SWAYAM, NPTEL courses. We provide access to open-source resources and links including an access to National Digital Library.

Faculties use YouTube, mobile applications and platforms such as Canva, InVideo for course related topics and assignment.

Utilizing ICT-enabled tools, PTVAIM transitioned to online teaching-learning through premium Zoom accounts, Google Meet, MS Teams, and other digital media during lockdown. Online quizzes, tests, and assessments were administered using a variety of digital tools.

Eklavya Online Examination Software with proctoring facility was purchased during the COVID to streamline the entire examination process.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:** 100

#### 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
26	22	21	22	12

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 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:** 60.19

**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
17	13	11	12	9

<b>File Description</b>	<b>Document</b>
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.	<a href="#">View Document</a>
Institution data in the prescribed format	<a href="#">View Document</a>
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## **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:**

PTVAIM follows the guidelines of University of Mumbai for evaluation of all the courses including the for conduct of internal as well as end term examination. We have grievance redressal cell to address any grievances of the students.

The evaluation process is structured to ensure a thorough assessment of student's knowledge and skills, promoting a transparent and holistic learning experience.

During orientation, the examination head explains examination rules and assessment processes including grievance redressal mechanism, promoting a clear understanding of academic performance.

To facilitate effective planning and preparation, all examination timetables, including those for mid-term

tests, are released well in advance and communicated to the students ensuring that they have adequate time for planning and revision.

In their initial lecture, students are briefed on the Course Outcomes (CO) . Faculty members brief the students on internal assessment parameters, specifying which COs will be evaluated during the internal assessment and evaluation criteria for each course, ensuring transparency. Internal assessment is based on the parameters such as midterm test, group presentations, role plays, case studies, assignment, projects, quizzes etc. throughout the semester, so that the students who miss one of the assignments can make up on the remaining. Midterm examinations, accounting for 20 marks, are conducted approximately after 20 teaching hours. The remaining 20 marks of internal assessment are completed during the semester.

In case, a student cannot attend and/or appear for any internal evaluation for the genuine reasons which are supported by the documentary evidence, such student is given an additional attempt to submit the internal assignment and/or appear for the evaluation.

Also, in case of a student is unable to submit a quality assignment due to lack of required resources and such case is found genuine, a student is given the required help and allowed to re-submit the assignment.

A Course Exit Survey is conducted at the end of a course to assess student’s perceptions of their learning experiences, the effectiveness of the course, and the attainment of course outcomes. Students are encouraged to provide honest and constructive feedback based on their understanding throughout the course.

Students are offered remedial lectures and multiple chances for submitting quality assignments thereby providing them with ample support and flexibility to enhance their academic performance.

Our commitment to transparency extends to the result declaration process. Semester examination results are released , after completion of moderation process. Once the results are declared, if the students are dissatisfied, they can apply for photocopy or revaluation of their answer sheet, notices for photocopying and revaluation of answer sheets are issued, and the student must apply within 7 days as per the notice.

Unfair Means Inquiry Committee established as per ordinance O.5050 as prescribed by University of Mumbai ensures elimination of malpractices during examination.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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:**

Being an Institute permanently affiliated to the University of Mumbai, PTVAIM has developed the Program Educational Objectives (PEOs), Program Outcomes (POs) and Course Outcomes (COs) maintaining the essence of the syllabi of all programs as communicated by the University of Mumbai.

The institutional commitment to transparency and academic excellence is evident through the meticulous development and communication of PEOs, POs and COs on the Institute website as well as prominent places within the Institute. This communication serves as a foundational framework to guide students' learning and is a testament to the Institute's dedication to providing a clear and comprehensive educational experience.

A link to the COs for all courses covered under the Programs offered by the Institute along with the POs and PEOs on the Institute website is:

<https://ptvaim.ac.in/courses/full-time-mms-program/>

The PEOs and POs were prepared by the Dean-Academics in consultation with the Director and were presented in the IQAC and CDC meetings. Upon approval by these committees, they were shared with all teaching and non-teaching staff members.

Based on these PEOs and POs, COs were developed by the faculty members using collaborative approach including a discussion with members from same specialization and finally the integration of these COs into the teaching plan with an approval from the Director. This plan is accessible in the library, both online and offline, for student reference.

During the first lecture of each course, faculty members take the initiative to communicate the specific COs associated with the course to students. This early communication sets a clear roadmap for what students can expect to achieve and gain from the course, fostering a proactive and informed approach to learning.

Faculty members are required to align question papers with course outcomes and ensure coverage of all outcomes. Course Outcome for every question in the mid-term and end term examination as well as internal assignment is communicated to the student by writing it corresponding to the questions/statements.

To further gauge the effectiveness of the courses and the attainment of COs, faculty members conduct course exit surveys at the end of each semester. This feedback mechanism allows for continuous improvement and refinement of the curriculum delivery, ensuring that the educational experience remains dynamic and responsive to the evolving needs of students.

The Institute's approach to COs demonstrates a commitment to clarity, collaboration, and ongoing improvement. By making COs readily available, involving faculty members in their development, and ensuring their integration into teaching plans, the Institute upholds a standard of excellence in education. This dedication is further strengthened through ongoing assessments, feedback mechanisms, and a proactive communication strategy.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 2.6.2

*Attainment of POs and COs are evaluated.*

**Explain with evidence in a maximum of 500 words**

**Response:**

Being an Institute permanently affiliated to the University of Mumbai, PTVAIM has developed the Program Educational Objectives (PEOs), Program Outcomes (Pos) and Course Outcomes (Cos) for the Institute maintaining the essence of the syllabi of all programs as communicated by the University of Mumbai.

COs are included at the beginning of the teaching plan by each faculty member and are also mapped topic wise therein. This plan is accessible in the library for student reference. In their initial lecture, faculty members brief the students on internal assessment parameters, including which COs will be evaluated for each course.

To ensure the effective execution of the teaching plan, a meticulous register is maintained. This register records the course topics covered, facilitating consistent monitoring by the Chief Academic Coordinator and Program Coordinator. Regular checks ascertain whether faculty members adhere to the teaching plan, maintaining alignment with the syllabus and COs mentioned therein.

Semester examinations are held at the conclusion of each semester, and faculty members submit internal assessment scores before the commencement of end-term exams. The Question Papers are framed aligning with the Course Outcomes designed and the weightages mentioned in the teaching plan.

Since the Institute follows the continuous evaluation process, it tests the student's knowledge of the course and thus attainment of the course outcomes by conducting: Test, Group Presentations, Role Plays, Case Studies, Assignments, Projects, Quizzes etc. so that the students who miss one of the assignments can make up on the remaining. This is then followed by the Semester End Examination. At the end of the assessment process, the attainment level of COs for each course is mapped to POs.

Direct and indirect attainment of Course Outcomes is mapped to Program Outcomes. Direct attainment ensures that each Course Outcome directly contributes to achieving one or more Program Outcomes. This alignment is seen in semester examinations, which are structured to align with the Course Outcomes and their respective weightages as outlined in the teaching plan. Additionally, indirect assessment methods are employed to ensure that the skills, knowledge, and abilities developed in individual courses collectively contribute to achieving Program Objectives. These methods include course exit surveys, course-specific guest lectures, and field visits, which provide valuable feedback on students' overall development and their progress toward meeting Program Objectives.



The faculty's dedication to aligning course outcomes with the teaching plan, coupled with a robust continuous evaluation system, reflects the institute's commitment to providing a holistic and transparent learning experience. Remedial lectures are conducted to address attainment gaps, demonstrating the institute's commitment to holistic student development and transparent learning. This approach not only ensures adherence to the University of Mumbai syllabus but also facilitates the measurement and enhancement of students' overall program attainment.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 2.6.3

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

**Response:** 99.19

##### 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
128	124	154	168	157

##### 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
131	125	155	168	158

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
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.	<a href="#">View Document</a>
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

<p><b>2.7.1</b></p> <p><b>Online student satisfaction survey regarding teaching learning process</b></p> <p><b>Response: 3.7</b></p>	
<b>File Description</b>	<b>Document</b>
Upload database of all students on roll as per data template	<a href="#">View Document</a>

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response:** 1

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	1	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:**

PTVAIM's Centre of Entrepreneurship & Innovation (COEI) is a student-based Incubation Centre. PTVAIM is the Institutional Innovation Council (IIC), under the Ministry of Education's Innovation Council (MIC), recognized as one of the top performing IICs in the country for two consecutive years in alignment with the National Innovation and Startup Policy (NISP). Through COEI, PTVAIM has established an entrepreneurial ecosystem across all colleges and schools which are run by the parent trust Parle Tilak Vidyalyaya Association (PTVA). COEI actively organizes around 50 activities annually to encourage entrepreneurship and innovation, focusing on three key areas: Entrepreneurship Sensitization, Pre-incubation, and Incubation Programs. PTVAIM is committed to raising awareness among students from both PTVA and external campuses about the exciting opportunities within the domain of entrepreneurship and innovation. It employs a diverse set of strategies, including hosting sessions, workshops, field visits, Entrepreneurship Development Programs (EDP), internal hackathons, business plan presentations and competitions, as well as exhibitions. These efforts aim to cultivate a culture of

innovation and entrepreneurship, benefiting not only its affiliated entities but also students and teachers from colleges across Mumbai and Maharashtra.

The annual flagship event, "Wings2Vision," includes EDP, review rounds that allow the students to rework of their business ideas after EDP, are followed by one-to-one mentoring to participating students/ teams and the eliminations. Awards are presented in the form of Seed Money to the winners, and promising ideas gain access to the pre-incubation and incubation programs after establishing Proof of Concept (PoC). COEI has successfully graduated six startups that currently employ over 33 people. After PoC, interested candidates participate in the incubation program to establish their startups, receiving support such as workspace, lockers, mentorship from business councillors and advisory committee of COEI comprising industry experts, and access to investors.

PTVAIM has entered MoUs with other incubators and colleges to allow the transfer of knowledge and technology to and fro. PTVAIM's COEI has a team of mentors, advisory council and business councillors who are experts from different areas including IPR, Technology, Fundraising, Business Development, IT who offer all possible guidance and support to the students of PTVA run Institutes and the incubatees of our partner institutions.

PTVAIM thus ensures that the innovation ecosystem that it has created reaches out to even outside students' community who can participate in the initiatives of COEI, thereby sharing the knowledge about the entrepreneurial skills and development created at our campus, with the society at large.

PTVAIM offered a value-added course on the Indian Knowledge System, under the initiative of NEP 2020, aimed at providing students with a deeper understanding and relevance of ancient Indian values and scriptures to the current business world.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 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:** 90

**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
57	12	13	3	5

<b>File Description</b>	<b>Document</b>
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 3.3 Research Publications and Awards

#### 3.3.1

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

**Response:** 1.29

**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
10	15	8	9	3

<b>File Description</b>	<b>Document</b>
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	<a href="#">View Document</a>
Link to re-directing to journal source-cite website in case of digital journals	<a href="#">View Document</a>
Links to the papers published in journals listed in UGC CARE list or	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 3.3.2

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

**Response:** 0.29

**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
1	2	1	3	3

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

**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:**

In alignment with the vision and mission of the Institute, PTVAIM promotes the holistic development of students by encouraging their involvement in diverse clubs/ cells/ committees that promote social causes and ethical values.

PTVAIM has formed the Green Club under UNICEF and DTE’s Youth Engagement and Water Stewardship (YEWS) Programme for creating environment consciousness among the youth through 4 prominent themes namely- waste management, water conservation, energy conservation and biodiversity conservation.

The Green Club, with a primary focus on environmental sustainability, involves students and staff in activities such as a nature-appreciation trip to Bhivgad and Gaurkamath as part of a biodiversity conservation project, E-waste collection, Compost making through Nirmalya Collection Drive, etc. Looking at the excellent performance of PTVAIM’s Green Club, one of the eminent engineering colleges in Mumbai, Sardar Patel College of Engineering invited PTVAIM to sign an MoU with them, to organise and conduct the activities within the purview of Green Club.

The Global Citizens Club (GCC) that was formed in alignment with the United Nations Sustainable Development Goals, aims to instill universal values, emphasizing global perspectives, ethics, and sustainable development. Global Citizens' Club conducts online quizzes and competitions which witness the participation of the students of other colleges in Mumbai, thereby sensitizing even the external students' community to the social causes. One such initiative by GCC includes a beach clean-up event at Versova Beach in collaboration with Protean eGov Technologies Limited, in alignment with the United Nations SDG and Millennium Goals.

The Universal Human Values (UHV) Cell in adherence to AICTE guidelines and NEP 2020, concentrates on the holistic development of students by imparting the Universal Human Values (UHV) course of 30 hours duration to all students free of cost, and a Value-added Course on Indian Knowledge System to introduce students to the rich Indian Legacy in terms of values and ethos.

PTVAIM through its COEI tries to introduce students to the concept of Social Entrepreneurship and motivates the budding entrepreneurs to come up with a business idea in this domain.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 3.4.2

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

##### **Response:**

Renowned for its educational excellence, PTVAIM has earned notable acclaim from esteemed government and government- recognized bodies for its relentless pursuit of innovation and its commitment to community engagement.

PTVAIM was one of the very first few Institution Innovation Councils (IIC) established in 2018 under the Ministry of Education's (MoE) Innovation Cell and continued to be one of the top ranking IICs I India for consecutive three years.

Additionally, in the year 2021-22, PTVAIM was recognized as a "performer," by Atal Ranking of Institutions on Innovation Achievements (ARIIA), further affirming its alignment with the National Innovation and Startup Policy (NISP) and its steadfast commitment to promoting innovation and entrepreneurial initiatives.

In 2018, PTVAIM was honoured with the Harit Sena recognition by the Maharashtra Forest Department, Government of Maharashtra.

PTVAIM's acknowledgment by the National Institutional Ranking Framework, endorsed by the Ministry of Education, Government of India, in 2022-23, for its innovation and start-up endeavours further accentuates the institution's prowess in cultivating an environment conducive to innovation. This

recognition highlights PTVAIM's ongoing commitment to nurturing entrepreneurship and fostering a culture of innovation within its academic community, reaffirming its position as a leader in higher education.

These recognitions are the testimony of the excellent work done by PTVAIM in the areas of entrepreneurship development and environmental awareness.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 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:** 11

**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
2	2	3	2	2

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
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	<a href="#">View Document</a>

## 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: 22**

<b>File Description</b>	<b>Document</b>
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	<a href="#">View Document</a>
List of year wise activities and exchange should be provided	<a href="#">View Document</a>
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 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:**

Classroom

PTVAIM has 9 classrooms and 2 tutorial rooms equipped with state-of-the-art infrastructure including desktop computers, whiteboards, LCD projectors, Audio-Visual aids, internet facility, etc. We have a seminar-styled classroom that accommodates 100 students having all above-mentioned facilities.

Auditorium:

The campus hosts a centralized air conditioned, multipurpose seminar hall- cum-auditorium with a seating capacity of 250 people and 2 greenrooms. It is equipped with sound systems, audio-video facility, internet connectivity and LCD projector to facilitate Guest Lectures, Seminars, Conferences and Workshops in addition to cultural, co-curricular and extra-curricular activities. Yoga sessions are conducted by certified yoga teacher in the Institute's auditorium.

IT Infrastructure:

PTVAIM's IT infrastructure is equipped with 153 personal computers and 9 Laptops adequately supported by Wi-Fi network. Over the last five years the internet speed has been upgraded from 300 MBPS to 500 MBPS. IT infrastructure of the Institute is equipped with licensed software including Microsoft Windows OS, Microsoft Office, SPSS, Turnitin and Kaspersky Anti-Virus. PTVAIM provided laptops to the staff members who did not have access to the computers during COVID 19 to facilitate uninterrupted work from home.

ICT – enabled Facilities:

An access to B-Smart, an app of Business Standard, use of e-resources including Harbard Business Review and Capitaline, remote access to library, Premium accounts of ZOOM and MS Teams for conducting online lectures, encouragement to enrol for SWAYAM and NPTEL courses are a few examples of ICT-enabled facilities provided by the Institute.

Centre of Entrepreneurship & Innovation (COEI):

COEI, our Incubation Centre, has workstations for 14 seats. It has office space for administrative staff, one reception counter and two meeting rooms. The Centre is WI-FI enabled and provides a separate 'Ideation-Avocation' Centre for business teams and has Wi-Fi, TV screen, projector and access to 3D printers, 3D pens and has subscription of CANVA (designing software)

#### Library & Information Resource Centre (LIRC)

LIRC has a rich collection of 37,000+ books including e-books, over 10000 international and national e-journals, along with 500 CDROMs. PTVAIM has subscription to e-journals, e-books, magazines & journals to promote overall development of the students and faculty members. It is equipped with 10 computers, SLIM software and one photocopier and scanner machine. The Institute also has subscription to databases including ProQuest and J-Gate.

#### Common Rooms

PTVAIM has separate Common Rooms for girls and boys which are used for recreational purposes besides spending fun time with the fellow batchmates by the students. These Common Rooms have the facility of indoor games which help the students to unwind. Sakhi Box is installed in girls' common room for female students and staff to convey their grievances and suggestions. It is also installed on the ground floor, which cannot be captured by CCTV.

#### Institute Ground

The ground is utilized for various sports and cultural events. PTVAIM is very mindful about the safety of its female students and Self Defense Workshop is conducted for the students in the ground.

#### Gymkhana

It consists of facilities for games and sports including Carrom, Chess, Table Tennis, etc. At basement of Gymkhana, there is Gymnasium which the institute has equipped with weight training instruments like Arm Curl, Leg Curl, and Chest Press for well-being of students of PTVAIM.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

#### 4.1.2

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

**Response:** 0.35

**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
0.19	0.15	0.09	0.79	0.72

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
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)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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 Library & Information Resource Centre (LIRC) has a rich collection of 37000+ books including e-books. The Reference Section of the Library has a varied collection of Dictionaries, Handbooks on various aspects of Management Studies and related areas. The Periodical section of the library covers more than 30 national and international journals including Harvard Business Review. Various reputed magazines and UGC recommended journals are subscribed to regularly by the Institute.

Library is automated using Integrated Library Management System (ILMS)

Name of ILMS Software	Nature of Automation	Version	Year of Automation
SLIM- 21 (System for Library & Information Management)	Fully Automation	3.9.0 (latest version)	2009

#### OPAC (Online Public Access Catalogue)

The library tab on the college website <https://ptvaim.ac.in> provides detailed information about the offerings and resources available to the students.

## Electronic Resource Management package for e-journals & e – books

The e –Resource section keeps our students and staff abreast of the global corporate environment, thereby enhancing their knowledge. LIRC has been subscribing following e – databases:

### 1. e – journal Databases:

(01): ProQuest [ABI/Inform Global] and (02) J-Gate

### 2. e-books Database: ProQuest (e-brary Business & Economics Collection).

The Institute has subscribed and provided IP addresses to J- Gate & ProQuest databases to ensure remote e – access to students and staff members.

## LIRC Membership

The LIRC has taken institutional membership of American Library, Mumbai and has access of American library collection. American library provides Articles Alert Service through e mail. Under this service American Library sends table of content to us and as per requirements of faculty members, American Library sends us original copy of articles.

LIRC has an account with National Digital Library. LIRC has membership with e– shod Sindhu, a consortium for Higher Education Electronic Resources, an Initiative by Ministry of Education, Government of India.

## Plagiarism Check

LIRC has created an account for anti-plagiarism software URKUND with the help of INFLIBNET (UGC Autonomous Inter University Centre). LIRC has purchased TURNITIN, an anti-plagiarism software for ethical research practice.

LIRC has collection of NPTEL (National Program on Technology Enhanced Learning, Ministry of Education, Government of India) DVDs which contains lectures series of eminent professors from various IIMs and IITs. LIRC has a collection of AMA (Ahmedabad Management Association) DVDs on various management related subjects.

PTVAIM has facilitated e – access to B Smart (Business Standard App) that provides e – paper, management case studies with added facility to monitor the student’s usage at no cost.

**The library is optimally used by the faculty and students** and on an average **111 teachers & students** use the library resources on a daily basis.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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:**

PTVAIM boasts of a large state-of-the-art Computer Centre with desktops, printer, LCD projector and required licenses software to facilitate not just working on the computers by the students and staff for their Institute related work, but also to facilitate teaching-learning by conducting the lectures in the computer centre which require the use of real time data and complicated computations.

The Institute's IT infrastructure is equipped with 153 personal computers and 9 Laptops adequately supported by three different connections by Jio Digital Life & Sudarshan Cable Network. 300 MBPS is for Computer Centre and library, 300 MBPS is for COEI and 500 MBPS is for classrooms, exam room, faculty cubicles, admin office, research cell, placement Centre, auditorium, conference room and Director office. (Over the last five years the internet speed was upgraded from 300 MBPS to 500 MBPS).

Service Provider	No. of connections	Bandwidth	Year of purchase
Jio Digital Life	1 (classrooms, exam room, faculty cubicles, admin office, research cell, placement centre, auditorium, conference room and Director office.)	500 MBPS	2023
Sudarshan Cable Network	1(Computer centre and library)	300 MBPS	2009
Sudarshan Cable Network	1 (COEI)	300 MBPS	2019

The Institute ensures optimum utilization of this by providing access to all students and staff members through personal mobile cell phones, tab, and laptops via Wi-Fi. Users are provided secured access with login ID and password for using Wi – Fi facility.

Understanding the importance of fast computer processing and better user experience while working on a computer, the RAM Chips of 79 personal computers were upgraded from 2GB memory to 4GB. In addition to this, 153 SSD (solid state drives) have been added to speed up and storage capacity of computers.

The old 10 computers with Core 2 Duo processors were replaced with 10 new personal computers having i5 processors along with the RAM upgraded from 4 GB to 8 GB. LCD Projector in the Computer Centre facilitates faculty members to conduct lectures there. All classrooms are equipped with state-of-the-art IT

facilities like a Computer, LCD Projector, Internet connectivity & Speakers.

The Institute's IT infrastrucutre is well-equipped with a wide range of latest licensed software such as:

1. Microsoft Windows OS
2. Microsoft Office
3. SPSS
4. SLIM-21(Library Software)
5. Tally Prime
6. Khushi Software (Examination Management System)
7. Zoom
8. ESSL (Biometric Software)
9. Kaspersky Anti-Virus

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 4.3.2

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

**Response:** 2.64

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

**Response:** 124

<b>File Description</b>	<b>Document</b>
Purchased Bills/Copies highlighting the number of computers purchased	<a href="#">View Document</a>
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 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:** 21.42

**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
16.87	8.08	10.52	19.46	64.20

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
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)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>



## 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:** 21.31

**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
70	59	77	78	73

#### **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](#)

Institutional data in the prescribed format

[View Document](#)

#### 5.1.2

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

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

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
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)	<a href="#">View Document</a>
Report with photographs on ICT/computing skills enhancement programs	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 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:** 20.66

**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
78	37	50	77	104

<b>File Description</b>	<b>Document</b>
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 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

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

## 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:** 46.58

**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
71	76	44	73	77

**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
128	124	154	169	157

<b>File Description</b>	<b>Document</b>
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)	<a href="#">View Document</a>
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)	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 5.2.2

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

**Response:** 0.77

**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
3	0	0	0	0

<b>File Description</b>	<b>Document</b>
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 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: 8**

**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
7	0	1	0	0

File Description	Document
Upload supporting document	<a href="#">View Document</a>
list and links to e-copies of award letters and certificates	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 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: 4.6**

**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
5	8	1	5	4

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 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:**

PTVAIM Alumni Association (PAA) was established in June 2018 under the Societies Act, indicating a commitment to maintaining strong connections between Alumni and Institute.

The objectives of PAA cover few of the following areas:

- To contribute to the development of PTVA's Institute of Management (PTVAIM) and its current students by providing financial and material support and enhancing networking and career development among the students and alumni.
- To maintain and enhance relations between alumni and the Institute.
- To promote and foster mutually beneficial interaction between the Alumni and the present students of PTVA's Institute of Management (PTVAIM) and between the Alumni themselves.
- To offer career counselling to the present students of the Institute.
- To promote PTVA's Institute of Management's educational and training activities through alumni network.
- To promote incubation facilities available at PTVA's Institute of Management (PTVAIM) in industries.
- To promote PTVA's Institute of Management (PTVAIM) training programs and facilities in the industry.
- To invite alumni in the process of enhancement in developing curriculum.
- To provide insights by having a discussion with the placement team and guide the current students in order to improve their employability as per the current industry trends.
- To assist current students for appropriate placement on a regular basis.
- To develop strong industry-institute linkage.

Alumni render their services to the Institute in various capacities including accepting assignments as visiting faculty, experts for mock interviews, mentors to the current students, guest faculty, recruiters, counsellor, etc.

At PTVAIM, we practice a unique concept of Alumni Connect - The Cafe System wherein the alumni from different batches come together and spend time with our current students. They share their professional journey, the challenges they faced while transitioning from student life to corporate life, etc. thereby providing valuable insights to help the current students prepare for corporate world.

An Annual Alumni Meet is organized, which serves as a platform for alumni to reconnect with each other and stay in touch with the Institute.

Alumni play a vital role in placing students and guiding them on what corporates expect from them.

Our Alumnus Mr. Soham Sawalkar made a noteworthy contribution by sponsoring marathons for our student Mr. Shreyas Sonawane, demonstrating commitment to supporting current students.

Our Alumnus Monica Somne, Counsellor by Profession is appointed as a counsellor from 2022-23. She offered her services at no cost for the first year as contribution to her alma-mater.

Our Alumnus Shreesh Bodas offered his professional services in IT i.e. domain registration & allied activities at no cost as contribution to his alma-mater.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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:**

#### *Vision*

“To be one of the leading, value based ethical management institutions in India that contributes to nurturing and development of managerial and entrepreneurial talent, leadership and research.”

#### *Mission*

PTVAIM shall foster a culture of excellence in fields of academics, research and entrepreneurship development by :collaborating with academicians and industry, providing state-of-the-art infrastructure, Ensuring conducive work environment for professional growth & development of teaching as well as non-teaching staff members.

It shall strive to be a continuous learning organization which is committed to the adherence of the system while meeting expectations of all stakeholders.

PTVAIM has a well-defined organogram showing the formal hierarchy and delegation of authority that helps us in realizing the Vision and Mission of the Institute.

At the Institute level, College Development Committee (CDC), and Board of Governors (BOG) are the Apex Bodies as per the mandate by our regulators, University of Mumabi and AICTE respectively. Director who heads PTVAIM is supported by various academic and functional committees/ cells including the Academic Coordination, Examination, Research, Ph.D. Centre, Library, Placements, COEI, Administration and mandatory committees including IQAC, WDC, ICC, Grievance Redressal Committee, Maitri Sangha and Anti-ragging Committee. All these committees/ cells have appropriate teachers' representation. The teachers and support staff nominated on these committees actively participate in the committee meetings. The periodicity of meetings of these committees is maintained.

These committees/ cells are responsible for the smooth and efficient conduct of the functions and activities that fall within their scope as well as bringing in improvements whenever and wherever possible in alignment with the Vision, Mission and Perspective/ Institutional Development Plan of PTVAIM.

The important suggestions received during the functional committee meetings are communicated to the Director. The suggestions related to quality improvements are discussed in the IQAC meetings. Decisions regarding these suggestions are finalized in IQAC meetings, after a lot of brainstorming and



deliberations among committee members. The outcomes of these discussions are presented to the CDC and BoG. Once the final decision is taken, autonomy is given to the respective committees/ cells/clubs to carry out the initiatives/ implement the ideas/ organize the activities.

PTVAIM could achieve all but one point as mentioned in the Perspective Plan 2016-21. Institutional Development Plan 2021-26 emphasizes excellence in academics, research, and entrepreneurship, In the last 5 years, PTVAIM has made tremendous progress leading to sustained institutional growth which is evident through the performance of our students in the examination, quality and quantity of research, placement of our students, establishment of Ph.D. Centre, establishment and success stories of COEI, formation of various cells/ clubs, committees, etc.

PTVAIM’s commitment towards NEP 2020 is evident through:

- Introducing Outcome-based Education
- Academic Bank of Credit for all students
- Introduction of new program (MBA-IEV)
- Valu-added Certificate Courses
- Encouragement for Research
- Working towards Sustainable Development Goals

By committing to quality improvements and implementation of NEP 2020 in the Institutional Development Plan PTVAIM is all set to achieve its Vision and Mission in the near future.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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:

Institution Development Plan 2021-26 is in alignment with the Vision and mission of the Institute and focuses on 6 key points: **National Board of Accreditation (NBA), Ph. D. Centre in Management, Top Performing IIC in India, Introduction of New Courses/Programs in accordance with the National Education Policy 2020, 2nd Cycle of NAAC Accreditation and Autonomy.**

Organizational setup and resources as required for realizing this plan are thought of carefully and planned accordingly. The resources and/or documentation/ permissions/ compliances that are not available, are discussed and appropriate actions are initiated to acquire them.

Directly overseeing the day-to-day operations and various aspects of academic and administrative functions is the Director, who is supported by teaching and non-teaching staff. He/ she serves as the linchpin, heading crucial functions and committees that govern different facets of the Institute's functioning.

The functional committees and institutional bodies such as COEI, Research Cell, Placement Cell, Library and Information Resource Centre, Examination Committee, etc. are in place and work in harmony to ensure working towards achieving various milestones of the Institution Development Plan effectively.

Administrative team, headed by the Registrar ensure that all statutory compliances are taken care of in the most efficient manner while handling the day-to-day admin matters. They played a vital role in PTVAIM becoming the Ph.D. Centre affiliated to the University of Mumbai and getting permanent affiliation to the University of Mumbai. Introduction of MBA-IEV affiliated to the University of Mumbai was a result of joint teamwork of our admin team and COEI.

Day-to-day academic activities are handled by our efficient team of the Chief Academic Coordinator along with Program Coordinators. They dedicatedly take care of the core activities of the Institute ensuring a rewarding teaching-learning experience. A range of new certificate courses could be introduced in PTVAIM due to a synergy between the coordinators and functional committees.

To facilitate smooth functioning of all such committees/cell, etc., there are well documented policies and SOPs available. Also, the Roles and Responsibilities of each position are available and are communicated to all employees upon their joining the Institute.

HR policies are communicated to all employees during their induction. These policies and the Code of Conduct for Staff members are available on the Institute website.

This creates a transparent environment for the employees where they are aware of the Institute's expectations, way of operations, thereby leaving minimum possible room for any ambiguity.

This kind of conducive atmosphere not only leads to the growth of the Institute, but also allows the individual employees to grow.

Achieving all but one milestones of the Perspective Plan 2016-20 and already realizing three out of six points of Institutional Development Plan 2021-26, is evidence of the admirable Institutional Setup of PTVAIM.

It ensures a seamless blend of academic focus, administrative efficiency, and strategic planning. The coordinated efforts of various committees, each with its specific mandate, contribute to PTVAIM's commitment to holistic education and continuous improvement.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Institutional perspective Plan and deployment documents on the website	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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	<a href="#">View Document</a>
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	<a href="#">View Document</a>
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	<a href="#">View Document</a>

## 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:**

**Performance Appraisal System** is a part of Institute's Performance Management Policy. The objective of this policy is to establish a framework for assessing the performance of staff members, supporting their development, and ensuring the standards expected of them are met. This policy applies to all employees on the rolls of PTVAIM.

**An appraisal of teaching staff** is based on four criteria:

1) **Teaching, Learning and Evaluation**

2) **Research & Academic Contribution**

3) **Co-Curricular, Extension, Professional Development Activities**

4) **Any additional work/task done during the appraisal period that the faculty member would like to mention.**

**Appraisal of non-teaching staff is based on their skills, abilities and knowledge required to perform their work** effectively as an individual as well as a team player.

The **welfare measures** of the Institute promote healthy and conducive environment. They motivate and help the employees to grow and include:

- **Open-door policy by the Management**, allowing staff to approach the Director and Management for guidance, support, and feedback.
- **Special leaves** to staff members for **pursuing additional studies** including for their **Ph.D. Coursework, Viva Voce**, etc. thereby giving them opportunities for career progression.
- The staff members with research publications in **UGC CARE, SCOPUS, ABDC and Web of Science indexed journals** are given **reimbursement of their expenses towards such publication as an incentive** to indulge in the quality research work as well as staff members **attending various workshops, conferences, etc., are given reimbursement of their fees**, both together upto INR 10,000 per annum. This is important for career development of the employees.
- Teachers avail **flexible working hours** to maintain a healthy work-life balance.
- Faculty members are given **individual cubicles with good interiors**. Teaching and non-teaching staff members have **individual workstations with dedicated desktops. WIFI access** is available.
- A provision **paid maternity leave with full pay** is available for staff members.
- All staff members who work with PTVAIM beyond 5 years, are entitled for gratuity. The Institute fulfilled all its financial obligations including the **payment of gratuity, encashment of earned leaves in case of a staff member who succumbed to COVID within 3 days of her death, to her husband**.
- **Tea/ coffee** is provided complimentary to each staff member daily.
- **Accident and Disability Group Insurance**.
- The Institute paid **salaries in full to all the employees during COVID period** and extended work-from-home facility to the employees. Staff members were **provided with laptops for work from home. Premium ZOOM accounts** were purchased to **facilitate the important online meetings and lectures** in addition to the access to **Microsoft Teams** for all faculty members for seamless conduct of the online lectures. The Institute facilitated the transition back to work of staff members in a phased manner through **regular fumigation of the entire premises, providing masks and sanitizers** placed at all important locations.
- A **professional mental health expert** is available to counsel our students and staff members.
- Access to **Gymkhana facility and indoor games**.
- **Birthdays are collectively celebrated** each month which **facilitates stronger bonding among the staff members**.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>

### 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:** 6.8

**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	3	4

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

### 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:** 8.47

**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
5	2	2	7	0

### 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
18	16	16	17	19

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the certificates of the program attended by teachers.	<a href="#">View Document</a>
Annual reports highlighting the programmes undertaken by the teachers	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:

PTVAIM is a self-funded educational institution. Its primary revenue is the tuition fees paid by students. Fees Regulating Authority (FRA), appointed by the Government of Maharashtra, regulates these fees. However, due to infrastructure limitations and market realities, coupled with the FRA's stringent control over tuition fees, the Institute is compelled to seek alternative income sources.

Having established a Ph.D. Center in Management, PTVAIM gets fees from its Ph.D. students annually.

COEI generates revenue through pre-incubation and incubation programs for its incubatees. COEI has received funds and sponsorship from government and non-government bodies which are the additional source of income to PTVAIM.

PTVAIM teachers receive grants for research projects. The FDPs and workshops organized by the

Institute generate some revenue in the form of participation fees from the registrations of other than PTVAIM staff members and students.

PTVAIM organizes an annual Research Conference which generates some income by means of registration fees of the participants.

Sponsorship received for organizing various events at the campus is another source of income.

PTVAIM plans to hire more faculty members with rich industry experience to provide consultancy services, Management Development Programs, and collaborate with other institutes/agencies. This will not only expand our offerings but also generate additional revenue.

In case, the Institute falls short of funds due to reasons such as COVID, the Parent Trust supports the Institute financially.

At the onset of each academic year, the Institute's officials prepare the budget. This process involves an analysis of both recurring and one-time costs to ascertain the annual financial requirement. CDC is entrusted with the responsibility of approving this budget. Accounts staff regularly monitor the funds received and the expenses incurred to ensure financial discipline and transparency. This meticulous process ensures the optimal utilization of resources.

PTVAIM's commitment to financial integrity extends to the regular auditing of its books of accounts. The Institute's accountant adheres to the guidelines periodically issued by the Institute of Chartered Accountants of India (ICAI). These guidelines assist in maintaining the books of accounts accurately and consistently.

The auditor's role is pivotal in this process. They scrutinize various financial documents such as bank passbooks, ledgers, invoices, petty cash accounts, and cash books. This rigorous evaluation ensures that the Institute's financial records are accurate and updated in a timely manner.

In compliance with the relevant regulatory requirements for each fiscal year, the Institute's annual accounts are audited routinely. A Chartered Accountant, appointed by the Trust, undertakes this audit and provides certification. The Institute has maintained a record of these external audit annual reports dating back to 2009.

The accounts staff member keeps all ledgers updated in line with the rules of the ICAI and the Fees Regulating Authority appointed by the Maharashtra government. Another accountant reviews these entries to ensure accuracy. Our Parent Trust comprises of 4 Chartered Accountants. One of them oversees these activities and provides necessary guidance. This multi-layered approach to financial management underscores the Institute's commitment to maintaining financial integrity and transparency.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>

## 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:**

NAAC Peer Committee of first cycle suggested the following areas of improvement.

Grouping these suggestions in the areas of NEP 2020 implementation, research, infrastructure, capacity enhancement, alumni engagement, IQAC committee deliberated on these areas during all their meetings throughout the last cycle and the results of these discussions and deliberations can be sum up as below:

1. The research publication of the faculty members grew over the period and included publications of the research papers not just in ABDC, but also SCOPUS, Web of Science and UGC CARE indexed journals.
2. Joint faculty-student research publication in reputed journals started during this period.
3. Funded research projects by faculty members added yet another feather to our cap.
4. The annual research conference in association with the University of Mumbai on multidisciplinary areas started rolling.
5. Almost all faculty members successfully completed an FDP on “Universal Human Values” conducted by AICTE.
6. Staff members and students successfully completed SWAYAM, NPTEL and NISM courses.
7. PTVAIM got permanently affiliated to the University of Mumbai from 2019-20, a step forward in the direction of obtaining autonomy.
8. Institute established its Ph.D. Centre in the year 2020-21.
9. PTVAIM became the first institute to start a new program named MBA-IEV affiliated to University of Mumbai in the year 2021-22.
10. Value-added Certificate Courses in the areas of Life Skills, Vocational Skills and Emerging Trends in Management were offered to all students at no cost and were incorporated in their timetable.
11. Indian Knowledge Systems was incorporated as a value-added course in the timetable.
12. Yoga sessions were incorporated in the timetable to improve physical and mental wellbeing of the students.



13. COEI was converted into a full-fledged Incubation Centre.
14. PTVAIM Alumni Association (PAA) was registered under the societies Act in 2018.
15. Alumni interaction was strengthened by inviting alumni to conduct guest sessions, to be experts on Mock Interview panels, to accept visiting faculty assignment, to share their experiences through Alumni Café.
16. A state-of-the-art Incubation Centre and Idea and Avocation Centre was created in 2018.
17. Well-ventilated Cafeteria with the facility of safe drinking water was created.
18. Space was made available to the students to play indoor and outdoor games on the Institute premises.

These kinds of humungous reforms and activities wouldn't have been possible without the active involvement of IQAC with proper documentation and maintaining the periodicity of meetings.

The proper documentation of the minutes of not just IQAC meetings clearly communicating the ownership and timeline of the Actionable Plan, but even of other committees/ cells, clubs, etc. have been vital in achieving these milestones.

It also required changes in the existing structures at times including the appointment of Training and Placement Officer and dedicated staff for COEI.

However, with the wholehearted support from our Management and dedicated efforts of IQAC and the entire team comprising of teaching and non-teaching staff members, we could make these significant improvements in a span of 5 years.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 6.5.2

### Quality assurance initiatives of the institution include:

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

**Response:** A. Any 4 or more of the above

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

## 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:**

- The Gender Audit of PTVAIM was carried out by an external committee for the period 2018-19 to 2022-23.
- The Institute lays emphasis on fair treatment of everyone on campus including teaching, non-teaching staff members and students by adopting gender equality. Almost all key positions in the Institute are occupied by ladies including director, registrar, chief academic coordinator and IQAC coordinator which is a testimony of the culture of gender equity practiced in the Institute.
- The students are oriented towards the importance of gender equity and sensitization through as well as co-curricular activities conducted by committees/ clubs.
- On the academic front, the students are educated on the significance of nurturing an inclusive approach through courses like Organizational Behaviour, Perspective Management, Corporate Readiness Program, and Ethos in Indian Management.
- The Institute tried to create employment for women in rural area through Project Saksham.
- Guest sessions organized by Women Development Cell and activities like poster competitions by Global Citizens' Club help in sensitizing the students about gender inclusivity. The Women Development Cell organizes thought provoking sessions on the occasion of International Women's Day on themes related to women's emancipation.
- Self-defense workshops are organized every year for students where they are taught basic techniques to safeguard themselves.
- To facilitate a safe, prejudice-free environment, the Institute also has an Internal Complaints Committee formed exclusively to address the issues pertaining to sexual harassment of staff and students as per the guidelines of UGC. To make the grievance reporting convenient, an online grievance mechanism is also provided on the Institute website where students and staff can lodge their complaints.
- To further promote gender equality, the Institute has the admission forms, placement, and internship registration forms printed with an option for the third gender to provide the candidates necessary flexibility.
- A visiting faculty members associated with our Institute belongs to the "Other" gender who teaches a course in Organizational Behavior which deals with handling the gender stereotypes and effective ways of handling different genders at workplace.
- Institute organizes a session related to "Online Responsible Behaviour" which acts as a counselling session for gender specific online issues faced by the students and staff members, teaching them Do's and Don'ts of virtual presence.
- International Day for the Elimination of Violence against Women was celebrated in PTVAIM.
- The Institute has separate common rooms for male and female students with adequate lighting

arrangement and facilities such as notice board, lockers, seating arrangement, indoor games, microwave oven, electrical charging points for laptops, mobiles, and other electrical devices.

- The ladies washroom is equipped with sanitary napkins vending machine, with the aim of providing good sanitization facilities to female students and staff.
- The Institute is under CCTV surveillance 24X7, covering all major locations for added security.
- Institute has two Sakhi Boxes placed at strategic locations which are not covered by CCTV cameras and where students can drop their complaints without revealing their identity.
- Woman Security Guard is deployed in the Institute.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 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.	<a href="#">View Document</a>
Geo-tagged photographs/videos of the facilities.	<a href="#">View Document</a>
Circulars and report of activities for the implementation of the initiatives document	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric	<a href="#">View Document</a>

### 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	<a href="#">View Document</a>
Policy document on environment and energy usage Certificate from the auditing agency	<a href="#">View Document</a>
Green audit/environmental audit report from recognized bodies	<a href="#">View Document</a>
Certificates of the awards received from recognized agency (if any).	<a href="#">View Document</a>

#### 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:**

- PTVAIM believes in nurturing an inclusive environment by inculcating harmony and tolerance towards cultural, regional, linguistic, communal, socioeconomic, academic and other diversities. The Orientation Program for every batch is specifically curated keeping this element in mind and tries to capture the issues related to diversity. Understanding that our students come from diverse cultural, regional, linguistic, academic, communal and socioeconomic background, the sessions during the 5-day Orientation facilitate the students to overcome the lingual, cultural and regional barriers by means of management games and exercises including ice breaking session and role plays. To address the academic and socioeconomic diversities, special sessions are arranged on the “Grooming Etiquettes”, “Business Statistics”, “Financial Accounting”, “Managerial Economics” and “Business Communication”.
- Institute has a dedicated Committee for SC/ ST as per the Scheduled Castes and the Scheduled Tribes (Prevention of Atrocities) Act, 1989, called Maitri Sangha. Institute provides complete support and guidance to the students belonging to these categories to avail the benefits of various schemes available to them including freeships and scholarships that they are entitled for.
- In case of students who belong to weaker socioeconomic sections and are keen on pursuing higher education, our Institute provides the facility of payment of fees in instalments so that the students are not deprived of the education only because of their socioeconomic background.
- In order to help the students coming from different regional parts of India, our admin staff guides them about the accommodation facilities, meal providers in the vicinity, etc.
- Students and staff members of minority religious groups are provided with the facilities to

observe their religious rituals.

- MoU with Akhil Koli Samaj is one of the proofs of our commitment towards addressing regional, communal, cultural, and socioeconomic diversities.
- The UHV Cell addresses the issues related to tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities.
- Days of National and International Importance including the Republic Day, Independence Day, Constitution Day, Vigilance Week, birth anniversaries of eminent personalities including freedom fighters, International Day of Democracy, International Day of World's Indigenous Peoples, International Mother Language Day are celebrated by the Institute.
- Days of significance related to literacy, social justice, nature conservation, indigenous rights, communal harmony, sanitation initiatives, mental and physical health are celebrated and observed. Students are encouraged to organize and drive these events, which motivates them to organize activities that convey a message of awareness.
- Interactive sessions delivered by the former Chief Justice of Madars High Court and Senior Counsel of Bombay High Court educated our students and staff members about the rights of Indian citizens with a specific focus on "women".
- Founder of Responsible Netism sensitize the students and staff members about the rights, duties and responsibilities of citizens of India in the cyber space annually.
- PTVAIM has a code of conduct for the students, teaching and non-teaching staff members in alignment with our Vision and Mission. This facilitates the students to imbibe the culture of value-based education to fulfil one's duties and responsibilities as one community.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 7.2 Best Practices

### 7.2.1

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

**Response:**

#### **1. Parents' Orientation**

**Objectives:**

The objective of Parent's Orientation at PTVAIM is to help the Parents in making a calculated decision about the specialization of their wards.

We believe that the specializations our student opt for, can be influenced by their parents. So, we consider it important to enlighten parents about the various specializations and career opportunities

available therein for their wards viz a viz the knowledge, skills, and attitudes required to be possessed to excel in these careers. Parent's Orientation aims to provide parents with comprehensive understanding that will aid in the decision-making process for selecting the specialization for their ward further fostering their career paths.

### **Context:**

It was proposed by our alumni representative of IQAC Committee, Ms. Monica Somne that we should invite the parents for orientation session regarding specialization of their wards.

The orientation session plays a crucial role in assisting parents to make an informed decision about the specialization of their wards. It provides parents with insights into the industry trends, job prospects, and growth opportunities available in different specializations. More importantly, it is a platform for the parents to know the knowledge, skills, and attitude required to be possessed by the students to succeed in a particular specialization.

### **Practice:**

Seldom parents are invited for any interaction related to the progress and/ or prospects of their ward by any B-school. However, at PTVAIM, we believe that in the context of our Indian culture, opinion of the parents is considered significant when it comes to any important decision of their children's lives irrespective of their age.

PTVAIM started the practice of organizing the Parent's Orientation typically during the first year MMS since 2017. The session is designed to engage parents in discussions and presentations that highlight the significance of choosing right specialization and its impact on the students' future careers. Our faculty members present the different job avenues and career prospects available for a management graduate with respect to each specialization offered by the Institute viz a viz the knowledge, skills, and attitude required to be possessed by the students to be successful in each of these areas. This is followed by the Q&A where the Director and faculty members give inputs, suggestions, and advice, thereby satisfying the concerns raised by the Parents. Parents are given sufficient time to introspect and to discuss with their wards about the specialization that they have already opted for at the beginning of the MMS program. The students are allowed to change their specialization in case the parents and students feel that it is required after this orientation which is followed by the students' interactions with industry experts, before appearing for the Second Semester End Term Examination.

### **Evidence of Success:**

Success of Parent's Orientation is reflected in the feedback provided by parents. Their positive responses, queries raised during the session and encouraging words indicate that they find such session valuable and beneficial. This feedback reinforces the importance of continuing this practice to ensure that parents remain well-informed and actively involved in their children's academic and career decisions. Every year, we get at least a couple of requests regarding change in specialization after this session is conducted.

### **Problems Encountered and Resources Required:**

One of the challenges faced during the Parent's Orientation is to make the parents change their mindset. It

is essential to emphasize the importance of parental involvement in their wards' educational journey especially in the Indian context and how their open and flexible approach towards the selection of the career of their ward is going to be crucial in creating their happy future.

## **2. Turnitin to ensure Ethical, Value-based Approach towards Academic Work**

### **Objectives of the Practice:**

The objective is to cultivate a culture where students consistently demonstrate integrity and ethical conduct with respect to their Summer Internship Projects as well as the Specialization, General Management and Social Relevance Projects of MMS Semester IV. We at PTVAIM believe that by cultivating these practices among students, our students would internalize these values and qualities which would be demonstrated in their behaviour whether professional or personal.

### **Context:**

PTVAIM being affiliated to University of Mumbai, our students need to undertake a Summer Internship after completing their second semester of MMS. They are required to undertake one project each of 100 marks in three areas: General Management, Specialization and Social Relevance as a part of their semester IV syllabus. In alignment of this and the Vision and Mission of the Institute, PTVAIM started this practice since 2018.

### **Practice:**

PTVAIM promotes ethical practices, encouraging students to embody integrity in their projects. To reinforce academic honesty, students are prompted to use Turnitin, a tool that assesses and prevents plagiarism, ensuring the authenticity of their work throughout the project development process. An access to Turnitin is given to the students by their project guides to check the plagiarism content of their reports. It is compulsory for every student to upload the projects on Turnitin to understand the similarity index and also to improve the quality of their projects including the grammatical errors. No project is accepted unless it includes the similarity report generated by Turnitin. The software purchased by the Institute to promote ethical and original research work, is made available to the students and staff members at no cost.

### **Evidence of Success:**

As the quality of the projects submitted by the students after introducing this practice is enhancing considerably, some of these project reports are converted into research papers jointly with faculty members every year.

### **Problems Encountered and Resources Required:**

Students need to get proper training to use Turnitin. With use of Generative AI becoming common, latest version of Turnitin which captures the data produced by such AI is required to be purchased every year which is a very costly affair.

However, PTVAIM which is committed to developing and nurturing value-based, ethical global corporate citizens



File Description	Document
Any other relevant information	<a href="#">View Document</a>
Best practices as hosted on the Institutional website	<a href="#">View Document</a>

## 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:**

#### **Centre of Entrepreneurship and Innovation (COEI)**

Aligned with the Vision and Mission of PTVAIM, the Institute established the Entrepreneurship Cell (E-cell) in 2015, christened as the Centre of Entrepreneurship and Innovation (COEI). The primary aim of COEI is to cultivate and nurture entrepreneurial talent among students. The Centre has been privileged to receive guidance and unwavering support from two industry stalwarts, Mr. Mohan Tanksale, Former CMD of Central Bank of India, and Mr. Deepak Ghaisas, Chairman of Gencoval Group of Companies, besides the constant support and motivation from our Parent Trust.

A significant milestone in COEI's journey was the organization of a National Conference in January 2017, themed "Be a Job Creator... not a Job Seeker," focusing on the Start-up India initiative. The overwhelming response from students indicated a growing interest in entrepreneurship, with many expressing their desire for guidance and support in realizing their business ideas.

In response to this demand, with the continued support of our Parent Trust and mentors, COEI launched its inaugural Wings2Vision Business Plan Competition in 2018. This event marked a turning point, leading to the transformation of COEI into a full-fledged Incubation Centre in the same year which was inaugurated by the hands of the then Vice-Chancellor of University of Mumbai, Dr. Suhas Pednekar. Notably, in 2018-19, COEI became one of the very first Institution's Innovation Councils (IICs) established nationwide, and for three consecutive years, PTVAIM's COEI consistently ranked among the top IICs in India.

Wings2Vision has emerged as our flagship business plan competition, eagerly anticipated by budding entrepreneurs within the student community. The competition serves as a platform for nurturing and showcasing innovative business ideas, further enhancing the entrepreneurial ecosystem at PTVAIM.

COEI's objectives are deeply rooted in its mission to cultivate an entrepreneurial culture within PTVAIM, its sister concerns, and the extended community. One of its primary goals is to support and nurture student businesses in the incubation or acceleration stage. This objective underscores COEI's commitment to providing practical support and mentorship to budding entrepreneurs, helping them

transform their ideas into sustainable ventures. Additionally, COEI aims to build a larger community nexus with fellow incubators and allied incubation activity-based agencies. This goal reflects COEI's efforts to create a vibrant ecosystem that encourages collaboration, innovation, and knowledge sharing among aspiring entrepreneurs.

At the core of COEI's success is its ability to provide aspiring entrepreneurs with the necessary resources and support. The center offers office space, workstations, mentors, seed funding, and access to investors. Additionally, COEI organizes a myriad of training programs, workshops, and boot camps to enhance the skills of its incubatees and the wider student community. These initiatives have been instrumental in cultivating an entrepreneurial spirit among students.

COEI's policy is designed to ensure the responsible use of its resources and infrastructure while promoting a culture of entrepreneurship and innovation. The policy emphasizes the importance of providing sufficient handholding to all companies attached to COEI, ensuring that they receive the support and guidance needed to succeed. Additionally, COEI's policy focuses on using all available infrastructure optimally and conducting various extension activities to foster an entrepreneurial culture among students, faculty members, and the extended community.

COEI's Standard Operating Procedure (SOP) outlines the step-by-step process for handholding activities for businesses. This includes evaluating the feasibility of business ideas, accepting viable ideas, and providing necessary support and infrastructure to incubatees. The SOP also details the process for conducting training sessions, workshops, and mentorship programs to help incubatees hone their business ideas and execute them effectively. Moreover, the SOP includes guidelines for forming tie-ups with other incubators and organizations to enhance COEI's reach and impact. Overall, the SOP serves as a comprehensive guide for COEI's operations, ensuring that it remains focused on its objectives and continues to support aspiring entrepreneurs effectively.

One of the key processes outlined in COEI's Standard Operating Procedure (SOP) is the handholding activities for businesses. This process begins with students or teams approaching COEI with their business ideas, which are then evaluated for feasibility by the head of COEI based on predefined norms. Once an idea is deemed feasible, it is presented to the overall mentor for further assessment and acceptance into the program. The winning teams of COEI's business plan competition, Wings2Vision, as well as finalists, also undergo this evaluation process. Once accepted, the business team discusses and signs the COEI agreement clauses, after which they are allocated workstations and lockers, along with necessary documents like identity cards. The team then meets with the overall mentor to begin working on well-structured business activities, with COEI documenting all meetings and recommendations given by mentors and other consultants. Regular progress reports are taken from each company, and training sessions, workshops, and mentorship programs are conducted to help incubatees develop and execute their business ideas effectively. Additionally, COEI facilitates access to a pool of investors, allowing incubatees to pitch their ideas and attract funding. This comprehensive approach ensures that COEI provides holistic support to budding entrepreneurs, helping them navigate the challenges of starting and growing their businesses.

The impact of COEI's incubation program is further evidenced by the success stories of its incubatees. Companies like Rcube Recycling Pvt. Ltd. and Betinal Pvt. Ltd. have secured significant funding and created employment opportunities. These achievements underscore the positive impact of COEI's

programs on job creation and economic development. PTVAIM's Institution's Innovation Council (IIC) established under the joint aegis of the Ministry of Education's Innovation Cell (MIC) and AICTE, focuses on supporting and nurturing aspiring entrepreneurs and a key role played by COEI in developing budding entrepreneurs within PTVA ecosystem is evident through the success stories of 6 start-ups graduated through COEI in a short span of 5 years. The journey of COEI reflects our commitment to fostering an entrepreneurial mindset among students and providing them with the necessary wings to transform their vision into successful ventures. Through COEI, we aim to continue nurturing and empowering the next generation of entrepreneurs, in alignment with the ethos of PTVAIM.

File Description	Document
Appropriate web in the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 5. CONCLUSION

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### **Additional Information :**

Our Parent Trust, Parle Tilak Vidyalaya Association (PTVA) was established in 1921 by a group of eminent personalities of Vile Parle to carry on the legacy of a legendary freedom fighter, Lokmanya Bal Gangadhar Tilak. Today, Parle Tilak Vidyalaya Association is an Educational Hub running 5 schools, 3 colleges, 1 management institute and a sports academy catering to more than 26,000 students annually.

PTVA is led by academically driven professionals who are passionate about the cause of quality education and include the President of the Trust, CA Anil Ganu, Vice President, Solicitor Vinay Jog, Dr. Snehalata Deshmukh who is the former Vice Chancellor of the University of Mumbai, CA Mukund Chitale who is the former President, ICAI and Independent Director, L&T and CA Pramod Lele who is the former CMD, Parke Devis.

Being nurtured by such an educationally inclined Trust, it is no wonder that PTVAIM carries forward their legacy of by adopting students-centric approach. The encouragement and support that the students receive at PTVAIM has been helpful in our students receiving various accolades including:

- Securing among first three positions in various programs at the University of Mumbai level.
- The President of India, Dr. Shanker Dayal Sharma Gold Medal jointly with the University of Mumbai
- Gold Medal in Students Category at BMA Young Managers Competition
- Gold Medal at BMA Dandekar Trophy Competition
- Silver Medal in WE SCHOOL INNOVATION AWARD at 28th AIMS CONVENTION
- Second Runners-up at Business Standard Quiz Competition
- The Indian People's Theatre Association (IPTA) award
- First position at the University of Mumbai Inter-collegiate Cross-country Tournament, to name a few.

PTVAIM believes that the growth of the Institute depends on the growth of its people and hence, not just the teachers, but also the non-teaching staff members are encouraged to pursue their higher education. During the last five years, five of one admin staff members successfully completed their higher degrees while working with the Institute.

Our commitment to the well-being of our students and staff members goes beyond the call of duty which can be seen through the care taken of the students and staff during their difficult times.

### **Concluding Remarks :**

In accordance with Institutional Development Plan 2021-26, PTVAIM with strong dedication and determination worked towards improving its performance in the 2nd cycle of NAAC Accreditation, while ensuring adherence to the guidelines issued by our regulators.

Various initiatives were introduced and implemented during last five years to strengthen the system. Commitment of the Management to transfer PTVAIM from a person driven to a process driven institution and wholehearted active support received from staff and students in this endeavour have been instrumental in

enhancing the academic, research and entrepreneurial culture and ambience of PTVAIM.

Institute adopts a student-centric approach and aims at their holistic development. PTVAIM has robust infrastructure. Faculty members use interactive pedagogy to make teaching-learning a rewarding experience for the students. Various committees/ cells/ clubs of the Institute curate events and activities that help in developing and nurturing young minds into global corporate citizens.

An inclusive atmosphere, availability of excellent Library and Information Resource Centre, encouragement to participate in various events, an easy access to faculty members for mentoring and counselling, contribute to the increased confidence level of the students and enhance their employability skills. An impressive list of the recruiters is a culmination of these efforts put in by the Institute.

PTVAIM's commitment to NEP 2020 is evident through various initiatives implemented that include practicing Outcome-based Education, introducing value-added courses to build skill sets of the students, registering students on ABC portal, associating with other institutions/ organizations for collaborative work, developing entrepreneurial ecosystem and, working towards sustainable development goals.

PTVAIM's COEI was established with an intent that the Institute would not just create the "Job Seekers", but more importantly it would develop the "Job Creators". COEI is steadily marching in this direction and has successfully helped six entrepreneurial ventures in the past five years.

Sensitizing the students towards social obligations and cultivating ethical values among them are considered as an essential element of the Institute culture and these aspects are incorporated at various levels of the operations.

Various accolades won by the Institute and the students are testimony of the sincere and dedicated efforts put in by PTVAIM

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p><b>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)</b></p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :15</p> <p>Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded due to repetitive names and have excluded courses conducted under regular curriculum</p>																				
1.2.2	<p><b>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</b></p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>207</td> <td>93</td> <td>115</td> <td>119</td> <td>236</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>272</td> <td>93</td> <td>115</td> <td>119</td> <td>236</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded as we have excluded courses conducted under regular curriculum</p>	2022-23	2021-22	2020-21	2019-20	2018-19	207	93	115	119	236	2022-23	2021-22	2020-21	2019-20	2018-19	272	93	115	119	236
2022-23	2021-22	2020-21	2019-20	2018-19																	
207	93	115	119	236																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
272	93	115	119	236																	
2.1.2	<p><b>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</b></p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>28</td> <td>21</td> <td>26</td> <td>40</td> <td>28</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>28</td> <td>22</td> <td>26</td> <td>41</td> <td>28</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	28	21	26	40	28	2022-23	2021-22	2020-21	2019-20	2018-19	28	22	26	41	28
2022-23	2021-22	2020-21	2019-20	2018-19																	
28	21	26	40	28																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
28	22	26	41	28																	

**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
62	62	48	48	48

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
72	76	48	48	48

Remark : DVV has made necessary changes

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
12.9	2.5	0	2.80	4.25

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	1	0

Remark : DVV has made necessary changes as per supporting documents shared by HEI and value have been downgraded as we have excluded grants given by own trust/ sister concern

**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
35	17	32	20	17

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	15	8	9	3

Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded as we have considered publication UGC CARE with ISSN number and has followed the calendar year (JAN-DEC)

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7	3	1	2	4

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	2	1	3	3

Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded as we have considered Publications with ISBN number only and has followed calendar year (JAN-DEC)

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
33	22	12	2	3

Answer After DVV Verification :

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

Remark : DVV has made necessary changes

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

Answer before DVV Verification :



Answer After DVV Verification :22  
 Remark : DVV has made changes as per supporting documents shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
4.17	1.49	0.59	3.95	59.78

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.19	0.15	0.09	0.79	0.72

Remark : DVV has made changes as per audit report shared by HEI and has considered Computer expenses.

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
100.29	61.41	58.73	115.60	173.19

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
16.87	8.08	10.52	19.46	64.20

Remark : DVV has made changes as per audit report shared by HEI and has considered Repairs and Maintenance Expenses

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**

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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
75	60	79	79	74

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
70	59	77	78	73

Remark : DVV has made changes as per supporting document 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
71	76	44	73	77

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
71	76	44	73	77

**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
85	93	115	118	117

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
128	124	154	169	157

Remark : DVV has made necessary changes

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

**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.)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
11	3	3	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	0	0	0	0

Remark : DVV has made necessary changes

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
12	0	1	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
7	0	1	0	0

Remark : DVV has made changes as per supporting documents shared by HEI and values have been downgraded as awards for team event has been counted as one

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7	10	1	5	4

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	8	1	5	4

Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded as events under same date has been counted as one.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
14	0	0	14	6

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	3	4

Remark : DVV has made necessary changes as per supporting documents shared by HEI and has considered conferences/ workshops

**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
21	16	10	9	14

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	2	2	7	0

**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
18	16	16	17	19

Answer After DVV Verification :

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

18	16	16	17	19
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Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded as we have excluded MDP/FDP less than 5 days

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p><b>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>132.32</td> <td>94.09</td> <td>78.79</td> <td>155.87</td> <td>265.32</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>125.23</td> <td>92.61</td> <td>24.66</td> <td>137.83</td> <td>175.92</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	132.32	94.09	78.79	155.87	265.32	2022-23	2021-22	2020-21	2019-20	2018-19	125.23	92.61	24.66	137.83	175.92
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