



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

## **PILLAI HOC INSTITUTE OF MANGEMENT STUDIES AND RESERACH**

**PILLAI HOCL EDUCATIONAL CAMPUS, HOC COLONY, RASAYANI, DIST.  
RAIGAD -410207, MAHARASHTRA.**

**410207**

**[www.phimsr.ac.in](http://www.phimsr.ac.in)**

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**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

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# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

The Mahatma Education Society (MES), founded in 1970, embodies the visionary principle of “Education for All” and the belief that “No Religion is Greater Than Truth.” This guiding philosophy reflects its dedication to contributing significantly to the development and progress of masses.

MES was established with the ideals of inclusivity and truth, advocating for education as a fundamental right accessible to everyone.

Recognized as a leading social entrepreneur, MES has founded educational institutions in underserved areas, bringing quality education where it was previously unavailable.

Over 48 years, MES has built a network of 48 reputable academic institutions, demonstrating its ability to evolve and scale in response to societal needs. MES is esteemed as a thought leader, consistently innovating and setting standards in the educational sector.

Recognizing the crucial role of digital literacy and technical skills in today’s world, MES is dedicated to empowering the youth. This commitment is highlighted by the establishment of the Pillai HOC Institute of management studies and Research, Rasayani.

Through its expansive network of institutions and steadfast adherence to its founding principles, MES continues to significantly influence India’s educational landscape, equipping generations of students to meet future challenges and opportunities.

**Location and Overview:** The Institute is situated in Rasayani, near the upcoming Navi Mumbai International Airport and within one of the Mumbai University affiliated largest educational campuses. Established in 2009, it is affiliated with the University of Mumbai and recognized by the AICTE and the Government of Maharashtra. The campus is 14.23 acres with 10 lakhs square feet of constructed area, surrounded by lush greenery and modern amenities.

**Type of Institution:** The Institute is an AICTE-approved institute affiliated to the University of Mumbai and recognised by Government of Maharashtra with Malayalam Linguistic minority status offering a Master in Management Studies (MMS) program.

**Facilities and Infrastructure** The institute boasts of state-of-the-art facilities including air-conditioned classrooms, a 20,000-square-foot library with 1746 titles and total books 4601, and dedicated spaces for faculty-student interactions. The campus is Wi-Fi enabled and designed to facilitate continuous innovation in education and research. Additionally, the campus offers separate hostel accommodations for boys and girls, a modern gymnasium, a cafeteria providing hygienic food, Conclave, Auditorium, Sports ground, shooting range, e-learning studio, Research & Innovation center, computer lab, language lab, dedicated center of heartfulness and and regular bus services from nearby locations.

**Programs and Curriculum:** The Institute offers a Master of Management Studies (MMS) program that focuses on the contemporary needs of the corporate world. The curriculum is designed by the University of Mumbai to

develop knowledge and skills through classroom discussions, case studies, projects, internships, and extracurricular activities.

Leadership: Under the leadership of Dr. K M Vasudevan Pillai, Chairman and CEO of the Mahatma Education Society (MES), and Dr. Daphne Pillai, Secretary of MES, the Institute is dedicated to holistic education and nation-building through character building. Dr. Ketan Vira, the Director, emphasizes on creating a supportive environment where students can achieve their aspirations and develop into future leaders.

## **Vision**

A revolution is taking place in the world because of the globalizing economy, advent of information technology and aggressive competition. Knowledge and understanding imparted through management education and training should be able to create competitive managers for the international market.

In an emerging global digital environment the millennium managers should acquire zero time capabilities, the ability to make changes with the speed of light and act swiftly upon them through practical training and application to face the challenges of a 'borderless world'.

## **Mission**

To develop professional managers with respect for the environment and responsible leadership in quest of excellence from a global perspective.

This objective is fulfilled through education, Practical training and interaction in an Indian and with the industry and social organisations.

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

### **Institutional Strength**

1. **Established Vision:** The institute, founded by MES, benefits from nearly half a century of experience in managing educational institutions.
2. **Strong Leadership:** Effective support and leadership from the Management have been crucial in establishing the institute's reputation in management education.
3. **Qualified Trustees:** The trustees possess high academic qualifications from top global universities, demonstrating their respect for and commitment to education.
4. **Active Involvement:** Trustees are actively involved in the operations and development of the institute, showing compassion towards needy students and employees.
5. **Strategic Location:** Situated in the industrial belt of Rasayani and Taloja, and only 60 kilometres from

Mumbai.

6. **Shared Resources:** Common facilities ensure the steady availability of learning resources and amenities across all institutes in the campus.
7. **Add-On Courses:** Add-on courses offered by the institute enhance the teaching and learning experience, providing students with updated knowledge and make them skilled.
8. **E-Learning Facilities:** The institute uses e-learning studio, Google class room and smart board for creating e-learning resources.
9. **Expansive Campus:** The institute boasts a large campus with sports grounds.

### **Institutional Weakness**

1. **Students from Rural background:** The student community primarily is from the rural area of district Raigad with weaker academic background.
2. **Constrained Research Output:** The institute's research output needs further enhancement.
3. **Talent Attraction:** Despite ample facilities, the institute struggles to attract top-tier students due to its location in semi-urban region.

### **Institutional Opportunity**

1. **Residential Development:** The ongoing development of nearby residential areas is likely to improve admissions and the quality of students.
2. **Proximity to New Airport:** The new international airport being built nearby will provide ample employment opportunities and foster entrepreneurship among students.
3. **Third Mumbai Development:** Government has plans to develop a "Third Mumbai" in the nearby belt present significant growth opportunities.

### **Institutional Challenge**

1. **Attracting well groomed Students:** Attracting well groomed students from the developed areas of Navi Mumbai and Mumbai remains a challenge.
2. **Bridging Aspirations and Performance:** There is a need to bridge the gap between students' aspirations and their performance.
3. **Digital advancement:** Keeping pace with technological advancement and digitalisation in Industry.
4. **Syllabus Adaptation:** The institute faces challenges in adapting its syllabus to meet industry requirements since it is an affiliated institution. University of Mumbai has not revised the syllabus since 2016-17.
5. **Transportation Challenges:** Infrequent public transportation services.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

The institute ensures effective curriculum planning and delivery through a well-planned and documented process, including an academic calendar and continuous internal assessments. Adhering to the curriculum

prescribed by the University of Mumbai, PHIMSR organizes various committees to ensure holistic student learning and development. Each faculty member prepares detailed lesson plans for every topic, highlighting the teaching methodologies to be adopted. Course outcomes are developed using Bloom's taxonomy, ensuring an orderly and comprehensive coverage of the syllabus.

**Add-on, Certificate, and Value-Added Programs:** In the past five years, PHIMSR has offered numerous add-on, certificate, and value-added programs to enhance the academic flexibility and professional skills of students. These programs, aligned with industry needs and current trends, include value-added courses, guest sessions, industrial visits, and workshops. The Management Mind-set Orientation Programs are designed to help students transition smoothly from non-management to management mind-sets, further contributing to their overall development.

The Institute integrates crucial cross-cutting issues such as professional ethics, gender, human values, environment, and sustainability into its curriculum. This approach ensures the holistic development of students, preparing them to become responsible and ethical professionals. For instance, the curriculum includes subjects like Human Resource Planning, Strategic Management, Marketing Management, and Business Environment, which address topics such as gender inclusivity, sustainable practices, ethical communication, and environmental awareness.

The Institute employs a robust feedback mechanism involving students, alumni, employers, and employees to continuously improve its programs and processes. Feedback is systematically collected and analysed, leading to the introduction of add-on programs and other enhancements over the years. This dynamic feedback system ensures that the institute remains responsive to the evolving needs and expectations of its stakeholders, thereby maintaining the relevance and quality of its educational offerings.

By focusing on these aspects, the institute ensures a comprehensive and enriching educational experience that prepares students for successful careers and responsible leadership roles.

## **Teaching-learning and Evaluation**

The enrolment percentage over the past five years shows a fluctuating trend, with a peak of 122 students in 2022-2023 and a low of 53 students in 2020-2021. The percentage of seats filled against sanctioned seats averaged 63.17% over the 5 year period. The enrolment from reserved categories also varied, with the highest being 36 students in 2022-2023 and the lowest being 15 in 2020-2021. The institute has maintained Student-Full-time Teacher ratio of 100% required as per the norms of AICTE, University of Mumbai and higher education government of Maharashtra.

The institution employs student-centric methods to enhance learning, including experiential learning, participative learning, and problem-solving methodologies. ICT-enabled tools such as Google Classroom, D-Space, Microsoft PowerPoint, and others are extensively used. Various learning methods like projects, workshops, competitions, internships, field visits, and community outreach activities enrich the students' experiences.

A significant focus is placed on maintaining a high percentage of full-time teachers against sanctioned posts. The institution ensures the recruitment of qualified and competent faculty members who contribute to the

overall academic environment and student outcomes.

The evaluation process integrates both internal and external assessments, following the University of Mumbai guidelines. Continuous Internal Evaluation (CIE) and end-semester examinations are complemented by various assessment components like attendance, mid-term tests, presentations, role plays, case studies, assignments, projects, and quizzes. Feedback mechanisms and mentoring are integral parts of the evaluation process to ensure continuous improvement and attainment of learning outcomes.

Programme Outcomes (POs) and Course Outcomes (COs) are clearly defined and aligned with the curriculum. The attainment of POs and COs is evaluated using direct and indirect methods, ensuring students meet the expected competencies and skills by the end of their courses. Regular assessments, including class tests, end-semester examinations, summer internship projects, and co-curricular activities, contribute to the overall evaluation. The pass percentage for final year students over the last five years has varied, reflecting the institution's efforts to maintain academic rigor and support student success.

This comprehensive approach to teaching, learning, and evaluation ensures that the institution maintains high academic standards, fosters continuous improvement, and prepares students effectively for their future careers.

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

The institution is renowned for its dedication to promoting evidence-based research and innovation, fulfilling social commitments, and preparing students to be industry-ready. A variety of activities, including tree plantation drives, cleanliness campaigns, AIDS awareness initiatives, village visits, health awareness lectures, and training programs, are conducted as part of its extension activities.

To foster social responsibility among students, the college organizes numerous collaborative extension activities and has signed Memorandums of Understanding (MoUs) with various government and non-government organizations. These efforts have earned the college several awards recognizing its contributions to extension activities. The institution has demonstrated excellence in the domains of research, innovation, and extension.

To promote research exploration, the institution received Rs. 6,29,000 in funding from various non-government bodies for research projects. Over the past five years, research activities at the institution have grown exponentially. Faculty members have contributed chapters to edited volumes and books, presented research papers at national and international conferences, and published in UGC-approved journals.

In support of innovation and research, the institution has successfully conducted internship programs for students and organized conferences, workshops, and seminars on topics such as Research Methodology and Intellectual Property Rights (IPR).

### **Infrastructure and Learning Resources**

The institution provides infrastructure and physical facilities with international standards. To support its wide range of curricular, extracurricular, and research activities, the institution has an impressive state-of-the-art infrastructure. The entire campus is meticulously maintained, and new facilities are provided on a regular basis to meet evolving requirements. The college is supportive of the needs of differently abled students.

In order to ensure a barrier free environment to differently abled students, ramps, elevators, and disabled friendly toilets are provided. All classrooms are ICT-enabled and computer labs are spacious and well-ventilated.

Institute has a well-equipped learning infrastructure and a recognized Research and Innovation lab. To reinforce the teaching-learning process, the institution provides E-learning studio and language lab facilities to support learning skills of the students.

The installation of high-capacity generators assures an uninterrupted power supply. The library serves as the backbone of any educational institution. A well-stocked, automated library with a reading area, internet connectivity fosters the teaching-learning process. Online Library Catalogue (OPAC) is available for the readers for quick search of the resources and Moodle

D-space helps them in providing access to e-learning content. The library team identifies future needs and tries to meet them. The institution installed hi-end computers for the students, office staff, faculty members, library and laboratories which are connected through LAN. To support ICT enabled teaching-learning processes, each classroom has a projector. Computers are maintained and upgraded by the technical team on a regular basis. Other amenities include shooting range, gymkhana and playground for both indoor and outdoor activities. The institution has a well-equipped auditorium, two conclaves with smart boards, conference room, E-learning studio, student common rooms, counselling room, and discussion room. The facilities are well-maintained by the housekeeping team.

## **Student Support and Progression**

The institution offers extensive support to students through various government and non-government scholarships. Over the past five years, the average percentage of students benefiting from government scholarships stands at approximately 65.49%. Non-governmental and institutional scholarships also contribute, albeit to a lesser extent, with a small but significant number of students benefitting each year.

The institution emphasizes capacity-building and skill enhancement initiatives, focusing on soft skills, language and communication skills, life skills, and ICT/computing skills. Programs such as ethics in business, advanced Excel, yoga, communication, personality development, and various seminars on professional and academic growth are regularly organized, engaging students with industry experts and seasoned professionals.

The institution actively guides students in competitive examinations and career counseling, providing a variety of sessions and workshops. The average percentage of students benefiting from such guidance is calculated annually, indicating a robust support system for career progression.

The average percentage of placements over the past five years is approximately 67.03%. Additionally, the institution tracks the progression of students to higher education levels, from undergraduate to postgraduate and

beyond, maintaining detailed records that highlight the success of its academic support systems.

Students excel in sports and cultural activities, winning awards and medals at university, state, national, and international levels. These achievements reflect the holistic development encouraged by the institution.

The institution has a transparent and effective grievance redressal mechanism. It adheres to statutory guidelines, conducts awareness programs, and offers online and offline submission options for grievances related to sexual harassment, ragging, and other issues.

The Registered Alumni Association contributes to the institution's development through financial support and mentorship. Alumni play a crucial role in providing career guidance, internships, and job placements for current students. Their involvement in academic activities enriches the learning environment, offering valuable real-world insights and fostering a strong community network.

The annual events provide a platform for students to showcase their talents and foster a sense of community. Participation from renowned celebrities adds to the vibrancy and appeal of these events, making them memorable experiences for students.

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

The institute has a robust governance structure and management system. To implement and materialize the vision and mission, the institute has a very strong administrative and academic governing system, which comprises various statutory and non-statutory committees. The institution has a defined hierarchy for the successful monitoring and effective implementation of plans and policies.

The institute makes decisions through various committees and advisory boards such as the College Development Committee and other committees which promote practice of decentralization and participative management. For faculty empowerment, the institute encourages participation in professional development programs and gives financial assistance to the faculty for participation in conferences and workshops.

The institute has effective financial management that takes care of resources management and makes provisions for all academic and administrative activities. The management has appointed external and internal auditors for statutory auditing and monitoring the financial transactions.

The Institute has a well-established Internal Quality Assurance Cell (IQAC) that acts as a catalyst for quality enhancement and institutional functioning in promoting quality culture for academic and research excellence. Institute also takes care of Perspective Plan and sees to it that the short, medium and long term plans are implemented.

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

Education at PHIMSR is deeply rooted in promoting the democratic values of equality and justice as enshrined in the Constitution of India. The University Grants Commission (UGC) emphasizes the significance of higher education for all, especially disadvantaged and marginalized groups, including women. Gender sensitivity at



PHIMSR involves creating an environment where gender-specific interests are equally addressed, fostering a space free from out-dated presumptions. Key measures include separate sanitation facilities, sanitary pad vending machines, a girls' common room, an Internal Complaints Committee, and extensive CCTV coverage for safety.

PHIMSR's vibrant cultural diversity is a cornerstone of its identity, with staff and students from various states contributing to a rich, inclusive environment. Celebrations of major festivals such as Republic Day, Independence Day, Diwali, Christmas, International Yoga Day, and regional events like Shivjayanti Utsav, alongside initiatives like "Meri Maati Mera Desh," underscore the institution's commitment to unity in diversity.

Inspired by Dr. Vasudevan Pillai's vision, PHIMSR has developed a robust mentorship program aimed at the holistic development of students. This program focuses on personal, psychological, emotional, mental, physical, aesthetic, and spiritual growth. Objectives include fostering a conducive environment for development, understanding students' psychological challenges, and preparing them for the dynamic corporate world.

Heartfulness meditation at PHIMSR is integral to students' holistic development, focusing on personal and spiritual growth. Objectives include reducing anxiety, enhancing mental clarity, promoting self-discovery, and supporting overall health. Regular mentoring and counseling sessions, visits to the Heartfulness Centre in Hyderabad, and a dedicated center at Rasayani campus underscore the institution's commitment to inner peace and well-being. This practice has significantly boosted students' confidence, resilience, and performance in various academic and extracurricular spheres.

PHIMSR's distinctiveness lies in its integrated educational model, fostering a supportive and dynamic environment for holistic student growth. The campus promotes collaborative learning through various events, facilitating comprehensive career planning and personal development. This model leverages shared resources across sister institutions, ensuring a rich, cohesive learning experience. The institution's commitment to inclusivity, cultural diversity, and gender sensitivity, coupled with innovative practices in mentorship and meditation.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	PILLAI HOC INSTITUTE OF MANGEMENT STUDIES AND RESERACH
Address	Pillai HOCL Educational Campus, HOC Colony, Rasayani, Dist. Raigad -410207, Maharashtra.
City	Raigarh
State	Maharashtra
Pin	410207
Website	<a href="http://www.phimsr.ac.in">www.phimsr.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	Ketan Vira	02192-669000	7710075500	-	phimsr@mes.ac.in
Professor	Govind Shinde	02192-669001	9702439404	-	govindshinde@mes.ac.in

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

<b>Recognized Minority institution</b>	
If it is a recognized minority institution	Yes <a href="#">Govt. Minority Letter compressed.pdf</a>
If Yes, Specify minority status	
Religious	
Linguistic	Malayalam Linguistic Minority
Any Other	

<b>Establishment Details</b>				
<b>State</b>	<b>University name</b>	<b>Document</b>		
Maharashtra	University of Mumbai	<a href="#">View Document</a>		
<b>Details of UGC recognition</b>				
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>		
2f of UGC				
12B of UGC				
<b>Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)</b>				
<b>Statutory Regulatory Authority</b>	<b>Recognition/Approval details Institution/Department programme</b>	<b>Day,Month and year(dd-mm-yyyy)</b>	<b>Validity in months</b>	<b>Remarks</b>
AICTE	<a href="#">View Document</a>	23-03-2024	12	

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Pillai HOCL Educational Campus, HOC Colony, Rasayani, Dist. Raigad -410207, Maharashtra.	Semi-urban	14.23	22503.74

## 2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
PG	MMS, Master Of Management Studies,	24	Graduation	English	120	70

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

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				2				9			
Recruited	1	0	0	1	1	1	0	2	6	3	0	9
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	1				2				9			
Recruited	1	0	0	1	1	1	0	2	6	3	0	9
Yet to Recruit	0				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				9
Recruited	3	6	0	9
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				9
Recruited	3	6	0	9
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				0
Recruited	0	0	0	0
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	0	0	1	1	0	0	0	0	3
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	6	3	0	9
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	0	0	0	0
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>Total</b>
	2		1		3

**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	28	1	0	0	29
	Female	40	1	0	0	41
	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	1	0	4	6
	Female	1	1	8	6
	Others	0	0	0	0
ST	Male	0	0	1	1
	Female	0	0	0	1
	Others	0	0	0	0
OBC	Male	4	8	6	12
	Female	12	7	4	11
	Others	0	0	0	0
General	Male	18	22	20	34
	Female	26	9	17	42
	Others	0	0	0	0
Others	Male	4	3	4	5
	Female	1	3	4	4
	Others	0	0	0	0
<b>Total</b>		<b>67</b>	<b>53</b>	<b>68</b>	<b>122</b>

### **Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	Institute is aligned with the National Education Policy 2020, aims to nurture well-rounded individuals through flexible interdisciplinary studies. Institute offer specializations in Marketing, Finance, Human Resources, Systems, and Operations, with various electives. Humanities and social sciences are integrated into management courses to provide a comprehensive understanding. Students are engaged in community development and social welfare activities to enhance their social awareness and practical skills as it has been incorporated in the vision and mission of the Institute. Completing socially relevant projects is mandatory for students as per the University of Mumbai, often in collaboration
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	<p>with social service organizations. As an affiliated to the University of Mumbai, institute adheres to its guidelines and update policies as required. Regular workshops and seminars with social organizations and entrepreneurs foster innovative ideas in societal progress and self-development. Institute also encourage diverse internships and research projects with NGOs and start-ups.</p>
2. Academic bank of credits (ABC):	<p>Institute is affiliated to University of Mumbai and awards degrees through Mumbai University and anticipates further instructions on the Academic Bank of Credits. Institute comply with any responsibilities assigned by the authorities. Faculty members design teaching tools and assessments within the university framework to align with learning outcomes. Institute will maintain a Digilocker account and is ready to implement decisions related to NEP and ABC from Mumbai University.</p>
3. Skill development:	<p>Institute focuses on vocational and soft skills through various initiatives. Students are upgraded through skill development programmes. Regular training in Excel, aptitude building, and simulation activities are conducted to enhance their job readiness. We offer vocational and professional courses in allied areas and organize industry lectures and alumni talks to keep students updated on industry trends. Institute has registered with platforms like Swayam NPTEL and Coursera which allow students to enroll in courses from top institutions. Our holistic approach balances employability skills and a strong value system, encouraging continuous improvement.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>Institute incorporate Indian management thoughts, in the current syllabus as and when required through the guest sessions or conferences. Institute observe days of national importance. Faculty members engage with students in their preferred language during mentoring sessions, promoting cultural sensitivity through theme-based cultural festivals and programs.</p>
5. Focus on Outcome based education (OBE):	<p>Institute has implemented OBE to ensure quality education, aligning teaching methods with course and program outcomes. Continuous evaluation and stakeholder feedback help institute to maintain industry standards. Mentor-mentee programs connect experienced faculty with students to enhance their skills and abilities. Institute regularly organize</p>

	management and leadership development programs to provide professional experiences to the students.
6. Distance education/online education:	Institute use a blended learning approach for project mentoring during internships and jobs. Online research workshops allow students to learn from home. Our online database of recorded lectures supports blended learning, helping students understand topics at their own pace. We use Google Classroom, D-Space to manage learning resources.

### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes. The institute has Established Electoral Literacy Club in the year 2021
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?	Yes. Composition of Institute ELC A.Y. 2024 1. Dr. Ketan Vira I/C Director Chairperson 2. Prof. Deepa Manoj Assistant Professor Faculty Co-Ordinator 3. Ms. Rodrigues Melissa Student MMS Sem I Student Co-Ordinator 4. Mr. Abhang Swapnil Student MMS Sem III Student Co-Ordinator
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.	The Institute has conducted innovative programmes and initiatives undertaken by the ELCs 1. Created voting awareness amongst the students and faculty members 2. Voter awareness camp conducted in the Institute campus. 3. Voter awareness camp conducted for disabled persons & senior citizen in villages. 4. Right to vote pledge. 5. Debate on NOTA.
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.	The institute has undertaken socially relevant initiatives in electrol related issues such as: 1. Graduate Constituency voter awareness & registration drive conducted by faculty members in the constituency. 2. Teachers Constituency voter awareness & registration drive conducted in Khalapur and in campus.
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	Voter registration drive conducted in campus for above 18 Yrs. of age students

students as voters.

## Extended Profile

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### 1 Students

#### 1.1

Number of students year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
192	190	121	120	157
File Description		Document		
Upload Supporting Document		<a href="#">View Document</a>		
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: 28

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

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

### 3 Institution

#### 3.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
58.33	53.10	66.65	25.92	34.67

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

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

##### 1.1.1

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

**Response:**

##### **Effective Curriculum Delivery**

Pillai HOC Institute of Management Studies and Research (PHIMSR) prioritizes well-planned and documented curriculum processes. Aligning with the University of Mumbai's guidelines, PHIMSR ensures effective curriculum delivery through a detailed approach encompassing program structure, faculty expertise, and continuous assessment.

##### **University Framework and Industry Alignment**

PHIMSR follows the university-prescribed curriculum, including course structure, credit distribution, and learning outcomes designed to meet industry demands and student aspirations. Each academic year/semester has a meticulously crafted program structure that ensures industry-relevant courses with expert faculty and student-friendly schedules. This structure involves careful course selection, faculty allocation, and schedule development.

##### **Collaborative Calendar Development**

Faculty input contributes to the development of the academic calendar, outlining planned activities for the year. The Director approves the final calendar, ensuring activities proceed as planned.

##### **Evaluation and Assessment Strategies**

PHiMSR's evaluation system follows guidelines set by the University of Mumbai for the conduct of examinations under the Credit Based Semester and Grading System (CBSGS). The institute further strengthens this with various continuous internal assessment methods constituting 40% of the final grade. These methods include projects, assignments, role plays, debates, quizzes, presentations, field visits, and other activities. Semester-end exams (including one university paper per semester in the second year) contribute the remaining 60%. Project-based learning is also integrated, requiring internships and project reports.

##### **Implementation and Student Learning Objectives**

Upon approval, PHIMSR finalizes the calendar, prepares detailed syllabi, and manages student registration. Faculty members map lesson plans based on Program Outcomes (POs) and Course Outcomes (COs), ensuring students understand these objectives from the outset of each course.

Additionally, ICT tools are employed to enhance classroom engagement.

**Beyond Academics**

**Student Development Activities**

PHIMSR conducts needs assessments to identify areas for student development beyond academics, focusing on industry requirements, career preparation, and soft skill enhancement based on the various inputs given by the institute stakeholders as well as keeping track with the current industry trends. A dedicated team oversees student activity planning and execution, considering options such as guest lectures, workshops, industry visits, case competitions, and cultural events. The institute also subsequently over the years have also included various steps such as secure funding, arrange logistics, and promote activities to maximize participation. Post-activity feedback ensures continuous improvement of these offerings.

**Additional Initiatives for a Well-Rounded Education:**

- Collaboration with industry experts and educational institutions provides valuable exposure and networking opportunities.
- The curriculum maintains flexibility to accommodate unforeseen circumstances and incorporate student feedback.
- Outbound program activities develop immersive learning activities that challenge students mentally and physically and create a strong sense of belongingness.
- Enhancing Employability through Holistic Development by offering research workshops, industrial visits, conferences, meditation sessions, and regular placement sessions. Training in communication, interpersonal skills, and professional development further equips students for success.

Through this comprehensive approach, PHIMSR delivers an enriching and effective curriculum, preparing students for a fulfilling career.

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:** 61

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>

### Other Upload Files

1

[View Document](#)

### 1.2.2

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

**Response:** 100

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

2023-24	2022-23	2021-22	2020-21	2019-20
192	190	121	120	157

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:**

The Institute firmly believes in incorporating cross-cutting topics related to professional ethics, gender, human values, environment, sustainability, and mental well-being to ensure the holistic development of students. The curriculum is designed not only to equip students with the technical skills necessary for their careers but also to foster their growth into self-sufficient professionals who contribute significantly to the nation's technical and economic advancement. Here's how various cross-cutting issues are addressed through different subjects in the curriculum:

Sr. No.	Cross-Cutting Issues	MMS Subjects	Semester	Outcomes
1	Gender	Human Resource Planning and Application of Technology in HR	Semester 3	Equitable HR practices and gender inclusivity
2	Environment and Sustainability	Perspective Management	Semester 1	Importance of managing organizations sustainably and ethically
3	Environment and Sustainability	Strategic Management	Semester 3	Strategies considering environmental and sustainability factors
4	Environment and Sustainability	Marketing Management	Semester 2	Sustainable marketing practices and understanding of environmental impacts
5	Environment and Sustainability	Organizational Development and Change Management	Semester 3	Sustainable organizational change and development practices
6	Environment and Sustainability	Business Environment	Semester 2	External environmental factors affecting businesses and sustainability issues
7	Human Values and Professional Ethics	Effective and Management Communication	Semester 1	Ethical communication and professional behavior
8	Human Values and Professional	Commercial Banking	Semester 3	Ethical considerations and

	Ethics			responsible banking practices
9	Human Values and Professional Ethics	Human Resource Management and Application in HR	Semester 3	Professional ethics in HR and the importance of human values in the workplace
10	Human Values and Professional Ethics	Personal Grooming / Personal Effectiveness	Semester 1	Personal and professional development including ethical behavior and values
11	Human Values and Professional Ethics	Operations Analytics	Semester 3	Ethical data analysis and decision-making processes
12	Human Values and Professional Ethics	International Finance	Semester 4	Ethical considerations in global finance and international monetary policies
13	Human Values and Professional Ethics	Business Research Methods	Semester 2	Ethical research practices and integrity in data collection and analysis

Additionally, the curriculum also includes:

Sr. No.	Cross-Cutting Subjects	Semester	Outcomes
14	Perspective Management	Semester 1	Ethical leadership and management
15	Organizational Behaviour	Semester 1	Understanding and managing organizational dynamics
16	Effective and Management Communication	Semester 1	Clear and ethical communication practices
17	Business Environment	Semester 2	Awareness of external business factors including ethical and sustainability considerations
18	Labor Laws and Implications on Industrial Relations	Semester 3	Understanding labor laws and their impact on industrial relations

The MMS Specialization Project at PHIMSR in the fourth semester is a crucial part of the curriculum

designed to integrate and apply the skills students have acquired. The project is divided into three components, each worth 100 marks, focusing on:

- General Management
- Specialization
- Social Relevance

Students can choose topics like environmental protection, waste management, or malnutrition to develop sustainable solutions. The project's primary aim is to raise awareness of social responsibilities and promote sustainable solutions to real-world issues.

By incorporating these cross-cutting issues, PHIMSR equips students with technical skills and a strong ethical foundation, preparing them to be responsible professionals and positive contributors to society.

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:** 100

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

Response: 192

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

File Description	Document
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:** 63.33

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

2023-24	2022-23	2021-22	2020-21	2019-20
70	122	68	53	67

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

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

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

#### 2.1.2

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

**Response:** 100

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

2023-24	2022-23	2021-22	2020-21	2019-20
26	37	23	16	18

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

2023-24	2022-23	2021-22	2020-21	2019-20
26	37	23	16	18

File Description	Document
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:** 16

## 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:**

Sr. No	Experiential learning	Pedagogy Used	Examples
1	Projects	Guidance through Internal mentoring and Industry expert	SIP, Social Project, General Project, and Functional Projects
2	Conferences/ Research Workshops	Panel discussions, Expert talks, Paper Presentations etc.	Presentation and Participation of students.
3	Participation in Competition at various levels	Guidance through mentoring and counselling	Participation in inter and intra collegiate events.
4	Internships	Guidance through Internal mentoring and Industry expert	Summer Internship Project
5	Field Visits / Industrial Visits	On the field learning	Rajasthan IV, Mazgaon village Visit, Parle IV, Camlin IV, IKEA IV.
<b>Participatory Learning</b>			
1	Group discussions	Application of concepts and techniques learned for decision making and problem solving.	GD & PI
2	Debate	Application of concepts and techniques learned for decision making and problem solving.	Debates on Corporate current issues & social issues.
3	Quizzes	Preparation, Monitoring, Evaluation, Analysis, Review and Improvement	Quizzes are conducted for current happenings
4	Role Plays	Design the Scenario, Preparation, Role Assignment, Implementation, debriefing, Evaluation and documentation, presentation.	Rashtiya Yekta Diwas, Sales Process, AIDA Model, HR Interviews. etc.
5	Community Outreach Activities	Identify Community Needs; Design the Activity, Preparation, Implementation, Reflection, Assessment, Documentation and Reporting.	Ex. Meri Mati Mera Desh, Mazgaon village Visit. etc
6	Outbound Programmes	Define Objectives,	Boot Camp Activity

		Design the Program, Preparation, Implementation, Reflection, Assessment, Feedback, Documentation, Continuous Improvement	Conducted for MMS SEM I and III at Franav Farm (Rashpl)
7	Commemorative days	Planning, Preparation, Implementation, Documentation and reporting.	Shiv Jayanti, Rashtriya Yekta Diwas (Rashmi)
	Project Based Learning	Guidance through Internal mentoring and Industry expert for problem solving	SIP Final year projects and Live projects etc.
<b>Use of ICT in Teaching Learning</b>			
1	Google Classes	Course Setup, Content Delivery, Engagement and Interaction, Monitoring and Support etc.	Blended learning approach  Use of online platform for conducting sessions and assignments, webinars etc.
2	D-Space	Use of ICT for uploading study Material	Study material like subject notes, PPTs are uploaded on D-Space.
3	Microsoft Power Point Presentations	Use of ICT for delivering session	Use of PPTs for lecture
4	Language Lab	Making available Audio/ Video material	Listen to speakers and practice speaking in the target language.
5	Projectors	Use of ICT for delivering session	Use of Projectors for interactive and interesting teaching and learning.
6	Sharing of Books Online	Use of social Media for sharing study material	Books shared on Whatsapp groups
7	Computer Lab/ Printers and Scanners.	Use of ICT	Maintained as per AICTE norms Sessions conducted of the subjects BRM, IB, Statistics, Excel, Operations.
8	E-Learning Studio	Use of ICT	Recording of Sessions and Posting it on YouTube
9	Availability of Wi-Fi	Use of ICT	24/7 Wi-Fi facility with



			100 Mbps is provided.
10	Interactive Website	Use of ICT	Detailed and updated website.
11	Smart Board	Use of ICT	For capturing sessions
<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>	

## 2.4 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**

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

### File Description

### Document

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

[View Document](#)

### 2.4.2

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

**Response:** 35

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

2023-24	2022-23	2021-22	2020-21	2019-20
4	4	4	4	5

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	<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:

The Institute has established a comprehensive mechanism to address examination-related grievances, ensuring transparency and efficiency in the assessment process. The grievance redressal system is designed to be time-bound, allowing students to resolve their issues promptly.

#### Internal and External Assessments

##### Internal Assessment:

- Frequency: Continuous evaluation during the semester.
- Criteria Covered: Mid-term exams, presentations, assignments, quizzes, role play, case studies, and live projects.
- Process: Faculty inform students about the criteria during the first session. A centralized mid-term exam is conducted, and faculty combine marks out of 40. The marks sheet is shared with students, who have a two-working-day window to raise any grievances.

##### External Assessment:

- Frequency: Conducted every six months.
- Criteria Covered: End-term exams, each carrying a weight of 60 marks.

- Process: The timetable is shared with students via WhatsApp, notice boards, and on institute website. Post-examination, faculty have 10 working days to assess the papers. Results are declared within 45 days from the last date of examination.

### Grievance Redressal System

The Institute has a well-defined process for addressing examination-related grievances, which is transparent and efficient.

#### College-Conducted Examinations:

- For grievances related to Semester I and II, students can apply for revaluation by paying a fee within fifteen days of the result declaration. A subject expert reassesses the paper, and any score changes are corrected by the college's examination committee. The final revaluation result is declared within fifteen days.

#### University Examinations:

- For grievances related to Semester III and IV of the MMS course, issues are forwarded to the University Grievances Committee. Students can request photocopies of their answer sheets and apply for revaluation if dissatisfied with their marks. The norms are displayed on the university's website.

#### Revaluation Rules:

- 1.Scope: Only theory papers are eligible; term work, internal assessments, session marks, viva-voce, etc., are excluded.
- 2.Photo Scan: Available upon a written application within three days of result declaration and on paying a fee of Rs. 200 per subject.
- 3.Application Time Frame: Must be submitted within fifteen days from the result declaration.
- 4.Required Documents: Photocopy of the current hall ticket and/or statement of marks for verification.
- 5.Verification: Entries on the application form must be verified by the Director.
- 6.Acceptance of Revised Performance: By applying, students surrender their original performance and accept the revised marks, which could increase, decrease, or remain the same.
- 7.Personal Application: The application must be handwritten and signed by the candidate.

#### Process Flow

1. Results Declaration: Results are declared on the notice board along with photocopy and revaluation notices.
2. Photocopy and Revaluation Requests: Unsatisfied students can request photocopies and apply for revaluation.
3. Grievance Resolution: The results of photocopies and revaluation are declared within seven working days from the last date of the notice.
4. Final Outcome: Students satisfied with their revaluation marks have their grievances closed.

The Institute's grievance redressal system is designed to ensure that all examination-related issues are addressed promptly and transparently. This systematic approach upholds the principles of fairness, accuracy, and timeliness, maintaining the integrity of the academic assessment process.

File Description	Document
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:**

Pillai HOC Institute of Management Studies and Research follows the curriculum prescribed by the University of Mumbai, placing a significant emphasis on well-defined programme outcomes (POs) and course outcomes (COs). These outcomes help to articulate the knowledge and skill sets students need to develop by the end of various assignments, classes, courses, or the entire program. This structured approach ensures students understand the purpose of their courses and focus their learning efforts effectively. The instructional activities and assessment strategies are designed to assess the application and integration of the knowledge and skills acquired by students during the course.

Programme outcomes (POs) define the attainment of knowledge, skills, and assertiveness that students should have by the end of the two-year management program. Course outcomes (COs) specify the knowledge and skills students acquire at the end of each course. These outcomes are established through faculty deliberations in line with the requirements set by the University of Mumbai. Faculty members create the course outcomes for every subject, contributing to the overall programme outcomes.

### Defining Program Outcomes (POs)

**Core Competencies Identification:** POs define the attainment of knowledge, skills, and assertiveness that students should have by the end of the two-year management program. These are broad, measurable statements covering essential graduate attributes such as leadership, ethical decision-making, and strategic thinking.

**Faculty Deliberations:** POs are established through faculty deliberations in line with the requirements set by the University of Mumbai, ensuring alignment with industry standards and frameworks.

### Defining Course Outcomes (COs)

**Course Objectives Alignment:** COs specify the knowledge and skills students acquire at the end of each course. Faculty members create the course outcomes for every subject, contributing to the overall program outcomes.

**Drafting COs:** COs are specific, detailed, and measurable, using action verbs to ensure clarity. They are drafted to align with Bloom's Taxonomy levels and the institute's vision and mission, ensuring uniformity across subjects for easy CO and PO mapping.

### Communication and Documentation

**Stakeholder Access:** The course outcomes are made available on the institute's website for stakeholders. A hard copy of the syllabus and course objectives is also available in the office for reference by faculty and students.

**Student Communication:** Faculty members communicate the importance of course outcomes to students at the beginning of each semester, explaining the course objectives/outcomes of the course being taught. The expected outcome of each subject is also explained at the end of each semester.

### Continuous Improvement

**Feedback Mechanisms:** Each student is required to complete a course exit survey indicating the level of proficiency attained at the end of each course. Students evaluate the course outcomes on a scale of 1 to 5, helping faculty assess students' understanding of the course objectives. This feedback is used to review and update outcomes based on evolving needs and student feedback.

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:**

At Pillai HOC Institute of Management Studies and Research, the attainment of Programme Outcomes (POs) and Course Outcomes (COs) is meticulously evaluated. The institution defines COs for every course and subject, aligning them with the revised curriculum. Courses are categorized into Core (common for all specializations) and Electives (chosen by students within specializations), which lead towards super-specialization.

Assessment Strategies

The evaluation of POs and COs is carried out by mapping COs to POs. Continuous evaluation occurs during regular classes, where students receive feedback to make immediate improvements. Monthly attendance monitoring and semester-end performance results are communicated via notice boards and WhatsApp.

Methods of Assessment:

1. Continuous Internal Evaluation and External Evaluation: The Institute adheres to the University of Mumbai guidelines, allocating 60 marks for written exams and 40 marks for internal assessments.

2. Assessment Components:

The allocation of 40 marks shall be on the following basis: -

Attendance and Class Room Participation

Mid-term Test

Group Presentations

Role Plays

Case Studies

Assignments

Projects

Quizes

1. Internships and Projects:

- Summer Internship projects after the first year (post-Semester II).
  - Submission of Project Work (Black Book) at the end of Semester IV.
2. Communication Skills: Essential for management students, these are evaluated through debates, presentations, and case studies.
  3. Value-added Courses: These courses supplement the primary curriculum to enhance learning.
  4. Mentoring: Faculty members mentor students throughout the course via mentoring teams.

### Teaching Pedagogy

In addition to traditional teaching methods, faculty members employ new and innovative pedagogical approaches. Both internal and external evaluation marks contribute to CO-PO mapping.

#### CO Attainment Using Direct Method:

COs of each course are mapped to the POs. The attainment of individual COs is calculated for each course, and subsequently, the PO attainment is calculated for all courses within the program.

#### Monitoring and Ensuring Achievement of Learning Outcomes:

1. Class Tests and Continuous Evaluation: Regular assessments to gauge student understanding and progress.
2. End Semester Examinations: Final assessments that contribute to the overall evaluation of student performance.
3. Summer Internship Projects (SIP) and Semester IV Projects: Practical assignments to apply theoretical knowledge.
4. Co-curricular and Extra-curricular Activities: These activities are integral to the overall development and assessment of students.
5. Quality Teaching: Ensuring high standards of education through various teaching methods.
6. Counselling: Providing support to students lagging in their studies, including additional help and personalized counselling.
7. Case Studies and Teaching Pedagogy: Enhancing practical understanding and application of knowledge.

#### CO Attainment by using indirect Method:

COs are further mapped by using Indirect Method by the course exit survey conducted for each subject.

By employing these comprehensive strategies and methods, Pillai HOC Institute of Management Studies and Research ensures that students achieve the desired learning outcomes, preparing them for successful careers in management.

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

### 2.6.3

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

**Response:** 93.15

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

2023-24	2022-23	2021-22	2020-21	2019-20
102	56	52	67	90

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

2023-24	2022-23	2021-22	2020-21	2019-20
121	64	52	67	90



<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

### 2.7.1

#### Online student satisfaction survey regarding teaching learning process

#### Response:

<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:** 10.3

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

2023-24	2022-23	2021-22	2020-21	2019-20
5.93	3.23	0.38	0.57	0.19

#### 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:**

Sr. No.	Indicators	Write up
1	Research	PHIMSR has developed a robust innovation ecosystem, fostering student participation in intercollegiate conferences and research activities. Through various initiatives and collaborations with industry partners and academic experts, PHIMSR provides a dynamic platform for innovation. This environment enhances students'

		academic experiences, equipping them with practical skills and knowledge for future challenges in their respective fields.
2	Innovation	<p>PHIMSR's Institution Innovation Council (IIC) has conducted events to foster innovation and knowledge transfer. Highlights include "My Story by Successful Entrepreneur" with Dr. Snehal Sakpal, "Six Thinking Hats" session by Dr. Ketan Vira, and the "Idea Generation Workshop" with Dr. Priam Pillai and Dr. Celina Joy. These initiatives underscore PHIMSR's commitment to nurturing creativity and innovation.</p> <p>Mahatma Education Society's Pillai Centre of Innovation and Entrepreneurship (PCIE) fosters entrepreneurial spirit by facilitating networking, enhancing skills, and providing technical expertise. PCIE supports innovative ideas from ideation to fruition, crucially contributing to the innovation ecosystem across all MES Higher Education Institutions, including PHIMSR. This initiative promotes knowledge transfer and reinforces a culture of innovation and excellence.</p> <p>Link: <a href="https://pcie.mes.ac.in/about/initiatives/">https://pcie.mes.ac.in/about/initiatives/</a></p>
3	Patent	<p>Dr. Sheeba Nair's patent book highlights PHIMSR's dedication to fostering innovation. Her work underscores the institution's commitment to knowledge creation, research support, and intellectual property development,</p>

		<p>promoting a culture of excellence among students and faculty.</p> <p>PHIMSR faculty received patents for innovative designs like the "Robotic Display Device for Strategic Management and Planning" and "Display Device for Digital Marketing," highlighting the institution's commitment to fostering innovation and enhancing academic and professional growth through research.</p>
4	Dedicate Subjects	PHIMSR nurtures innovation through courses like "Business Research Methods" and "Intellectual Capital and Patenting," equipping students with vital research skills and promoting knowledge creation, preparing future leaders to drive advancements in various fields.
5	Ph.D Guide	Dr. Ketan Vira and Dr. Govind Shinde foster innovation through groundbreaking research and mentorship. Dr. Shinde has guided five Ph.D. awardees, with six ongoing, while Dr. Vira guides five scholars, enhancing our institution's commitment to knowledge creation and dissemination.
6	Research Board/ Editorial Board	Dr. Ketan Vira and Dr. Govind Shinde, esteemed members of the Research and Editorial Boards, drive innovation at our institution. Their leadership in research initiatives and knowledge transfer significantly enhances our ecosystem, fostering a dynamic environment for ground breaking discoveries and academic excellence.
7	In-house Journal	Our institution's in-house journal "Pillai HOC Journal of Management Research" exemplifies our commitment to

		innovation and knowledge transfer. It provides a platform for faculty and students to publish original research, share insights, and foster academic collaboration, significantly contributing to our vibrant ecosystem for creating and disseminating new knowledge.
8	Other Events	PHIMSR fosters an innovation ecosystem through events like the "IPR" seminar and "Business Plan" workshop. Led by experts like Mr. Suneet Sabale and entrepreneur Mr. Vishal Thakkar, these sessions provide insights into intellectual property protection and business planning. Such initiatives equip students with essential skills for innovation and entrepreneurship, reflecting PHIMSR's commitment to nurturing a culture of creativity and strategic thinking.

<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>

**3.2.2**

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

**Response:** 42

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

2023-24	2022-23	2021-22	2020-21	2019-20
7	10	8	7	10

File Description	Document
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:** 1.07

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

2023-24	2022-23	2021-22	2020-21	2019-20
16	6	6	1	1

File Description	Document
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:** 1.43

**3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in**

**national/ international conference proceedings year wise during last five years**

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

Over the last five years, Pillai HOC Institute of Management Studies & Research (PHIMSR) has actively engaged in extension and outreach activities that have significantly impacted the local community and contributed to the holistic development of students. These initiatives have been essential in sensitizing students to social issues, helping them become socially responsible citizens.

**2019-2020**

In the 2019-2020 academic year, PHIMSR organized impactful activities like the **Sulabh: A Right for Everyone** sanitation drive on July 13, 2019, promoting hygiene and preventing disease in Group Gram Panchayat Sawale. The **Green Growth Initiative** on August 7, 2019, in Gulsunde, Rasayani, focused on environmental sustainability through community tree-planting. The **Sinhagad Fort Trek Adventure** on July 24, 2019, combined physical fitness with cultural awareness, allowing students to explore historical heritage while promoting teamwork and deepening their appreciation for cultural preservation.

**2020-2021**

In the 2020-2021 academic year, PHIMSR engaged in impactful community initiatives. The **Health, Hygiene, and Vaccination Field Survey** on January 23, 2021, in Mazgaon Village educated the

community on hygiene and the importance of COVID-19 vaccinations. The **Digital Transformation and Cashless Economy Awareness** program at Majgaon Zilla Parishad School promoted digital literacy and empowered residents with secure financial transaction knowledge. Additionally, the **Beach Restoration Campaign** at Varsoli Beach, Alibaug, focused on environmental awareness, where students and community members collaborated to clean and restore the beach, emphasizing the preservation of natural resources.

### 2021-2022

In the 2021-2022 academic year, PHIMSR's initiatives included a crucial virtual COVID-19 Safety and Awareness Campaign that educated students and the community on pandemic safety measures. The Road Safety Awareness Campaign at Mohopada Market emphasized traffic rules and civic responsibility. Additionally, the Majgaon Village Social Awareness Drive in Mazgaon Village deepened students' connection with the community and understanding of social issues. These efforts collectively reinforced public health, safety, and civic engagement.

### 2022-2023

In 2022-2023, PHIMSR's Green Initiative and Tree Plantation on June 5, 2022, promoted environmental conservation. The Community Health Checkup Camp on July 12, 2022, offered free health checkups, emphasizing healthcare accessibility and providing students with public health experience. The Gender Equality and Women Empowerment Workshop on March 8, 2023, focused on gender equality and women's rights, empowering students to advocate for justice and equality in their personal and professional lives.

Over the last five years, PHIMSR's extension activities have significantly impacted the community and students, addressing critical social issues and fostering empathy and responsibility. These programs demonstrate PHIMSR's ongoing commitment to social responsibility and community engagement.

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

### 3.4.2

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

#### Response:

Pillai HOC Institute of Management Studies and Research (PHIMSR) has consistently engaged in numerous extension activities, earning several awards and recognitions from government-recognized



bodies. These accolades underscore the institute's commitment to social responsibility and community development, reflecting its core values and mission.

During the COVID-19 pandemic, PHIMSR made significant contributions to support the local community. From July 2020 to March 2021, faculty and students actively participated in various relief efforts. The Smiles Foundation recognized these efforts, awarding PHIMSR a certificate of appreciation to the Director of PHIMSR, received a formal acknowledgment letter from Uma Ahuja, President of the Smiles Foundation, and expressing gratitude for the institute's dedication to helping the underprivileged during such challenging times. This recognition highlights the impact of PHIMSR's volunteer work in Navi Mumbai, where they provided essential services and support to those affected by the pandemic.

In addition to pandemic relief efforts, PHIMSR has been involved in ongoing community service activities. The institute has established a strong relationship with the Vanvasi Kalyan Ashram, a charitable organization dedicated to the welfare of tribal communities. The Director of PHIMSR received a letter of appreciation from the Vanvasi Kalyan Ashram, thanking the institute for its active involvement in the children's activities. The students particularly look forward to the "Community Service Day" held at PHIMSR's campus, where they spend the day engaging in various educational and recreational activities with the students. This ongoing collaboration not only enhances the students educational experience but also fosters a sense of social responsibility among PHIMSR students.

Pillai HOC Institute of Management Studies and Research (PHIMSR) has been recognized by Majgaon village for its continuous extension activities from 2020 to 2023. The institute received appreciation letters each year for its efforts in mask distribution during the COVID-19 pandemic and for collecting and submitting social information to the grampanchayat office to aid in village development. These recognitions highlight PHIMSR's ongoing commitment to community service and its significant role in local development initiatives.

Our students at PHIMSR have shown remarkable dedication to community service, earning accolades from various organizations. Hrishikesh Madhukar Thakur was recognized by Navghar Grampanchayat for his impactful efforts. Jeevan Jyoti Aashalay commended Ms. Mayuri Yashwant Mohite for her outstanding contributions. Additionally, Ms. Shraddha Jyotiram Torane received a letter of appreciation from the Nature Friends Society. These recognitions underscore our students' commitment to social responsibility and highlight the institution's focus on nurturing a spirit of community service and leadership.

Through its sustained efforts and recognized achievements, Pillai HOC Institute of Management Studies and Research stands as a beacon of community engagement and social responsibility, inspiring both its students and the broader community to work towards a better and more inclusive society.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for 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:** 42

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

2023-24	2022-23	2021-22	2020-21	2019-20
3	12	4	12	11

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>
Provide Links for any other relevant document to support the claim (if any)	<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:** 19

<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>
Provide Links for any other relevant document to support the claim (if any)	<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:**

The Campus of Pillai HOC Institute of Management Studies and Research spans over a vast area of 14 acres, which is equivalent to 15 lakh square meters. The institute is thoughtfully designed to provide abundant space for academic activities, office administration, and various extracurricular pursuits. Its infrastructure is carefully planned to create a conducive environment for all stakeholders, including students, teaching and non-teaching staff, corporates, and management. This purposeful design fosters a positive and enriching ambiance that aids the development of academic and social-emotional competencies crucial for the success of individuals in their future education and life endeavours.

The Pillai HOC Institute of Management Studies and Research is equipped with cutting-edge and high-quality infrastructure, incorporating the latest technological advancements to create a dynamic teaching and learning environment. Each classroom is well-equipped with audio-visual projectors, enhancing the engagement levels of both students and teachers during the learning process. The classrooms are thoughtfully furnished with ergonomically designed chairs and tables to ensure a comfortable learning experience for all. The classroom design fosters direct connections and interactions between students and faculty, promoting effective communication and a conducive learning atmosphere. Additionally, the institute boasts a fully-furnished auditorium equipped with state-of-the-art facilities, accommodating over 1200 individuals, making it an ideal venue for seminars and conferences. Furthermore, the institute is proud to house two sophisticated Conclave spaces, designed to accommodate gatherings of 193 and 225 individuals, respectively. These Conclaves are fully equipped with modern amenities, providing a conducive setting for various events and meetings.

The Library plays a very vital role in supporting the academic programs of PHIMSR. It provides various types of information resources like books, journals, newspapers, e-books, e-journals, video/CDs, and motivational DVDs, which further the knowledge and thought process of the Users.

The library has the latest collection of national & international (management, business, and leadership

books) apart from other texts prescribed by the university. It is adequately aided by technology. The library maintains question banks, papers, multimedia CDs, business magazines & business newspapers.

PHIMSR's vision is "Education for all and we as a premier institution are wholeheartedly committed to developing the competencies of our students in all the areas such as education, sports-indoor, and outdoor, that aid in expanding their physical, mental & emotional fitness. This overall holistic development will help the students in facing the harsh realities of life.

The institution also hosts a pre-incubation facility aimed at fostering an entrepreneurial culture among its students. The pre-incubation cell serves as a valuable resource accessible to students interested in embarking on entrepreneurial ventures.

Furthermore, the campus features a state-of-the-art fitness centre, replete with the latest training and exercise apparatus. The premises offer opportunities for both indoor and outdoor sports, including a shooting range, dual indoor badminton courts, a playground, and a versatile sports ground.

The faculty, mentors, counsellors, and librarians actively promote students' utilization of the institute's amenities, thereby aiding in the development of essential skills and aptitudes for prospective managerial and leadership roles.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for 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:** 72.64

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

2023-24	2022-23	2021-22	2020-21	2019-20
48.22	39.25	53.39	20.00	12.50

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:

PHIMSR consists a library which is housed in 230.09 sq.mt area & is located on 3rd floor of the Management building. Library is an essential part for teaching & learning processes at PHIMSR. It has in stock more than **4601 books and 19 Print Journals and Magazines** in the field of Management. Library subscribes to **7 newspapers**.

**Digital Resources** Library subscribes to **J- GATE database**, which provides access of 11208 full text journals. J-Gate is an electronic gateway to global e-journal literature. Launched in 2001 by Informatics India Limited, J-Gate provides seamless access to millions of journal articles available online offered by 14,691 Publishers. It presently has a massive database of journal literature, indexed from 66,080 e-journals with links to full text at publisher sites. J-Gate also plans to support online subscription to journals, electronic document delivery, archiving and other related services.

PHIMSR also uses DSpace Digital Library which helps in providing access to learning content

1: **Lecture Notes, PPTs Assignments, Syllabus, Question Papers, Video's**) contributed by PHIMSR faculty.

2: Project Reports, Dissertations

URL: to access within and outside the campus (Remote): <https://digitallibrary.mes.ac.in/handle/1/12>

Information and Communication Technologies (ICT) have immensely impacted the functioning of libraries.

**Integrated Library Management System (ILMS)** is used to manage various functions of library.

PHIMSR library is automated & uses Open Source software “**KOHA**”. **Description of ILMS is as follows:**

Name of the ILMS software - KOHA

Nature of automation ( Fully/ Partially) - Fully

Version - 21.11.04

Year of automation - 2016

**Online library Catalog (OPAC)** is available for the readers for quick search of the resources.

Remote Access to OPAC (Online Public Access Catalog) / Web OPAC is <https://opac.mes.ac.in/>

KOHA provides e-mail alerts for returns/renewals of books before due dates; Reminders to return and return overdue books.

### **Daily Usage of Library**

Library attendance is automated & keeps track of time spent by user in library.

### **Footfalls:**

Faculty Members - 2

Students -20

Library has created a learning environment by providing separate space for Discussions, OPAC, internet browsing area, Laptop Zones with Wi-Fi facility.

PHIMSR library is also well equipped to provide facilities to **Specially Abled Users** e.g. Wheelchairs

Library provides the facility to check plagiarism for project reports, thesis and research papers.

Library has **Turnitin**, which is internet based plagiarism prevention software. The documents submitted by students are stored in a database used to check for plagiarism to avoid duplication of subject contents of a thesis, project report, research papers etc. by identifying matching text between papers.

Library has subscription to QuilBolt AI Powered Writiing Companion. It has got various features like paraphrasing, AI Plagisrism Detector, Citation Genrator, Grammar Checking, etc.

### **Books Arrangement**

Library follows open access system. Library uses DDC ( Dewey Decimal Code) for classification so that books are arranged according to particular subject for easy access to students.

### **Library Hours**

Library is open from 10 am to 5 pm on all working days.

No. of hours can be increased as per the students requirement.

### **Circulation Rules**

Students are issued - 3 books for 7 days

Faculty are issued - 8 books for a 6 months

Library has created Facebook group & Instagram Account Page These provide valuable information on Career, Scholarships & various Entrance Exams etc. It gives information & news related to the field of education. The users may post messages/queries related to library, comments & suggestions.

<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>

## **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:**

The Pillai HOC Institute of Management Studies & Research takes pleasure in offering its students and faculty member's cutting-edge IT facilities since it understands how crucial seamless internet connectivity is for contemporary education. To satisfy the rising demand for high-speed internet connectivity on campus, the university has continually expanded its IT infrastructure and Wi-Fi capabilities.

The IT infrastructure at PHIMSR has significantly improved over time. In the initial academic years, the college started its adventure with a 150 Mbps bandwidth. The institution's dedication to staying on the cutting edge of technological breakthroughs was evident over time that followed, when bandwidth capacity underwent regular improvements.

The institution increased its bandwidth to 165 Mbps subsequently, illustrating its ongoing efforts to give students and teachers greater connectivity and online resources. The institution significantly enhanced its internet capabilities by the academic year 2019–20, achieving a capacity of 200 Mbps, enabling a greater



number of people to access the internet concurrently without sacrificing speed and reliability.

The college increased its efforts in response to the rising demand for high-speed internet, and in the academic year 2020–21, it accomplished a noteworthy milestone by providing a bandwidth of 300 Mbps. Students’ learning experiences were further enhanced by this major improvement, which made it easier for them to access internet resources, conduct research, and successfully work with peers.

By offering an amazing 500 Mbps bandwidth during the most recent academic year, 2021–2022, PHIMSR boldly demonstrated its status as a leader in technological infrastructure. This significant rise confirms the institution’s dedication to maintain its leadership in the digital age and guaranteeing that students have access to state-of-the-art resources to improve their academic experience.

The college has wisely made use of its high-speed internet resources to support a variety of academic activities. Wi-Fi is available around-the-clock throughout the campus, providing students and faculty with access to the internet across lecture halls, labs, the library, faculty offices. The institute's IT infrastructure consists of 120 PCs dedicated for students, PCs are also installed in the library, giving students quick access to e-books and internet research resources. Also increasing administrative effectiveness and communication are the 18 PCs installed in faculty rooms, offices, and staff areas. The college has a designated Exam Cell with two PCs.

The college uses a Cisco SG300-28 28 Port Gigabit Managed Switch for networking in order to maintain a strong and secure network. The server infrastructure consists of an Edu Right server with a 5TB HDD capacity and an Intel Xeon E5-2620 processor running Windows Server 2008 R2. This server architecture offers crucial functions like email, web browsing, and file sharing, which helps students and staff members communicate and collaborate effectively.

Internet access for the institute is provided by Tata Telecom Ltd., which boasts a steady 500 Mbps of capacity. The institution uses Cyberoam CR2500ING-10.6.5 firewalls to maintain a secure network environment. The PHIMSR is proud of its strategic partnership with Google Inc.

In order to fulfill the changing demands of contemporary education, PHIMSR continues to invest in cutting-edge IT facilities and Wi-Fi infrastructure. Students and faculty members are given the opportunity to embrace technology and get the most out of their learning and research experiences because of the institution’s dedication to offering high-speed internet access, comprehensive computer labs, and a secure network environment.

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

### 4.3.2

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

**Response:** 1.6**4.3.2.1 Number of computers available for students usage during the latest completed academic year:**

Response: 120

File Description	Document
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>

**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:** 18.45**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

2023-24	2022-23	2021-22	2020-21	2019-20
7.86	11.47	10.13	3.93	10.64

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 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:** 68.97

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

2023-24	2022-23	2021-22	2020-21	2019-20
132	139	97	82	88

#### File Description

#### Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

#### 5.1.2

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

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

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

File Description	Document
Report with photographs on 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:** 32.56

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

2023-24	2022-23	2021-22	2020-21	2019-20
46	47	49	55	57

File Description	Document
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:** 63.5

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

2023-24	2022-23	2021-22	2020-21	2019-20
46	47	49	55	57

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

2023-24	2022-23	2021-22	2020-21	2019-20
122	68	53	67	90

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	<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**

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

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

File Description	Document
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>
Provide Links for any other relevant document to support the claim (if any)	<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: 4**

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	3	0	0	1

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: 12**

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

2023-24	2022-23	2021-22	2020-21	2019-20
21	15	13	01	10

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:**

**We have a registered Alumni association since 2017 with a Registration Number 1860/dated 22/09/2016**

### **Alumni Database and Outreach at PHIMSR**

At Pillai HOC Institute of Management Studies & Research (PHIMSR), the Alumni Database and Outreach program is integral to fostering long-term relationships with our post-graduates and leveraging their contributions to enrich the academic environment.

### **Data Collection and Organization:**

The foundation of an effective alumni network lies in a well-maintained database. Initial data collection involves gathering alumni information from graduation records, student databases, and alumni events. This includes contact details such as email addresses, phone numbers, current employment information, and social media profiles.

### **Updating and Verifying Data:**

Regular updates are essential to keep the database accurate and relevant. This can be achieved through periodic surveys, participation in alumni events, and collaboration with career services. Verification of information is crucial, and this can be done through dedicated update forms to ensure the accuracy of contact details and career progress.

### **Alumni Contributions to PHIMSR**

#### **Financial Support:**

Alumni play a crucial role in the financial development of PHIMSR through donations and contributions. These funds directly support academic initiatives, infrastructure development, and student scholarships. The contributions are documented with a list of donors, along with vouchers, statements, and other supporting documents to ensure transparency and accountability.

#### **Placement and Internship Support:**

Alumni referrals and networking significantly enhance student placement and internship opportunities. By leveraging their professional connections, alumni provide valuable job openings and internships to current students. This active involvement not only benefits the students but also strengthens PHIMSR's institutional reputation. Testimonials from companies and alumni reflect the positive impact of this engagement, reinforcing the college's standing in the industry.

#### **Contributions to Academics:**

Alumni involvement extends beyond financial support, playing a vital role in the academic ecosystem of



PHIMSR. Their expertise, resources, and active participation contribute to a dynamic learning environment that benefits both the institution and its stakeholders.

**Guest Lectures and Workshops:**

Alumni frequently return to PHIMSR to share their industry insights and experiences through guest lectures and workshops. These sessions provide students with real-world perspectives, current industry trends, and hands-on learning opportunities that complement their theoretical coursework.

**Mentorship and Career Guidance:**

Alumni serve as mentors, guiding current students in their career paths, professional development, and networking. PHIMSR’s structured mentorship programs enable alumni to sign up as mentors, while students apply as mentees based on their interests and career goals. Technology platforms facilitate these connections, ensuring effective communication and resource sharing. Additionally, training sessions for alumni mentors help them enhance their mentoring skills and set clear expectations

**Curriculum Development and Advisory Roles:**

Experienced alumni contribute to curriculum development by serving on advisory committees. Their input ensures that academic programs remain relevant and aligned with industry needs. This collaboration helps shape course content, learning outcomes, and educational strategies, ensuring that PHIMSR students are well-prepared for the challenges of the professional world.

File Description	Document
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:

- A revolution is taking place in the world because of the globalizing economy, advent of information technology and aggressive competition. Knowledge and understanding imparted through management education and training should be able to create competitive managers for the international market.
- In an emerging global digital environment, the millennium managers should acquire zero time capabilities, the ability to make changes with the speed of light and act swiftly upon them through practical training and application to face the challenges of a 'borderless world'.

#### MISSION:

- To develop professional managers with respect for the environment and responsible leadership in quest of excellence in the Indian and global perspective.
- This objective is fulfilled through education, practical training and interaction with industry and social organizations.

#### OBJECTIVES:

- To ensure excellence in education by maintaining high standards of teaching, elp the students enhance their skill-sets, personality development , scientific temper and civic sense, meet the demands of dynamic job market
- To provide the best infrastructure comparable to international standards.
- To serve the marginalized section of society and to sensitize the students towards the importance of human rights and environment
- This objective is fulfilled through education, practical training, and interaction with industry and social organizations.
- The Governing Body of the institute is the key driver and sets the direction of the institute. The Governing Body meets annually before the commencement of the academic year. The activities undertaken and achievements of the institute are elaborated on during this meeting. Based on these discussions a comprehensive action plan is discussed. This action plan is developed as per

the long- term vision and mission of the organization. Another key guiding factor is the Perspective Plan that has been developed by the IQAC Cell. These discussions set the tone for all the upcoming activities that are conducted at the institute.

- The goals emphasized upon during the Governing Body meeting are discussed by the Director with the faculty members. All committees are constituted keeping in mind the action points as recommended by the Governing Body. Each committee during the first meeting of every year plans out their activities and course of action and draws a list of activities that they plan to undertake in the academic year and populates this data onto the academic calendar that is shared with them by the College Development Committee. There are several such statutory and non-statutory committees takes care of academic and administrative monitoring and implemantaion.

On the academic front, the Director along with a team of coordinators is responsible for the smooth conduct and management of all the programs. The director is assisted by Coordinators (one each for the first year and second year (specialization-wise). All major decisions impacting academics are discussed at the faculty meetings and appropriate decisions are taken based on consensus and general agreement of the faculty. Pillai HOC Institute of Management Studies and Research encourages a democratic and participative decision- making process through consensus and consultation.

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:

The institute has a policy handbook for teaching staff, non teaching staff and students in which various schemes, policies, rules and regulations are published and available on the institute’s website. The institutional perspective plan aligns with the vision and mission of the institution and it is based on the institute's policies and schemes. Deployment of institutional Strategic/perspective/development plan:

- 1..The institution has more than 40 Add-on courses/certificate programmes in last 5 years
- 2.The institute has promoted research through 30 research papers and presentations, research projects and grants of more than 5 lakhs and 3 published patents.
- 3.More than 20 MoUs have been signed with various educational institutions, industries, associations and other organizations
- 4.The library of the institution has more than 4600 books, 19 print journals and magazines and more than 17000 e-resources.
- 5.The students of the institution participated in around various sports and cultural programmes organised by Pillai HOC Educational Campus.
- 6.The institute has participated in NIRF ranking
- 7.The institute has initiated and implemented two best practices Mindful Mentoring and Heartfulness.
- 8.Institute promotes students participation in research conferences and publishing research papers.
- 9.Regular monitoring of academic and other activities to keep quality checks
- 10.IQAC, CDC, Govening Bodies, IIC, Examination etc. are involved in deployment and planning

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>
Provide Links for any other relevant document to support the claim (if any)	<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:**

#### **Faculty performance appraisal system:**

The institution has developed a well-set **Performance Measurement System** to support and enhance the performance of the faculty as a teacher, a mentor, and a researcher. In doing so, the institution looks into the participation, monitoring, guiding Co-Curricular, Extension, and Professional developmental activities etc. of every single faculty member.

A well-planned Performa has been designed for assessment and documentation purposes. Each faculty needs to do their very own self-assessment, followed by the evaluation of the same with the concerned superior. This criterion for evaluation takes into account various parameters with an appropriate marking system (maximum marks to be allotted). as shown in attachment

The important point here is that the aggregate marks after accessing those criteria are taken into consideration for rewarding, awarding, and promoting the faculty. Based on this performance appraisal, the faculty are also counselled to make improvements in the areas where he/she falls short.

#### **Non-Teaching staff performance appraisal system.**

We in, PHiMSR, appreciate the performance of the non-teaching staff too whose main role is to provide administrative support for carrying out academics smoothly in PHiMSR. There are three broad categories of staff, depending on where one is located: college office, department, or laboratory. The formal hierarchy that is the Vertical downward communication is followed starting with the registrar, office superintendent, officers, and accountants as per the order of responsibilities. The call of duty here varies

with hierarchy. The staff provides a helping hand to the teaching-learning process in the classroom and laboratories and also extends their support towards the co-curricular, extension, professional development related activities, setting up experiments, maintenance, repairs, cleanliness of classrooms, laboratories, and administration area.

Non-teaching staff's performance is assessed every academic year and is based on fourteen parameters for a total of 100 marks

Those are the parameters on which performance assessment is carried out. Assessment is carried out using a questionnaire that is based on the above-specified parameters and is evaluated on a five-point scale. The assessment lays the platform for promotions and increments.

PHIMSR believes in motivating its employees through effective welfare measures, so that the employee delivers the best. This in turn will have a positive impact on the students, who will then be motivated and take an interest in their studies.

Welfare schemes for teaching staff includes several monetary and non-monetary measures

Welfare schemes for non-teaching staff

1. Training and developmental workshops are arranged on a regular basis for the non-teaching staff. Workshops are conducted to enhance mental health and wellbeing; meditation and yoga; interpersonal skill workshops etc
2. Free campus medical checkup and advice; dental check-up; Covid care and precautions.
3. Staff uniform: To encourage professional appearance, all non-teaching support staff are provided with uniforms.
4. Performance Appraisal is done on a yearly basis for both teaching and non-teaching staff.

Feedback is taken from the students at the end of the semester. Any unsatisfactory feedback in the initial stages is shared with the visiting faculty to give an opportunity for improvement. If there is no improvement, the services of the visiting faculty is terminated.

General welfare schemes for all staff is mentioned in document attached

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for 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:** 88.33

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

2023-24	2022-23	2021-22	2020-21	2019-20
12	8	8	9	16

File Description	Document
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>
Provide Links for any other relevant document to support the claim (if any)	<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:** 62.9

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

2023-24	2022-23	2021-22	2020-21	2019-20
8	7	8	7	9

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

2023-24	2022-23	2021-22	2020-21	2019-20
1	0	0	0	1



<b>File Description</b>	<b>Document</b>
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	<a href="#">View Document</a>
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:**

Pillai HOC Institute of Management Studies and Research conducts both internal and external financial audits on a regular basis. The Finance and Accounts Committee of the institute prepares the budget under the supervision of the head of the institution and the head of the institution presents that budget to the governing body for approval. The Finance and Account Committee always takes the review of previous year expenditure and based on that they prepare budgetary requirements for the next year.

Any requirement which is other than budgetary provisions is fulfilled in consultation with the head of the institution and management by providing required funds. Whenever the process of budgeting and actual expenditure is completed, the details are prepared and submitted to the internal auditor who issues utilization certificates

The college generates income from tuition fee, research grant and infrastructure usage fee.

<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>

## 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:**

IQAC institutionalised various quality assurance programmes aiming to quality enhancement and sustenance:

#### **A. Institutionalization of Quality Assurance Strategies and Processes:**

Institutional Academic Calendar is prepared with clear distinctions between educational, co-curricular, and extracurricular activities after considering suggestions from all those who are involved in planning and execution Academic Plan is prepared by each subject faculty member with POs/Cos, application based pedagogy, lecture plan, internal assessment system, innovative teaching methodology etc.

MoUs with external organisation are signed for capacity building and skill development of students /Certificate Courses in conjunction with industry/other institutions in response to feedback from stakeholders.

#### **B. Review of teaching learning process, structures & methodologies of operations and learning outcomes:**

To ensure smooth operation of lectures faculty members regularly update log books which is prepared and monitored periodically to ensure timely completion of syllabus.

System is built for evaluating and reporting on mentoring activities and sessions.

Periodic Institutional Feedback is taken from required stakeholders to assess and improve overall functioning of institution

#### **C. Incremental Improvements:**

IQAC's notable improvements surpassed routine tasks like perspective plan deployment, coordination with statutory bodies.

These remarkable developments include:

*Teaching Learning:*

Institute has updated it lesson plan over the years to make if more in synch with OBE. Initially only objectives of course were mentioned, over a period of time COs, POs and learning levels are also set to meet the outcomes of learning. Further pedagogy is also covered to make classroom learning more practical and interesting. Further all the resources are shared with the students through Dspace and Google classroom. Research based learning is also evident through the Projects in semester III and IV.

Institute has revised certifications and value added courses from time to time based on the need of industry and increase employability of the students.

*Evaluation:*

Although transparency in evaluation has been always the priority some incremental changes have been made to ensure and make evaluation as self-improvement exercise. To mention few changes after mid-term exams which are part of continuous evaluation, answer-books are shared with the students and in case of any grievances it is resolved immediately or cleared and closed. At the end of the semester entire evaluation matrix is shared to make students understand where they stand and in case of any discrepancies it is resolved. Incremental changes as on now are that after every internal evaluation rubric and synoptic answers/solutions are shared with the students.

*Mentoring:*

Mentoring has shown significant impact in terms of employability, confidence boosting and increasing sensitivity among the students. From regular mentoring to nucleus mentoring, further matrix based mentoring, project mentoring and buddy mentoring. It is evident in most of the activities of the institute.

*Research:*

IQAC has worked towards promoting research amongst students and teachers, which is evident with the increase in the number of research papers gradually and patents filed and received. Institute is working towards increase the number of students' participation in research conferences and writing research articles.

*Entrepreneurship and Innovation:*

Going beyond classroom sessions institute has activated Institutional Innovation Council (IIC) to promote entrepreneurship and innovation amongst students, the number of activities have increased and is visible with few of our students taking up entrepreneurial ventures.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for 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>
Provide Links for any other relevant document to support the claim (if any)	<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:**

At PHIMSR, one of the largest educational campuses in Raigad district, Maharashtra, we are situated amidst nature near the upcoming Navi Mumbai International Airport and at the center of the largest industrial belt in Rasayani. Our institution is the first Private – Public Limited Partnership in education, developed in collaboration with HOCL, a Government of India Enterprise. Our spacious and well-maintained hostel blocks provide separate accommodations for boys and girls. A regular bus service operates during institute hours from Panvel, Alibaug, Pen, and Uran, and public transport is available from these locations as well. Our in-campus cafeteria offers hygienic food, complemented by a mess facility, and a state-of-the-art gymnasium for health-conscious students, sports ground as well as, centre of excellence for heartfulness and meditation.

Institutions of higher education in India are currently at a critical juncture regarding the ideals of equality enshrined in the Constitution. The recent expansion of higher education has made colleges and universities more demographically diverse, with women constituting 42 percent of all students in higher education. However, this closing gender gap masks ongoing inequalities and disparities among women and men, which require an intersectional analysis considering gender, region, class, caste, religion, ability, and sexuality. Higher Educational Institutions (HEIs) are well-positioned to reflect on, become sensitized to, and oppose all forms of discrimination and harassment, particularly sexual harassment, on campuses across the country.

Gender sensitivity involves encountering and accepting people without presumptions, aiming to reconstruct and broaden expectations and behavioral models related to gender. Gender-sensitive structures cater equally to the specific interests of men and women without outdated presumptions.

An audit of gender-sensitive features at our institution revealed several notable points:

? Basic sanitation facilities, including separate toilets for students and staff, are provided in the administrative office, departments, and hostels.

? Sanitary pad vending machine is available.

? Girls common room is available.

? An Internal Complaints Committee / sexual Harassment Redressal Cell

? Hostels for girls and women research scholars are secured with collapsible gates, 24-hour security personnel, a full-time lady warden, and lady staff.

? CCTV monitoring devices are installed at various locations within the campus, as well as in the hostel.

Gender sensitization involves changing behavior and instilling empathy regarding our views about our own and other genders. It helps individuals examine their personal attitudes and beliefs and question the 'realities' they thought they knew. This sensitivity is essential and has been recognized throughout history and across the globe. Recent discussions emphasize the need to sensitize gender issues on campus, with education viewed as a catalyst for change. Educational spaces influence thought and perceptions, and

instilling positive thoughts on gender issues will help future generations avoid practicing gender discrimination.

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>
Provide Links for any other relevant document to support the claim (if any)	<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>
Provide Links for any other relevant document to support the claim (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:**

The inclusive environment at PHIMSR is a defining feature of the institution, reflecting a commitment to fostering diversity and promoting unity among its staff and students. With a rich blend of cultures, traditions, and backgrounds, PHIMSR prides itself on being a vibrant community where inclusivity is not just an ideal but a lived experience.

PHIMSR's cultural diversity is one of its most celebrated aspects. The institute's staff and students come from various states, bringing with them a wide array of cultural traditions. This diversity is woven into the fabric of the institution, creating a vibrant cultural tapestry that is both unique and inclusive. The celebration of numerous festivals throughout the year is a testament to this diversity. Festivals such as Republic Day, Independence Day, Diwali, Christmas, and Shivjayanti Utsav are celebrated with enthusiasm, promoting a sense of unity in diversity. These celebrations are more than just formalities; they are deeply embedded in the culture of the institute, fostering cultural awareness, national integration, and a spirit of unity among the community members.

In addition to cultural celebrations, PHIMSR places a strong emphasis on sensitizing students and employees to their constitutional obligations. This is part of the institute's broader educational philosophy, which aims to produce not only academically proficient individuals but also responsible citizens. The curriculum and extracurricular activities are designed to inculcate values such as respect for the constitutional framework, awareness of rights and duties, and a sense of responsibility towards society. By making constitutional awareness an integral part of the learning experience, PHIMSR ensures that its students are well-rounded individuals who are prepared to contribute positively to society.

Inclusivity at PHIMSR is not confined to cultural and constitutional awareness; it extends to religious harmony, linguistic diversity, and socioeconomic inclusivity. The institute is committed to promoting religious harmony by recognizing and respecting the diverse religious beliefs of its community members. Through various events and festivals, PHIMSR fosters a deeper understanding and appreciation of different religious traditions, promoting a spirit of mutual respect and coexistence.

Linguistic diversity is another area where PHIMSR shines. The institution celebrates various cultural festivals and ensures that multiple languages are represented within the community. This approach not only enriches the learning environment but also prepares students to thrive in a globalized world where cross-cultural communication is essential.

Socioeconomic inclusivity is a crucial aspect of PHIMSR’s mission. The institute is dedicated to providing equal opportunities for all students, regardless of their financial background. Through scholarships, financial aid programs, and other support mechanisms, PHIMSR strives to ensure that no student is disadvantaged due to financial constraints. This commitment to socioeconomic diversity helps create a level playing field, enabling all students to achieve their full potential.

In summary, PHIMSR’s inclusive environment is characterized by its celebration of cultural diversity, commitment to constitutional awareness, promotion of religious harmony, embrace of linguistic diversity, and dedication to socioeconomic inclusivity. These elements combine to create a supportive and enriching environment where all members of the community can thrive.

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

Best Practice 1 : Mindful Mentoring – Beyond Teaching Mentoring

PHIMSR's Mindful Mentoring program is an innovative approach to student development that goes beyond traditional teaching. Spearheaded by Dr. Vasudevan Pillai, this program replaces the conventional teacher role with that of a mentor—a figure who guides students not only academically but also in their personal, psychological, emotional, and spiritual growth. The mentor’s role is comprehensive, requiring them to teach, advise, support, inspire, and act as role models, all while working empathetically to shape



future-ready citizens.

Objectives of the Practice: The primary goals of Mindful Mentoring are to:

Foster a conducive environment for students' holistic development.

Prepare students to become responsible corporate citizens with a strong societal awareness.

Identify and address the psychological challenges faced by students.

Equip students with the skills and mindset needed to thrive in the competitive corporate world.

Context: PHIMSR's student body, primarily from rural and semi-urban backgrounds, faces unique challenges, including socio-economic pressures and low self-esteem due to language and cultural barriers. The Mindful Mentoring program is crucial in helping these students overcome these hurdles, develop their latent talents, and build the confidence necessary to compete with graduates from premier institutions across India.

The Practice: Mindful Mentoring at PHIMSR is a structured and continuous process. Mentors and mentees follow a rigorous schedule that includes regular sessions where students engage in self-assessment using tools like SWOT analysis and goal-setting matrices. These sessions are designed to be introspective, allowing students to identify their strengths and areas for improvement. The program also features "Buddy Mentoring," where students support each other, fostering a sense of community and shared growth.

Another key aspect is "Nucleus Mentoring," which focuses on placement preparation. The Training and Placement Officer (TPO) conducts one-on-one sessions with students to understand their challenges in securing internships and final placements. Feedback from industry HRs is used to refine students' skills, making them more competitive in the job market.

Evidence of Success: The success of the Mindful Mentoring program is evident in the significant transformation seen in students from their entry to their graduation. Improved communication skills, resilience, and confidence are hallmarks of this metamorphosis. Students have excelled in intercollegiate competitions, secured placements in top companies, and continue to engage with PHIMSR even after graduation, sharing their experiences and contributing to the development of current students.

Challenges: The primary challenge of the Mindful Mentoring program is time. The intensive nature of the mentoring process makes it difficult to cover all aspects thoroughly within the limited time available. Additionally, the heterogeneity of students and the variability of their challenges require considerable effort from mentors to ensure each student reaches their full potential.

In conclusion, PHIMSR's Mindful Mentoring program is a dynamic and impactful initiative that successfully prepares students to meet the demands of the modern corporate world while fostering personal growth and societal responsibility.

Best Practice 2 : Heartfulness – A Path To Holistic Development

PHIMSR has integrated the Heartfulness meditation practice as part of its holistic development approach

to nurture students' overall well-being and industry readiness. Recognizing the pervasive stress in today's competitive environment, Heartfulness emphasizes the heart as the center of one's being, promoting balance, inner peace, and holistic wellness through practical meditation techniques.

**Objective of the Practice:** Heartfulness meditation aims to enhance students' personal and spiritual development by focusing on five key areas:

**Personal and Emotional Well-being:** Regular meditation reduces anxiety, builds resilience, and fosters emotional stability, helping students perform under pressure.

**Mental Clarity and Focus:** The practice enhances cognitive abilities, aiding in decision-making and task prioritization while promoting mindfulness.

**Self-Discovery and Improvement:** By increasing self-awareness, students gain insights into their strengths and areas for growth, essential for career success and personal development.

**Holistic Health:** Meditation supports overall health by reducing stress-related ailments and encouraging a balanced lifestyle.

**Confidence Building:** Heartfulness improves students' body language and self-assurance, equipping them to face professional and personal challenges confidently.

**The Context of Practice:** In an increasingly competitive world, Heartfulness equips students with the mental endurance needed to balance work and life, overcome challenges, and meet societal expectations. It fosters behavioral traits such as patience, resilience, and a winning mindset, making it easier for students to navigate peer pressure and societal demands.

**Implementation:** PHIMSR conducts regular mentoring and counseling sessions, led by Dr. Nivedita Shreyans, for students and faculty alike. These sessions are personalized, recorded, and structured to address specific challenges. The institute also organizes visits to the Kanha Shantivanam Heartfulness Centre in Hyderabad, reinforcing its commitment to holistic development. A dedicated Heartfulness center on campus further supports this mission, offering resources for both students and faculty. PHIMSR extends its Heartfulness initiatives to the community by conducting sessions for local police officials, underscoring its dedication to social responsibility.

**Evidence of Success:** Students have responded positively, appreciating the modular course structure that accommodates their professional commitments. The program has significantly boosted their confidence, contributing to their success in seminars, conferences, and intercollegiate competitions. Heartfulness has also fostered a scientific temper and a refined approach to problem-solving, as evidenced by students' project reports and research work.

**Challenges:** The primary challenge is the time constraint, as Heartfulness requires regular, long-term practice to be fully effective. Additionally, self-assessment and sustaining motivation among students, who are often preoccupied with academic and extracurricular activities, remain challenging. Continuous feedback, mentoring, and recognition through certificates and awards help maintain student engagement.

In summary, PHIMSR's integration of Heartfulness meditation into its educational framework supports the holistic development of students, equipping them with the emotional, mental, and physical tools

necessary for success in both personal and professional spheres.

File Description	Document
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:**

The distinctiveness of an educational institution is often reflected in the competencies and qualities its students demonstrate when they encounter real-world challenges in corporate and business settings. At Pillai HOC Educational Campus (PHIMSR), this distinctiveness is cultivated through a comprehensive approach to student development aligned with the New Education Policy 2020. This report delves into PHIMSR's integrated educational model, which creates a dynamic and supportive environment conducive to holistic student growth.

#### **Holistic Development Framework**

PHIMSR is committed to the holistic development of its students. The institution's integrated campus environment seamlessly blends academics, extracurricular activities, technological advancements, and community engagement. This holistic approach ensures that every aspect of campus life contributes to the students' overall learning experience. The cohesive nature of the campus fosters resource sharing, thereby creating a supportive and dynamic educational ecosystem.

#### **Career Progression and Resource Sharing**

A key focus at PHIMSR is the career progression of its students. The institution serves postgraduate students from various disciplines, including arts, science, commerce, and engineering. The integrated campus model facilitates comprehensive career planning and progression by leveraging shared human and physical resources across sister institutions. This mutual sharing environment supports not only academic growth but also personal and professional development, benefiting all participants.

#### **Collaborative Learning and Events**

In alignment with the vision of PHIMSR's founder, who emphasized holistic development, the campus promotes collaborative learning through various events. Activities such as Euforia, Shivjayanti, and the annual sports meet provide platforms for students to engage in collaborative problem-solving and critical thinking. These events encourage a positive approach to challenges and stimulate the necessary thought processes for innovative solutions. Sharing human capital across institutions provides students with

diverse perspectives, enriching their cognitive and analytical abilities.

### **Geographic and Demographic Outreach**

PHIMSR caters to the educational needs of students from a broad geographic area, including Khopoli, Alibaug, Uran, Karjat, Pen, and Panvel, covering a periphery of nearly 100 kilometers. The student body mainly consists of individuals from middle-class families and urban and semi-urban backgrounds. The integrated campus model is particularly beneficial for these students, offering them easy access to a wide range of resources in one location. This accessibility is crucial for their educational advancement and personal development.

### **Diverse Student Body and Integration**

The diverse backgrounds of PHIMSR's students contribute to a rich and vibrant campus culture. The integrated campus environment facilitates the blending of these diverse backgrounds, promoting holistic development through shared experiences and mutual learning. This integration is essential for fostering a sense of community and belonging among students, which enhances their overall educational experience.

### **Active Participation and Experiential Learning**

Active student participation in college festivals such as Euphoria is a significant aspect of PHIMSR's educational approach. These festivals encompass a wide range of activities, including creativity, finance, hospitality, and other essential aspects of event management. Participating in these events allows students to apply management theories in practice, enhancing their practical skills. Additionally, these activities help students develop networking and soft skills such as effective communication, multitasking, and a self-starter attitude. Engaging in volunteering and organizing events also fosters critical thinking and problem-solving abilities.

### **Technological Integration**

PHIMSR places a significant emphasis on the integration of technology in its educational model. The institution has equipped its classrooms with the latest technological advancements to enhance the learning experience. This includes the use of smart boards, digital libraries, and online learning platforms, which facilitate a modern and interactive approach to education. By staying abreast of technological trends, PHIMSR ensures that its students are well-prepared for the digital age.

### **Community Engagement and Social Responsibility**

PHIMSR encourages its students to actively participate in community service and social responsibility initiatives. These activities are designed to instill a sense of empathy and civic duty among students. By engaging in community service, students learn the importance of giving back to society and develop a sense of responsibility towards the community. This aspect of education at PHIMSR helps in shaping well-rounded individuals who are not only academically proficient but also socially responsible.

### **Research and Innovation**

Research and innovation form a core component of the educational framework at PHIMSR. The institution encourages students and faculty to engage in research activities and contribute to the body of knowledge in their respective fields. PHIMSR provides the necessary resources and support for research initiatives, including access to research journals, laboratories, and funding opportunities. This focus on research fosters a culture of inquiry and intellectual curiosity, preparing students to contribute to advancements in their fields.

### Student Support Services

PHIMSR provides a range of support services to assist students in their academic and personal development. These services include academic counseling, mental health support, career guidance, and financial aid. By offering these services, PHIMSR ensures that students have access to the necessary resources to overcome challenges and succeed in their academic pursuits.

PHIMSR’s commitment to synergizing its academic environment through holistic development, resource sharing, collaborative learning, and diverse student integration distinguishes it as a unique educational institution. The comprehensive approach adopted by PHIMSR not only prepares students to face real-world challenges with confidence and competence but also nurtures their personal growth and development. As ambassadors of the institution, PHIMSR students embody the values and skills imparted through this integrated and holistic educational model.

In conclusion, PHIMSR’s distinctive approach to education, characterized by its emphasis on holistic development, technological integration, community engagement, research and innovation, and international collaborations, positions it as a leader in the field of higher education. This integrated model ensures that students are well-equipped to meet the demands of the modern world and contribute positively to society.

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Appropriate web in the Institutional website	<a href="#">View Document</a>

## 5. CONCLUSION

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### Additional Information :

**Educational Excellence:** Institute vision focuses on creating globally competitive managers through a curriculum that addresses the evolving needs of the corporate world. The institution emphasizes practical training, industry interaction, and contemporary educational methods. The MMS program is designed to impart comprehensive management knowledge, skills, and leadership capabilities.

**Infrastructure and Facilities:** The institute provides top-notch facilities, including air-conditioned classrooms, a large library, dedicated faculty-student interaction spaces, and a Wi-Fi enabled campus. The campus infrastructure supports continuous innovation in education and research; ensuring students have access to the latest technological advancements.

**Student Life and Activities:** The Institute offers a vibrant student life with various extracurricular activities, guest lectures, seminars, workshops, industrial visits, and cultural festivals. These activities are designed to enhance the overall educational experience and provide students with practical insights and networking opportunities.

**Quality and Standards:** The Institute is committed to maintaining high educational standards through its quality policy, which focuses on providing state-of-the-art education, fostering innovation, and building strong industry linkages. The institute aims to develop socially responsible and ethically grounded professionals who can contribute positively to society and the environment.

The Institute stands out as a forward-thinking institution that integrates rigorous academic programs with practical industry exposure. The Institute focuses on continuous improvement, ethical standards, and environmental responsibility for preparing students to meet the challenges of a dynamic global business environment.

### Concluding Remarks :

The institute demonstrates a robust commitment to curriculum planning and delivery through a structured and documented process, including an academic calendar and continuous internal assessments. Faculty members meticulously prepare lesson plans, and course outcomes are developed using Bloom's taxonomy to ensure comprehensive syllabus coverage. Over the past five years, PHIMSR has introduced various add-on certificate and value-added programs to enhance academic flexibility and professional skills, aligning with industry needs and current trends. The curriculum integrates crucial cross-cutting issues like professional ethics, gender, human values, environment, and sustainability, ensuring holistic student development.

Teaching-learning at the institute employs student-centric methods, including experiential, participative, and problem-solving methodologies, supported by ICT tools like Google Classroom and Microsoft PowerPoint. The institution maintains a high percentage of full-time teachers, ensuring the recruitment of qualified faculty who contribute to the overall academic environment. The evaluation process includes Continuous Internal Evaluation (CIE) and end-semester examinations, with various assessment components ensuring continuous improvement and attainment of learning outcomes.

The institute's dedication to research, innovation, and extension activities is evident through its numerous initiatives, including tree plantation drives, cleanliness campaigns, and health awareness programs. The institution has received funding for research projects and actively encourages faculty and students to engage in research, resulting in numerous publications and conference presentations. Collaboration with government and non-government organizations through MoUs has enhanced the institution's extension activities, earning it several awards.

The institution boasts state-of-the-art infrastructure and learning resources, including ICT-enabled classrooms, spacious computer labs, and a well-equipped library with internet connectivity. Facilities for differently-abled students, such as ramps and elevators, ensure a barrier-free environment. The institution emphasizes the importance of a well-maintained campus, regularly upgrading facilities to meet evolving requirements.

Student support and progression are prioritized, with extensive scholarships and skill enhancement programs focusing on soft skills, language, communication, and ICT skills. The institution provides robust career counseling and placement support, with a significant percentage of students securing employment annually. Active student participation in sports and cultural activities is encouraged, reflecting the institution's commitment to holistic development.

The institute's strengths include its established vision, strong leadership, strategic location, and expansive campus.