



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

VISHNU WAMAN THAKUR CHARITABLE TRUST'S VIVA INSTITUTE OF MANAGEMENT AND RESEARCH

VIVA INSTITUTE OF MANAGEMENT AND RESEARCH - VIVA SCHOOL OF
ARCHITECTURE BUILDING, VIVA TECHNICAL CAMPUS, SHIRGAON VIRAR
EAST, TALUKA VASAI, DISTRICT- PALGHAR 401305

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vivaimr.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Introduction

In Vedas, education is considered as pious and important for society. With the vision of empowering the people of Vasai-Virar region, Shri Hitendra V Thakur has formed the 'Vishnu Waman Charitable Trust' along with 9 other trustees in October 1987. He wants to enroot education from the elementary level; hence, the first educational institute built by the trust was Utkarsh Vidyalaya, a school that was started in 1989-90 with pre-school facilities. Eventually, Utkarsh Junior College, VIVA College of Arts Science and Commerce, Masters of Management Studies (MMS), Engineering College, Polytechnic College etc. were introduced.

The Master Program was started in the year of 2012 as VIVA Institute of Management & Research. From the academic year 2019-21 the intake capacity has been increased from 60 to 90 students.

The institute has seen many first time learners, taking the benefits of higher education. During these years the institute has triumphantly implanted the seed of self-belief among the students and now these students are empowering their families socio-economically.

Institute's various internal college committees are the perfect blend of age-experience & youth –creativity. The rush of young blood in the form of eagerness & modernization along with the patience of erudite has taken it to new heights.

By endeavoring various value-added programs the institute has always crossover the education- industry gap. The proficient team of professors mentors students to enhance their capability. They work most diligently towards synergizing theoretical knowledge and practical skills to promote all round professional competence.

Vision

Vision Statement

“Vision of VIVA IMR is to be world- class facilitator of excellence in Management learning by providing accelerated management education, high quality research and training to suit the demands of the global economy.”

Mission

Mission Statement

VIVA IMR is committed to the mission of creating highly able managers and professionals, who will achieve consistent high levels of work performance, raise their full potential, and thus influence the quality of management in organization they work with.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

VIVA IMR has a team of corporate and academic experienced faculty members who are experts in their respective domains. Faculty members contribute to a high standard of education and mentorship.

- Modern infrastructure and facilities, including well-equipped classrooms, library, and supporting resources. These facilities enhance the overall learning experience of the students.
- The Institute has one of the modern computer labs which have updated software's for all the domains of management.
- The institute has strong corporate linkage with various industries, businesses and corporate houses, facilitating internships, placements, connecting with industry expert to bridge the gap.
- VIVA IMR emphasizes holistic development, focusing on not just academic excellence but also extracurricular activities, sports, and personality development programs to groom well-rounded individuals.
- VIVA IMR has always witnessed High enrolment of students
- Institute provides a conducive academic environment with good green ambiance and clean environment friendly campus.
- At VIVA IMR libraries are equipped with Rich resources and facilities of open e-resources are available on the Internet.
- Institute always has higher emphasis on Research Based Activities, Faculty Development Programs and Conferences.
- Institute has its own publication house and international journal which encourage both faculties and students to strengthen Research. This publication house is open for other institute students and faculties too.
- VIVA IMR provides hundred percent assistance for Placement and Internship activities.
- The Return on Investment of VIVA IMR students is comparatively higher among other management institutes.

Institutional Weakness

- | |
|--|
| <ul style="list-style-type: none">• Distance from railway station is a concern for both faculties and students• Transportation facility is a concern due to limited run of Buses. |
| <ul style="list-style-type: none">• Engagement and Interactions with Alumni is limited and institute is working on the same. |
| <ul style="list-style-type: none">• Institute program fees is governed by Fees Regulation Authority (FRA) due to which it has limited exposure for expansion with own resources. |

Institutional Opportunity

<ul style="list-style-type: none"> • Possibility of becoming the premium management Institute between Borivali – Dahanu belt, as ROI is highest among management institutes. • Scope of increment in intake capacity in existing program
<ul style="list-style-type: none"> • Scope of initiating more academic Programs as per NEP2020. • Institute is looking forward to initiate new programs in collaboration with good B-school nationally and internationally. • More involvement of Alumni in guiding students for Placements and Entrepreneurial Journey • Scope of expanding the Incubation Cell in the Institute. • Possibility of Skill Development Initiatives as per NEP2020. • Scope of undertaking more social responsibilities in Rural region through better social connect
<ul style="list-style-type: none"> • Institute can look forward towards strengthening of remedial Lectures to improve higher attainment levels.
<ul style="list-style-type: none"> • A scope of higher level of Quality placement is visible.

Institutional Challenge

<ul style="list-style-type: none"> • Attracting higher percentage of quality students • Mushrooming growth of MMS institute in the nearby vicinity
<ul style="list-style-type: none"> • Adopting Changing Educational Landscape (NEP)
<ul style="list-style-type: none"> • Due to affiliated college, institute has limited exposure to design and execute updated academic syllabus.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Being a constituents college of University of Mumbai , VIVA IMR adopts the curriculum designed by the Board of Studies. Institute has well placed mechanism to implement the curriculum. The students are admitted through the MAH CET examination . Within the broad framework of the University’s Annual Academic Calendar, VIVA IMR designs its individual detailed Academic Calendar and timetables before the commencement of the session for smooth and effective functioning . The semester-wise time table is prepared so that all the lectures can be conducted uniformly and timely completion of syllabus can be taken care. The IQAC looks into the development related activities and measures the strength and weakness and accordingly advice to conduct seminars/panel discussion etc. On the suggestion of IQAC post analyze of syllabus Institute has imitated certain add-on certification programs. The institute maintain the records of all such programs. Faculties of the institute has been instructed to prepare Teaching Plan of their respective subjects. The institute has also signed MOUs with industries and colleges to help depute students for internship and field visits.

University Representation As a affiliated college the faculties of the institute sets paper for the papers

conducted by University. And apart from that they do assessment and evaluation too.

Curriculum Feedback The feedback is the most vital part of syllabus evaluation. As an affiliated institute college takes the feedback on syllabus from the following stake holders : Students, Alumni, Teachers and Employer and the prepare Action Take Report (ATR) and submit it to the University.

Teaching-learning and Evaluation

VIVA Institute of Management & Research (VIVA IMR) has maintained a consistent and favorable enrolment percentage over the last five years, reflecting the Institution's popularity and appeal among aspiring students. Our transparent and inclusive admission process ensures equal opportunities for all eligible candidates, fostering a diverse and inclusive learning community & upholds the principles of social equity. At the same time, Institute demonstrates a commitment to diversity and inclusivity by consistently filling a significant percentage of seats reserved for various categories, including SC, ST, SBC, VJ, OBC etc as per the applicable reservation policy.

VIVA IMR maintains an optimal student-to-full-time teacher ratio, ensuring that each student receives more personalized attention and guidance from our dedicated faculty members & integrates student-centric teaching methodologies, including experiential learning, participative learning, and problem-solving approaches, complemented by the effective use of Information and Communication Technology (ICT) tools. These strategies enhance the overall learning experience, fostering critical thinking, and preparing students for real-world challenges. Institute boasts a highly qualified faculty, with a significant percentage of full-time teachers holding NET, SET & Ph.D. qualifications, reflecting the Institution's commitment to academic excellence and expertise.

VIVA IMR maintains a transparent mechanism for internal and external assessments, ensuring fairness and accuracy in evaluating student performance & demonstrates a commendable pass percentage of students over the last five years, reflecting the Institution's commitment to academic rigor and student success. Our efficient grievance redressal system, coupled with a time-bound approach, addresses student concerns promptly, fostering a supportive and conducive learning environment for all students. Institute outlines clear Programme Outcomes (POs) and Course Outcomes (COs), which are prominently displayed on the institution's website. Our rigorous evaluation of the attainment of POs and COs reflects our dedication to quality education, ensuring that students achieve the desired learning outcomes and are well-prepared for their professional careers.

Institute conducts regular feedback surveys to assess the effectiveness of the teaching-learning process. This feedback mechanism allows us to identify areas for improvement and tailor our educational practices to meet the evolving needs of our student community, ensuring a positive and enriching learning experience for all.

Research, Innovations and Extension

Research and Innovation:-The institution has demonstrated a strong commitment to research conferences/ FDP , Patents, Copyrights etc. Establishment of publication house named “VIVA IMR Publication House” which publishes various Journals, Books and Proceedings etc. within the institution reflects its commitment to advancing knowledge dissemination as a means to foster intellectual exchange, collaboration, and innovation.

-Extension Activities:-Extension activities are an essential part of community engagement and play a crucial role in the holistic development of students. Some areas in which institute has shown active participation are Health and Safety Initiatives, Books Donation, annual Newspaper Subscriptions, Clean up Drive campaigns, Road Safety and Responsible Driving Awareness campaigns, No Honking Campaigns, Tree planting initiatives etc.

Awards and Recognition:-•VIVA IMR has also received Community Leader Award for participation in MAHAWALKATHON 2018 & 19 on behalf of Maharashtra Motor Vehicle Department, CASI Global and CSR Diary

Apart from this there are various MOUs and Collaborations.

Infrastructure and Learning Resources

VIVA IMR provides adequate Physical facilities to support teaching learning and research. The institution has state of the art infrastructure facilities spread over 2084.08 sq. meters.

Major highlights are:

6 ICT enabled Classrooms – with projectors.

Subscription to E-journals in library.

College Campus is Divyangjan compliant.

01 Seminar Hall having 110-Seating capacity, Gymkhana, Gymnasium, Canteen, Parking lot for 02-04 wheelers for students and staff.

High Speed Internet with > 100 Mbps speed.

The entire campus is Wi-Fi enabled.

Ladies common room with 2 beds are available.

Provision for separate Boys room is provided within the campus.

Counsellor's on call is available.

Reading Room and Reading Area for study hours with browsing center for students.

30 Desktop is provided in computer lab.

10 desktop is provided in library.

Library has over 11000 books.

As per the management institute more emphasis is given for case studies related books.

Annual subscription of Harvard Business Review is done on periodical basis.

Play Ground with Football Field, Badminton Court and Cricket Pitch. Activity Areas for Students.

Solar powered lights and mobile chargers

Student Support and Progression

VIVA IMR always focus on all around and holistic development of students by giving them the opportunity to participate in various cultural, social and sports events other than the academics, co-curriculum activities. The Institute has always supported students in whatever way possible to the extent it can, in terms of value based education and necessary educational development. Right from the point of admission by the way of providing scholarships and after passing out of Institute by helping them in getting new jobs through sharing the opportunities in the alumni groups.

The students not only participate in such events but also given the opportunity to host the events by being in the administration committee along with the faculties and for that Institute itself organizes many different events. The Institute has formed different committees like cultural committee, sports committee, placement committee, Industrial committee etc. aiming to provide platform to the students to harness and showcase their creative skills in an integrated manner. Over last five years, students have participated in many activities like guest speaker series, conclaves, panel discussions, conferences, paper presentations, cultural and sports events, internship competitions etc.

The students are given opportunities to attend seminars and workshops, talks of eminent personalities conducted by other Institutes, corporates based on merit and on rotational basis so as to give everyone the chance. Hitaishi is the campus event organized by and for the VIVA students that enriches the student community. Apart from this, the institute organize many and variety of events like Vichar manathan, Vishleshan, SIP competition, conclaves, panel discussions which not only nurture our students but also the students of other Institutes across Mumbai and state. The students participate in number of co-curriculum activities and social activities like yoga, tree plantation, walkathon, supporting the needy people and institutions etc. Such kind of engagement and facilitates ensure overall grooming of students, boosting their confidence. VIVA IMR also practices mentoring system where set of students are been assigned to faculties and the faculty guide, mentor the students whenever required, many times also pertaining to personal problems too.

Governance, Leadership and Management

Governance, Leadership and Management - Quality education at affordable costs is the objective of the trust. The trust believes in upgrading all its stakeholders. For effective implementation of its vision and mission the institution has laid down standard operating procedures(SOP) & perspective plan and vital mandatory committees.

The College Development Committee looks into the overall development of institution, hence the representation of all stakeholders is visible. The Internal Quality Assurance Cell (IQAC) serves as a executive wing, which looks into the overall institutional function. The institute organogram represents the hierarchal process of the organization.

Meetings for all the committees are taken on required basis by the head of the committee. The agenda is prior given to all the members so that they can put their valuable opinions in front of the chair, which showcase the democratic approach of the management.

IQAC after consideration with the mandatory committees try to incorporate the valuable inputs. It also conducts seminars, workshops, conferences for teaching, non-teaching and students. For better administrative functioning college utilize the benefits of Enterprise Resource Planning (ERP). For both teaching and non-teaching staff leave provision is made under its leave policy. Institute has a deep understanding of it social responsibility, hence it conducts various CSR activities and had signed Memorandum of Understanding (MoU) with NGO's.

Institutional Values and Best Practices

VIVA Institute of Management & Research has demonstrated a strong commitment to promoting gender equity and celebrating national and international commemorative days, events, and festivals. The institution has organized guest sessions focusing on leadership, work-life balance, economic scenarios, and job search strategies to empower individuals, particularly women, in their careers. Notably, the institute actively celebrates International Women's Day and collaborates annually with a Gender Equality Activist, fostering discussions on gender-related issues.

In the realm of sustainability, VIVA Institute embraces alternative energy sources, integrating solar power into classrooms. The institution adopts eco-friendly practices in waste management, with a specialized sink tank in the canteen for environmentally friendly food decomposition. Rainwater harvesting, a green campus with diverse trees, and disabled-friendly infrastructure further showcase their commitment to a sustainable and inclusive environment.

Regular quality audits validate the institution's environmental and energy initiatives, including Green and Energy Audits. Tree plantation activities within the campus and pollution control awareness drives beyond the campus.

In creating an inclusive environment, the institution conducts gender sensitizing sessions, celebrates cultural days, and actively engages in cultural and social activities. The "Hitashi Fest" serves as a platform for students to showcase their talents, irrespective of cultural backgrounds. VIVA Institute sensitizes its community to constitutional obligations, instilling values, rights, duties, and responsibilities in students and employees, contributing to responsible citizenship.

The institution has implemented two commendable best practices, "Strategic Campus Engagement" and "VIVA IMR's Holistic Research Ecosystem." The former aims to empower students for corporate success through industry connections, guest sessions, and skill development, bridging the gap between academia and industry. The latter establishes a robust research culture, emphasizing conferences, faculty development, publications, and student research, enhancing the institution's reputation in research excellence.

VIVA Institute's distinctive performance lies in its commitment to holistic student development. The institution prioritizes MMS Program Awareness, CET Training & Admission, Industry Guest Sessions & Entrepreneurship Talks, Student Development Activities, Competition & Certification Courses, Study Visit & Industrial Visit, Campus Placement, and Alumni Engagement. This comprehensive approach reflects VIVA Institute's dedication to providing a well-rounded and enriching educational experience for its students.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	Vishnu Waman Thakur Charitable Trust's VIVA Institute of Management and Research
Address	VIVA Institute of Management and Research - Viva School of Architecture Building, Viva Technical Campus, Shirgaon Virar East, TALUKA VASAI, District- PALGHAR 401305
City	VIRAR
State	Maharashtra
Pin	401305
Website	vivaimr.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	Hiresh Shankarlal Luhar	091-7770002544	9321754320	9122-391672 94	iqac@vivaimr.org
IQAC / CIQA coordinator	ARTI SHARMA	091-9766028566	9322604897	9122-391672 94	naac@vivaimr.org

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details				
State	University name	Document		
Maharashtra	University of Mumbai	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC				
12B of UGC				
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	29-06-2023	12	Regular extension taken every year from AICTE

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	VIVA Institute of Management and Research - Viva School of Architecture Building, Viva Technical Campus, Shirgaon Virar East, TALUKA VASAI, District-PALGHAR 401305	Urban	0.5	2084.08

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	graduate	English	90	84

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	2				2				5			
Recruited	1	0	0	1	0	0	0	0	1	1	0	2
Yet to Recruit	1				2				3			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				6			
Recruited	0	0	0	0	0	0	0	0	4	2	0	6
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				6
Recruited	3	3	0	6
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	0	0	2	1	0	4
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	3	2	0	5
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	1		1		2

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
PG	Male	113	5	0	0	118
	Female	62	4	0	0	66
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	9	7	10	13
	Female	5	7	8	7
	Others	0	0	0	0
ST	Male	2	2	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	10	12	11	3
	Female	8	7	8	5
	Others	0	0	0	0
General	Male	89	91	76	61
	Female	50	56	51	38
	Others	0	0	0	0
Others	Male	8	6	2	4
	Female	3	2	2	2
	Others	0	0	0	0
Total		184	190	168	133

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>The motto of the New education policy is 3E's. stands for Educate, Encourage and Enlighten. The main emphasis of the new policy is on the development of creative potential of everyone. At VIVA Institute of Management and Research (VIVA IMR) not only the focus is on the development of the cognitive capacities such as critical thinking and problem solving – we also take the responsibilities of inculcating the right balance of social, ethical and emotional capacities in our students. The institute offers only 1 program i.e. Masters of Management Studies (MMS). To bridge the gap between academics and industries requirement, the institute has initiated few add-on certification course which</p>
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	<p>foster the skills of students, such as Advance Excel, Financial Analytics, Search Engine Optimization and Digital Marketing. The staff undertake the research projects, and patent related work. The Institute has signed MoU's with following colleges :Sahyadri Shiksan Seva Mandal's Arts and Commerce College Juchandra, A E Kalsekar College of Arts & Commerce Nallasopara, Clara's College of Commerce through which multidisciplinary programs can be introduced for compliance with NEP guidelines.</p>
2. Academic bank of credits (ABC):	<p>VIVA Institute of Management and Research is a affiliated college under University of Mumbai and registered under UGC's Academic Bank of Credits. All students of the institute are registered themselves and generated unique ABC id. The college has appointed a Nodal Officer for coordination. The institute has collaboration with both academic and non-academic organization. Institute has planned to keep the record of student's credit owing to completion of add-on/skilled course also.</p>
3. Skill development:	<p>At VIVA IMR the primary emphasis is on the skill enhancement of staffs and students as well. It is believed that a success of an institute depends on skills owned by the staff and further how it has helped in the transformation of students. For the enhancement of skills of teaching faculty, institute organize Faculty Development Programs (FDP) based on research. Institute has its own journals and publication house through which faculties can publish their papers. Non-teaching staffs are the backbone of the institute, hence for their skill upgradation institute organize FDPs. And for our young aspirants (students) institute conducts panel discussion which includes experts from industries. To improve soft skills, a yearly case study competition 'VISHLESHAN' is conducted. The institute has initiated "VISIHIT" a voluntary club which focus on the soft skill development related activities.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>At present, medium of instruction for all the courses is English as per guidelines of the University of Mumbai. We are using Marathi / Hindi language as and when required as per the level of students.</p>
5. Focus on Outcome based education (OBE):	<p>Post, Program attainment levels were calculated, IQAC and Examination Committee recommends</p>

	integrating of Bloom Taxonomy in Examination Pattern. The Institute regularly takes the feedback of its Stakeholders. And based on the feedback Action Taken Report (ATR) is prepared with experts and further POs and COs are modified to increase the attainment level. Much of the emphasis is given on Student-centric teaching and learning methodology for better outcome based education.
6. Distance education/online education:	Faculty members have completed online courses on platforms such as NPTEL, Swayam and AICTE UHV certification.. The students are also encouraged to do online courses and get certification.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	As per the government circular, the Electoral Literacy Club was set up in the college. This college conducts electoral activities program regularly with the incoming students who are eligible voters.
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, faculty coordinator and student coordinator are appointed by the College. The club is functional. Yes, its representatives are in character.
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 conducts constitutional activities to educate students and staff like Mass Reading of the Preamble of the Constitution of India, 'Celebration of constitutional day' and 'Celebration of youth day'.
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.	Activities conducted: 1. Celebration of Constitution day: 26/11/2022 and 26/11/2018. 2. Celebration of Youth day: 12/01/2023,12/01/2022, 12/01/2020, 12/01/2018. 3. Unity run and Pledge:31/10/2022.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by	Activities conducted: 1. Celebration of Constitution day: 26/11/2022 and 26/11/2018.

ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	
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Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
184	190	168	133	119

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

2 Teachers

2.1

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

Response: 12

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	8	6	6	7

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
36.47	27.39	19.21	38.01	29.31

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

VIVA Institute of Management and Research (VIVA IMR) offers two-year full time MMS Programme. This MMS programme is approved by AICTE, New Delhi and Affiliated to University of Mumbai. As VIVA IMR is an affiliated institute, we follow the restructured & revised syllabus under credit-based semester and grading system prescribed by the affiliating University. Under this programme, we offer specialization in Finance, Marketing, Human Resource Management and Operations. The institute has the well planned mechanism and framework for curriculum delivery and documentation. All the documents are documented as per the procedure and policies. The delivery of curriculum is periodically monitored and necessary action/ measure are taken for further improvement. The lectures are delivered as per the teaching plan approved by the director.

The Institute has taken following initiatives for systematic deployment and monitoring of the effective curriculum delivery:

- The IQAC monitored all the activities
- The Master Time-Table is prepared and displayed on Notice Board.
- Induction Programme is conducted for the FYMMS students.
- Defaulter list is displayed for those students who does not have 75% attendance.
- For better evaluation of students Internal Assessment Exams are conducted.
- Institute builds a strong connect with Industry, through inviting industrial personality as a Resource Person to bridge the gap in the form of conducting case study competition, project competition and various panel discussion to enrich the knowledge of students.
- It conduct special sessions for soft skills development of students.

Response:

Before the commencement of the academic year, the Institution prepares and publishes the 'Academic Calendar' containing the significance information about teaching learning schedule, various events to be organized, holidays, dates of internal and semester examinations etc. The preparation of the academic calendar is done so that the teachers should know about all the futures activities to be conducted by institutions as a continuous internal evaluation process and it is displayed in the college website and in Notice Board.

The Process of Internal Evaluation is implemented in following ways:

Teacher: Every teacher is assigned the subjects to be taught in the academic year. The teachers prepare the teaching plan and methodology for the internal evaluation in consultation with the head of the department. Through the regular contact with students, teachers are able to identify the both advanced learners and slow learners and plan the further action accordingly.

Director: the coordinator compiles the academic calendar given by the teachers and monitor that, there is no overlapping of activities and continuous internal evaluation process is undertaken as per university level.

IQAC: The IQAC compiles the inputs received from the various departments and takes the follow up of various activities and its progress in its meetings. It also provides the suggestions to various departments for its Internal Evaluation. The CIE is prepared by the Examination Committee; the Conveyors of the committee monitors the conduct. Post exams the result analysis is provided to IQAC.

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

1.2 Academic Flexibility

1.2.1

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

Response: 31

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

1.2.2

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

Response: 60.08

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	152	87	77	150

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

To develop multi-faceted personalities, VIVA IMR undertakes efforts to integrate various issues such as Professional Ethics, Gender, Human Values, Environment & Sustainability into the curriculum.

Professional Ethics: As far as professional ethics are concerned, sessions are also conducted by external experts to inculcate ethical practices in business and life. Also, certain faculty members conduct sessions specifically on ethics. Also, various other facets of professional ethics are taught to the students in the courses such as Labour Law, Entrepreneurship Management Organizational Behaviour & International Business.

Gender: When it comes to gender equality and Women empowerment, the Women’s Cell of VIVA IMR conducts various Women specific activities. Semester 1 – Organizational Behaviour certain gender specific issues such as Prevention of Sexual Harassment are discussed and students are enlightened about the same. The institute organize a special session on Women’s Day, by showcasing the achievements of women entrepreneurs. In Semester – III under International Business focus on Freedom house reports and emphasis is given on Hofstede Cultural Model in which Masculinity and Femininity part is taken. Apart from that Human Development Index (HDI) value is also taught to give students the current trend in India and across the world.

Human Values: VIVA IMR undertakes several activities where it emphasis on understanding and importance of human values. A blend of traditional text with case studies and conference are conducted regularly to inculcate such values among students. Students are asked to make various presentations such as impact of frauds on the economy, scams and frauds in India etc. All the faculty members of the institute has successfully completed “Universal Human Value Program” conducted by AICTE.

Environment & Sustainability: VIVA IMR as prescribed by University of Mumbai (MU), in Semester III teaches Strategic Management, under which it emphasis on the environmental issue and how to focus on sustainability production. The institute celebrates Earth Day on April 22nd , a special session is arranged for all the students. During which YouTube videos are shown and lectures on how small and necessary steps can be taken in our daily life to protect Mother Earth.

To ensure students put in practice the various cross- cutting issues towards various strata of the society, the extension committee and community-oriented programs are organized for the students such as. tree plantation, best out waste management, rallies in support of road safety was initiated in collaboration with CASI Global and Local RTO, and institute has conducted session on energy conservation too. . The institute is dedicated to its core value of Social **Consciousness**, under this it has initiate to provide support those NGO’s associated to uplift under privileged boys and girls.

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

1.3.2

Percentage of students undertaking project work/field work/ internships (Data for the latest

completed academic year)

Response: 48.91

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

Response: 90

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

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 94.52

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

2022-23	2021-22	2020-21	2019-20	2018-19
84	90	90	73	60

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
90	90	90	90	60

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: 56.85

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

2022-23	2021-22	2020-21	2019-20	2018-19
21	20	17	17	08

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

2022-23	2021-22	2020-21	2019-20	2018-19
30	30	29	34	23

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 20.44

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:

VIVA Institute of Management & Research (VIVA IMR) is strongly believing student-centric learning processes- which is an educational approach that places students at the center of the learning experience. Rather than focusing on the teacher as the primary source of knowledge, student-centric learning emphasizes student engagement, critical thinking, and self-directed learning.

Experiential learning engages students in the learning process and provides opportunities for them to actively explore and experiment with new concepts and ideas. This approach promotes deep learning and helps students develop critical thinking skills, problem-solving abilities, and a sense of ownership and responsibility for their own learning.

In addition to experiential learning, other methods of student-centric learning such as project-based learning & personalized learning are followed.

Participative learning is an educational approach that encourages active involvement of students in the learning process. Students are assigned with case studies, presentations, newspaper reading, role plays, field study visits, live assignments etc.

Case studies provide a realistic scenario that allows students to apply their knowledge and skills to solve real-life problems. It encourages critical thinking, problem-solving, and decision-making skills.

Presentations, newspapers, and other multimedia resources are an excellent way to present information in an engaging and interactive way.

Role plays and field study visits offer practical, hands-on experiences that help students understand complex concepts and theories in a real-world context. It also encourages students to work collaboratively, communicate effectively, and develop leadership skills.

Live assignments require students to apply their knowledge in real-time and receive feedback on their performance, which can help them identify areas for improvement.

Enhanced learning experience using ICT (Information and Communication Technology) tools: At VIVA IMR, students are provided with ample use of various ITC Tools. Below are ICT tools that enhance the learning experience at VIVA IMR.

- 1.E-learning platforms: E-learning platforms such as SWAYAM, NDLI (National Digital Library of India), offer a range of resources such as multimedia content, quizzes, interactive activities, and discussion forums, which facilitate student-centered and collaborative learning.**

2.LCD projectors and AV (Audio-Visual) rooms: All classrooms are equipped with HD quality LCD projectors & high quality sound system, which are common tools used in education for delivering visual and interactive presentations. These tools are beneficial for students as well as faculties as they can be used to enhance classroom engagement and help students better understand complex concepts. Additionally, AV rooms provide a versatile space for various types of presentations, workshops, and meetings.

3.Multimedia resources: Multimedia resources such as videos, podcasts, and infographics are an effective way to present information in a visually engaging and memorable way. These resources can help learners to understand complex concepts and retain information more effectively.

4.Collaboration tools: ICT tools such as video conferencing, instant messaging, and collaborative workspaces facilitate communication and collaboration between learners and educators, regardless of their geographical location.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	8	6	6	7

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

2.4.2

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

Response: 44.44

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

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

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms**2.5.1**

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

Response:

VIVA Institute of Management & Research (VIVA IMR) places a paramount focus on ensuring transparency in the mechanism of both Internal and External Assessments to evaluate the academic performance of the learners. This commitment is complemented by an efficient grievance redressal system that operates within defined timelines. These elements collectively contribute to fostering an environment of accountability, fairness, and continuous improvement within the institution.

Transparent Mechanism of Assessment:

The assessment process is designed with a transparent framework that aligns with the academic and required quality standards. Faculty members undergo regular training sessions to enhance their understanding of assessment methodologies, ensuring uniformity and fairness in grading. Clear and comprehensive guidelines are provided to both faculty and students, outlining the assessment criteria, evaluation methods, and grading systems.

This ensures that the evaluation is not only fair but also relevant to real-world applications. The criteria for external assessment are communicated clearly, and the Institution maintains an open line of communication with all stakeholders to address any queries or concerns.

Masking of Answer Sheets:

The primary objective of masking answer sheets is to anonymize the identity of the students to maintain objectivity and fairness during the evaluation process. By concealing the personal information of the students, such as names, roll numbers, or any identifying details, the evaluators are prevented from being influenced by any preconceived notions or biases. The evaluators, in this case, are unaware of the identity of the students whose papers they are assessing. This step is crucial in eliminating any unconscious biases that might arise if the evaluator is familiar with the student or has any personal knowledge about them.

Efficient Grievance Redressal System:

Recognizing the importance of an efficient grievance redressal system, our institution has established a well-defined process to address concerns promptly. A designated Grievance Redressal Cell (GRC) operates independently to handle complaints related to assessments. The GRC is comprised of unbiased members who have no direct involvement in the issue at hand, ensuring impartiality in the resolution process.

Students and faculty members are provided with a user-friendly platform to submit grievances, and the institution encourages open communication to resolve issues at the earliest stage possible. The timeline for addressing grievances is clearly defined, with regular updates provided to the concerned parties on the status of their complaints. Continuous Improvement:

The transparent mechanism of assessment and an efficient grievance redressal system are integral components of our Institution's commitment to continuous improvement. Feedback received

through the grievance redressal process is analyzed to identify systemic issues and implement corrective measures. This iterative approach ensures that the assessment process evolves in response to the changing needs of students and the academic landscape.

In conclusion, VIVA IMR reflects a holistic commitment to transparency in assessment mechanisms and the establishment of an efficient grievance redressal system. By maintaining clear communication channels & addressing concerns in a timely manner, we aim to create an academic environment that fosters trust, integrity, and continuous enhancement of quality standards.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

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

Programme Outcomes (POs) and Course Outcomes (COs) are an integral part of any academic programme.

POs define the skills, knowledge, and abilities that students are expected to acquire by the time they complete their academic programme.

COs, on the other hand, are specific to individual courses and describe the knowledge and skills that students are expected to gain from each course.

The importance of POs and COs cannot be overstated. Based on the performance of a learner in every course, the attainment level of the PO's is thoroughly evaluated. If a particular course is not attaining the predefined PO levels, then the required remedial actions are taken.

Firstly, they provide a framework for the development of curriculum and course materials. By setting clear goals and objectives for the programme and individual courses, the system can design courses that

align with the intended learning outcomes. This ensures that the programme is structured in a way that facilitates the acquisition of essential knowledge and skills by the students.

Secondly, POs and COs help students understand what is expected of them in terms of learning outcomes. By clearly stating what they are expected to learn, students can better focus their efforts and energies towards achieving these learning outcomes. This helps students to be more efficient in their learning process and helps them to monitor their own progress.

Thirdly, POs and COs facilitate the evaluation of the learning outcomes of the students. By defining what students should be able to do at the end of the course, it becomes easier to assess their learning outcomes. This helps in evaluating the effectiveness of the programme and individual courses, identifying areas for improvement, and implementing changes to improve learning outcomes.

All courses offered by the Institute have clearly defined COs, and are displayed on the Institute's website. The POs and COs are developed in consultation with all stakeholders, including faculty, students, industry experts, and other relevant stakeholders. They are periodically reviewed and revised to ensure that they remain relevant and up-to-date.

The evaluation of POs and COs is a continuous process throughout the programme. This helps in identifying areas where students are struggling and provides opportunities for faculty to provide additional support to these students. It also helps in identifying areas where the individual courses can be improved.

Concluding Remark: The development and evaluation of POs and COs are essential for ensuring that students receive quality education and for evaluating their learning outcomes. All courses offered by the institution have clearly defined POs and COs, which are displayed on the Institute's website. The attainment of POs and COs are evaluated regularly using appropriate assessment methods. This helps in identifying areas where students are struggling, and where the contents of the courses can be improved.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Evaluation and attainment of Programme Outcomes (POs) and Course Outcomes (COs) are crucial aspects of ensuring the effectiveness and relevance of any academic program. Evaluation and attainment help to determine whether the intended learning outcomes are being achieved by students, and provide

feedback to instructors and curriculum developers on areas that need improvement.

Evaluation and attainment of POs and COs also provide feedback on the effectiveness of teaching strategies and methods. If a large number of students fail to attain the intended learning outcomes, it may suggest that the instructional methods are not effective in facilitating learning. Instructors can then modify their teaching strategies to better align with the intended learning outcomes and improve students' performance.

Furthermore, the evaluation and attainment of POs and COs can also be used as an indicator of the overall effectiveness of the academic program. If a significant number of students achieve the intended learning outcomes, it can be inferred that the program is meeting its objectives, and the learning outcomes are being attained. This, in turn, can help to improve the program's reputation and attract more students to enroll.

Evaluation of POs and COs involves the assessment of student performance against the defined learning objectives. This evaluation process is carried out by the Institute through exams, projects, presentations, case studies and assignments. The assessment methods are designed to align with the intended learning outcomes and provide clear evidence of students' understanding and mastery of the course material.

Exams: It is ensured by the Exam Committee that the understanding of the course and its outcomes are continuously monitored by a transparent and clearly defined exam mechanism. Mid-Term Tests & Semester End Exams are conducted based on the guidelines laid down by University of Mumbai.

Projects: Industry oriented projects on various concepts involved in a course are assigned to students, so that they should explore and learn a course by discussing & analyzing various aspects of certain organizations.

Presentations: Individual & group presentations are assigned to learners for their skill developments & gather more information about a course.

Case Studies: Real life situations of various industries & organizations regarding a course are studied & analyzed by students by discussing case studies.

Assignments: Home assignments as well as live assignments are assigned to students to understand various concepts of a course in a better way.

As continuous monitoring and evaluation of POs and COs are important to ensure that the learning outcomes are being achieved, and to identify areas for improvement. Instructors and curriculum developers can use the feedback obtained from the evaluation process to revise the course materials and assessment methods to better align with the learning objectives.

Action Taken: After thoroughly evaluating through a proper mechanism, if it is observed that the performance of a particular student regarding a course is not up-to-the mark, a mentor-mentee mechanism is developed by the Institute to precisely monitor & improve the performance of a student in various courses of the programme.

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

2.6.3

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

Response: 97.65

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

2022-23	2021-22	2020-21	2019-20	2018-19
87	95	74	60	58

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

2022-23	2021-22	2020-21	2019-20	2018-19
95	95	74	60	59

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.95

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0.3	0

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

Research mindset motivates creative skills and problem-solving techniques amongst the students and Faculties as constant assistance is given to them. However, students and teachers are constantly upgrading the quality of research, through participation in various conferences and conclaves which strengthens the innovation based ecosystem. Few initiatives taken under VIVA IMR are

To counsel and guide students and help them to engage in start-ups and entrepreneurial ventures.

- **Establish Function Ecosystem for Scouting Ideas and Pre-incubation of Ideas**
- **Develop better Cognitive Ability amongst Students through quality research paper writing and Publications, Cases study competition etc.**

Institute Inspire, motivate, and assist students in developing ideas for their personal growth and helping them to become industry ready with the best skills through many brainstorming sessions on case study and Guest sessions helping the students to untapped their potential.

Student Entrepreneurs: - Lots of emphasis is given to encourage and motivate students to begin their career with any new startup and institute extends full cooperation by every means.

Visits like field visits and industrial visits are arranged for students where they have real time learning.

To enhance the Research mindset we give opportunities to students and Faculties to write and publish their own creative and researched related articles through our own “VIVA IMR Publication House”. We also conduct Guest sessions on innovation and creativity based knowledge sharing sessions.

Some of the sessions arranged to highlight on creativity and innovations were

1. **Problem Solving & Idea Creation**, conducted by Dr. Nitin Kareer, IAS Officer – Government of Maharashtra, Students get real time exposure on being more practical.
2. **Students learn a deeper understanding of the patent application process and the tools and strategies needed to protect their intellectual property rights** a session conducted by Ms. Suvarna Pandey on April 14, 2023
3. **On Thursday, 27th April 2023, Dr. Navsin Mistry, an Assistant Professor at MCM College, delivered a guest lecture on Entrepreneurial Skills. The lecture aimed to educate and inspire the audience about the essential skills needed to succeed in entrepreneurship.**
4. **As an institute, we took our students on a one-day industrial visit on 14/11/22 in Amul (Palghar) to identify problems where they received information about implementing and improving existing processes.**

Workshop on Entrepreneurship Skill, Attitude and Behavior Development on 28/01/2023, was conducted by Mr. Hiten Rana, Managing Director – SS&C GlobeOp Pvt. Ltd.

As an institute, we took our students on a One-day Pre-Incubation Center visit to Arthayan, Mumbai. This enlightens our students on understanding various nuances of business from idea development stage to actual start of project.

Dr. Luhar was allotted with Minor Research Project from the University of Mumbai

The Number of Patents filed by the faculties from the department are also gradually rising.

VIVA IMR has also purchased anti-plagiarism software to keep a check on regular practices of copying other contributions.

Thus the institute through its well-coordinated efforts balances the infrastructure and trained human resources requirements.

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

3.2.2

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

Response: 47

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

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

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

3.3 Research Publications and Awards

3.3.1

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

Response: 5.08

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	18	13	14	4

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

3.3.2

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

Response: 6

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

2022-23	2021-22	2020-21	2019-20	2018-19
36	32	1	1	2

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

3.4 Extension Activities

3.4.1

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

Response:

Extension activities are an essential part of community engagement and play a crucial role in the holistic development of students. Here are some example:

1. Health and Safety Initiatives

Students participated in general health related Awareness Program in the nearby community to share knowledge about health, hygiene, Importance of discipline life.

Impact: These activities contribute to improved health and safety awareness in the community, leading to healthier lifestyles.

1. Books Donation

Under Joy of being responsible, every year a campaign was raised through which voluntarily funds were collected from all Students and staff and based on it a book donation campaign was conducted for school students.

Impact: Book distribution initiatives enhance access to educational resources, promote literacy, and inspire a love for reading among children in the community and hence overall promoting education.

1. Annual Newspaper Subscriptions:

Under Joy of being responsible, every year a campaign was raised through which funds were voluntarily collected from all Students and staff which was used for helping school students to encourage reading newspapers by giving them annual subscription.

Impact: Newspaper subscriptions helped to acquire wide range of information, and promote critical thinking skills among students as well as bridging the information gap.

1. Clean up Drive campaigns:

Students participated in clean-up drive under Swachh Bharat Abhiyan' initiative of Government of India. in association with NGO's where they clean the nearby community and raised an awareness about the importance of maintaining a clean environment.

Impact: Clean drives contribute to a cleaner and healthier environment, instill a sense of responsibility towards clean environment.

1. Road Safety and Responsible Driving Awareness campaigns:

Students raise awareness through rally educating community members about road safety rules, traffic regulations, responsible driving behaviors and maintaining road safety.

Impact: These activities promote road safety, reduce the number of accidents, and enhance community members' understanding of responsible driving, ensuring safer streets for everyone.

1.No Honking Campaigns

Students conduct awareness campaigns to sensitize the community about the harmful effects of excessive honking by rally and displaying hoardings and banners to generate awareness and encourage drivers to adopt a more peaceful and considerate approach on the road.

Impact: No honking campaigns create a quieter and less stressful environment, reduce noise pollution, and promote a more harmonious coexistence within the community.

1. Tree planting initiatives

Students planted trees in the neighboring community and raised awareness about the benefits of trees and instill a sense of environmental responsibility among students.

Impact: Green tree plantation activities contribute to a greener and more sustainable neighborhood, improve air quality, provide shade, and enhance biodiversity.

1.Azadi Ka Amrit Mahotsav

75th Anniversary of Indian Independence was an event celebrated in India. The government of India started a campaign Har Ghar Tiranga under the auspices of 'Azadi Ka Amrit Mahotsav' to endorse people to bring the flag and hoist.

Impact: - It has likely made a positive impact and have contributed to the holistic development of students and created a positive change in the neighborhood community

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

3.4.2

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

Response:

Director, Teaching & Non-Teaching staff and Students has received Community Leader Award for participation in MAHAWALKATHON 2019 on behalf of Government of Maharashtra, Public Works Department, Maharashtra, CASI Global and CSR Diary MMVD (Maharashtra Motor Vehicle Department) on 30 Nov, 2019 at Y B Chavan Auditorium, Rangaswar Hall for Road Safety, No Honking and Responsible Driving.

The Maha Walkathon was a huge success and was only possible due to the strong support of over 7 lac participants at 1053 different simultaneous locations across Maharashtra. Maha Walkathon at all locations Was started at 8am sharp on 30 Nov 2019. Director, Dr. Hiresh Luhar Received “Community Leader Award” for the contribution in a Road Safety CSR event organized by CASI Global, RTO- Maharashtra & Government of Maharashtra on 22nd March 2019.

Prof Arti Sharma from HR Department also participated in the extension activity that is Mahawalkthon and received a Community Leader Award. Prof. Lalit Patil was awarded with Community Leader Award for the contribution in a Road Safety CSR event organized by CASI Global, RTO- Maharashtra & Government of Maharashtra.

Apart from these, Tushar Dhule, Non-Teaching Staff member also participated and was awarded certificate for participation in Mahawalkthon 2019. Students like Gaurav Agarwal, Mayur Bendre, Sheetal Bhande, Dattatrey Bhandvalkar, Shiv Desai also contributed and were appreciated for their contributions.

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

3.4.3

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

Response: 43

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	7	6	4	17

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.5 Collaboration**3.5.1**

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

Response: 8

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

To ensure improved and quality infrastructure facilities, the institution has moved into a newly owned building in the current academic year for the holistic development of the students.

Presently, the institution has 3268.52 sq. mt. of built-up area housed in two floors of a 7-storey building.

Focusing on the holistic development of students, the institution offers the following infrastructure for Curricular, Co-Curricular and Extra-curricular activities.

1. For curricular Activities

1. Classrooms

There are a total of 7 classrooms that are well-ventilated and equipped with Projectors, Podiums, Fans, New Benches, Soft boards, and Whiteboards. The plan and location of the building ensure natural sunlight and fresh air throughout the year.

1. Computer Centres

There are two computer centers with ample infrastructure for the integration of new-age teaching and learning methods for the students.

1. Library

A spacious and fully automated library is available in the college. It is equipped with free and paid e-resources through a digital library platform. A semi-reading area facility is also

provided to encourage students for peer-to-peer learning.

1. For Co-Curricular and Extra-Curricular Activities.

1. Cultural Activities

Various Cultural activities are organized in the 110-seater auditorium with state-of-the-art facilities and a closed quadrangle area for periodic activities of clubs and committees.

1. Gymkhana

The institute possesses a gymkhana having indoor games like Carrom board, table tennis and chess.

1. Yoga Centre

The Quadrangle area is also used as a yoga centre to ensure the physical and mental fitness of staff and students.

1. Sports Activities

The campus consists of open area of 5263.81 sq m for conducting outdoor sports activities.

1. Incubation Centre

The institute has its incubation centre, which is being managed by the Institute Innovation Club to encourage entrepreneurship activities in the students.

1. For Research

1. Research Cell

The institute’s research cell is well-equipped with Anti-Plagiarism Software and various digital research tools.

1. Publication House

The institute boasts of an in-house publishing house for publishing books, articles, magazines and its periodic journal.

1. Other facilities

- 1. The director’s Room, Examination room, IQAC, Administration Office and Board room are the administrative zones in the college.
- 2. The institute has 2 separate rooms designated respectively for the Ladies' common room and Boys Common Room to encourage recreation for students.
- 3. ICT Facilities:

The entire institution is WIFI enabled with an internet speed of 100 Mbps and is secured with 24x7 CCTV surveillance by 39 cameras. Attendance is done through a biometric system for all staff.

- 1. One Elevator, fire extinguishers, garden, canteen, and restrooms for students and staff are well maintained.

Staff and students use all infrastructure facilities optimally.

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

4.1.2

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

Response: 2.39**4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
1.45	0	0	1.78	0.37

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

4.2 Library as a Learning Resource**4.2.1**

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

Response:

The Library of the Institution is fully automated with an in-house Library Management System managed by VIVA Software Solutions. Strict surveillance of the Library and the reading area is done through CCTV cameras. Maintenance of the Books, etc. is done periodically by cleaning the cupboards and Pest Control. Separate space is provided to each student and Staff. Library Policy is in existence and Library Committee meetings are held at least twice in the Academic Year. The library provides digital along traditional services to the stakeholders. Newspapers are also available in the library.

The following are the facilities that are provided by the library:

- 1. Access to E-Resources**

Access to free as well as paid e-resources is provided to the staff and students through the digital library.

1.NDLI Club

The Institute has established an NDLI Club for access to activities and services offered by The National Digital Library of India (NDLI). It is an all-digital library that stores information (metadata) about different types of digital content including books, articles, videos, audio, thesis, and other educational materials relevant for users from varying educational levels and capabilities. It provides a single-window search facility so that learners can retrieve the right resources with the least effort in minimum time.

NDLI is designed to hold content of any language and provide interface support for the leading vernacular languages. It is available on all popular forms of access devices including mobile apps on Android and iOS platforms. NDLI has been designed to benefit all kinds of users like students (of all levels), teachers, researchers, librarians, library users, professionals, differently-abled users, and all other lifelong learners.

1.Reading Area

A reading area is provided for students to encourage peer-to-peer learning.

1.Access to Syllabus and previous year Question Papers (PYQs)

24x7 online access is provided on the institute website for syllabus and PYQs through the link: <https://vivaimr.org/Library.aspx>

1.Inter-Library Loan (ILL)

ILL Facility is also available for the existing libraries of sister institutions under Vishnu Waman Thakur Charitable Trust.

1.Library Orientation Program

For every new academic year, a Library orientation program is organized for all stakeholders to let them acquaint themselves with the library services.

1.Traditional Services (Circulation of Books and Reference Services)

Issue and Return services of books, journals, and reference books are the fundamental services provided by the library.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

Information technology stands as a vital pillar in the implementation of academic needs. Due to the emergence of online learning, experiential learning, and blended learning education is shifting to a new era of development. At VIVA IMR, we have emphasized digital learning and are in favor of providing education in line with the current trend. This has led the institute to upgrade its IT equipment to better configurations and maintain IT Infrastructure to the highest of standards. The Institute is well equipped with ICT Facilities viz. Computer Centres, a Digital Library with OPAC and research tools for the usage of staff and students. Attendance of teaching and non-teaching staff is recorded in the biometric system.

The following are highlights:

1.AMC

The institute under the VIVA Trust has its IT team, which takes care of the needs. It timely conducts the inception and upgrades as per the requirement.

1.Provision of Uninterrupted Power Supply (UPS)

Even though the institute is located in a remote area the campus has a UPS backup in case of a power emergency. The institute has a diesel generator backup and an online UPS backup for Computer Centres. In addition, for the smooth conduction of the lectures, the projectors are also connected through online backup.

1.Internet/Broadband/Wi-Fi

The entire institute is well connected under Wi-Fi. WLAN/LAN connectivity is provided for the internet. The internet connections have a speed of 100 MBPS through a leased line.

1.Security

To ensure security, pop-ups, downloading, and certain sites have been blocked. The system has well-placed firewalls.

1.CCTV

The Institute is secured with 39 CCTV Cameras. The CCTV surveillance is connected to the internet with live recordings stored for 30 days on hard disk and it is shared with the director of the institute.

1.Website

The website is dynamic and accessible with a screen reader facility, multiple languages, and an expansion of font size. The website is mobile-friendly too. The institute's website has been active for 9 years. The institute has a strong presence on social media platforms and most of the events are live telecast on the YOUTUBE channel.

1.Lab Assets

In total, the computer lab has 30 Desktops and all are upgraded from time to time. It has One Projector, one scanner, and a printer too.

1.Digital Library

10 Computer Systems are dedicated to the digital library. Stakeholders can use this facility for NDLI Club activities and easy accessibility of resources through OPAC. Students and staff are encouraged to use the library tools for their research and academic purposes.

All the stakeholders are encouraged to use the resources optimally and sustainably.

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

4.3.2**Student – Computer ratio (Data for the latest completed academic year)****Response:** 4.6**4.3.2.1 Number of computers available for students usage during the latest completed academic year:**

Response: 40

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

4.4 Maintenance of Campus Infrastructure**4.4.1**

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

Response: 92.15**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
34.90	26.43	18.82	32.65	25.78

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 40.93

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

2022-23	2021-22	2020-21	2019-20	2018-19
86	82	72	47	38

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 57.18

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

2022-23	2021-22	2020-21	2019-20	2018-19
94	136	114	44	66

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 71.65

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

2022-23	2021-22	2020-21	2019-20	2018-19
67	78	57	34	37

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

2022-23	2021-22	2020-21	2019-20	2018-19
95	95	73	60	58

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

5.2.2

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

Response: 25

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	1	2	7	6

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

5.3 Student Participation and Activities

5.3.1

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

Response: 12

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	0	0	5	4

File Description**Document**

Upload supporting document

[View Document](#)

list and links to e-copies of award letters and certificates

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.3.2

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

Response: 8.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	10	06	08	08

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

5.4 Alumni Engagement

5.4.1

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

Response:

VIVA Institute of Management & Research (VIVA IMR) had its first batch out in 2014 since then the Institute is making an effort to maintain an alumni base. All alumni are placed at reputed organizations at good positions and climbing a ladder through expertise and experience. Some of the alumni are successful entrepreneurs and have started their own ventures.

VIVA IMR has active alumni group through which knowledge and information sharing takes place. The alumni contribute in development of the Institute through various ways.

Alumni Session: The alumni are invited to guide the current student on current market, the job profiles, opportunities and to impart practical skills through their experiences.

Executive placements: whenever alumni come across any opportunity in their organization or within their network they not only contact Institute but also many times help in further process.

Summer placements/ Internship/ Live projects: When alumni see the opportunity where students can get practical exposure immediately contact Institute to provide Summer placements/ Internship/ Live projects opportunities.

Guidance in Entrepreneurial development: Entrepreneur alumni keep visiting campus to encourage the current students to learn entrepreneurial activities when required.

Contribution in Academic enrichment: They contribute in conducting the University curriculum by way of visiting resource, adjunct faculty, evaluators for events and as a resource for guest lecture etc.

Representation in IQAC/CDC: Alumni members actively participate in IQAC pertaining to quality aspects.

Alumni Meet: VIVA IMR organizes alumni meet for the purpose of networking and collaboration which is attended by alumni.

The Institute has always supported students in whatever way possible to the extent it can, in terms of value based education and necessary educational development. Right from the point of admission by the way of providing scholarships and after passing out of Institute by helping them in getting new jobs through sharing the opportunities in the alumni groups.

The students not only participate in such events but also given the opportunity to host the events by being in the administration committee along with the faculties and for that Institute itself organizes many different events.

The Institute has formed different committees like cultural committee, sports committee, placement committee, Industrial committee etc. aiming to provide platform to the students to harness and showcase their creative skills in an integrated manner. Over last five years, students have participated in many activities like guest speaker series, conclaves, panel discussions, conferences, paper presentations, cultural and sports events, internship competitions etc.

The students are given opportunities to attend seminars and workshops, talks of eminent personalities conducted by other Institutes, corporates based on merit and on rotational basis so as to give everyone the chance.

Hitaishi is the campus event organized by and for the VIVA students that enriches the student community.

Apart from this, the institute organize many and variety of events like Vichar manathan, Vishleshan, SIP competition, conclaves, panel discussions which not only nurture our students but also the students of other Institutes across Mumbai and state.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Vision Statement

“Vision of VIVA IMR is to be world- class facilitator of excellence in Management learning by providing accelerated management education, high quality research and training to suit the demands of the global economy.”

Mission Statement

VIVA IMR is committed to the mission of creating highly able managers and professionals, who will achieve consistent high levels of work performance, raise their full potential, and thus influence the quality of management in organization they work with.

Director of the Institute, duly appointed as per the regulations and guidelines of the Institution, is head of the Institute and is vested with necessary powers for smooth functioning of the Institute towards achieving its mission, ensures good governance system through decentralization of leadership and involvement of stake holders in decision making at appropriate levels. For this purpose, core values are defined and are as follows:

Perspective Plans:

A well - defined long term perspective plan act as a sustenance of the Institution. VIVA IMR construct its perspective plan over a period of 10 academic years which represents 8 outgoing batches. The perspective plan is a skillfully constructed strategic plan reflecting the view of institution Director, teaching and non-teaching faculties, students, industry representatives and alumni.

Following procedure we undertaken while implementing the perspective plan:

- For preparing strategic plan suggestion were taken from the IQAC.
- Based on the suggestion from IQAC and the college CDC prepare the proposal of strategic plan.
- The draft proposal is then presented to GB for approval.
- Post approval the plan is executed at institute level.

Thus, it can be said that the formulation of perspective plans is multi-layered. The CDC, GB and IQAC has the representation of Director, faculty members non-teaching members which express the decentralization mechanism adopted by the institute. The perspective plan is implemented through yearly milestones having their implications on financial budget prepared by the Institute every year.

Decentralization

The top management believes in collaborative work, therefore the decentralization of authority and decision-making has been inculcated for the smooth functioning of institution. The director of the institution has been empowered with autonomy and authority for the efficient decision making regarding the academic performances.

For implementation of the academic calendar various Committees and Cells are constituted wherein Head/ In charge of each committee play an active role. All the committee members have operational freedom. Their ideas, suggestions, innovations and recommendations have greater weightage in the planning and implementation of the most of the activities.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

For the alignment of institution's short-term goals and objectives, the strategic plan was prepared. The deployment of the strategic planning can be traced through below mentioned points:

1. **Academic Oriented:** The structured education delivery is the prime motto of the institution. Under this IQAC was established and incremental changes was routed through it. The IQAC is working in tandem with the core four committees for the achieving the academic task in an organized way. The procedure for Grievances, Anti-Ragging is well communicated and displayed in the notice board. IQAC plays vital role in aligning the short term goals and objectives of the institution through regular circulars and notices upgrades.
2. **Administrative Oriented:** The institute is in affiliation with University of Mumbai, thus all the recruits are imparted trainings based on University modules, Enrolment and Eligibility procedures are taken care. The regular ERP training for the administrative staff is arranged by the institution.
3. **Financial Oriented:** The three-layer approach based on IQAC.CDC and Governing Council/Sub-Committee secure that the accounting procedures are ethically based and regularly audited. The SOP for the same has been in consultation with auditors.
4. **Community and Extension Service:** The institution's on of the core value is Social **Consciousness** and it works for the betterment of the society. The institute has tie-ups with various NGOs and work in tandem with them for the betterment of society.
5. **Research Oriented:** For superior teaching- learning outcome, emphasizes on research is utmost vital. In line with its objectives, institute focuses on improving the research based activities on its faculties and for that it periodically arranges FDPs and workshops.
6. **Environment Policy:** Post 2017-18 institute has laid down policy regarding Green Audit.

The success of institutions depends on the evenly function of all the bodies. A better functionality comes with the decentralization and participative management.

The key positions and their functioning are listed below:

1. Governing Body
2. CDC
3. Director
4. IQAC
5. Office Superintendent
6. Members secretaries of various committees

Responsibilities of The Management:

1. The Managing Trustee and Secretary has the controlling authority in respect of all administrative,

academic and financial operations. And monitoring that, the teaching-learning process is aligning with the institutions vision and mission statement.

Responsibilities of The Director:

1. Providing direction for programs through the institution’s Vision and Mission statement and act as a Single point of contact for the University of Mumbai.
2. Implementation of initiatives as suggested by the Governing Body. Approval of policies framed by IQAC and Budgetary aspects on year to year basis.
3. Monitoring staff functionalities and taking performance appraisal.

Responsibilities of The IQAC Coordinator: The coordinator will be directly responsible for development of quality culture in the institutions.

Responsibilities of Office Superintendent:

1. The OS maintain and manage college records, apart from that maintaining of financial data and monitoring the expenses.
2. The OS maintain leave records and handbooks of all faculties. Maintaining the fee records.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide Link for Additional information	View Document

6.2.2

Institution implements e-governance in its operations

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

Response: B. 3 of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The institution strongly believes in creating a culture conducive to all its pillars with the intent that as an individual progresses institution too climbs the ladder and vice-versa. Despite of the fact that staff experience is limited but the creative young minds are blended with the experience advisory board to ensure the progression of all. The institution has created an environment where not only teaching staff but also non-teaching are encouraged to pursue interdisciplinary courses and higher education.

An illustrative list of various welfare measures available to all employees indifferently are listed as below-

1. Financial assistance is provided to faculty to participate in training programmes, seminars, workshops, conferences and the publication of books.
2. Staff picnic: Once a year, a staff trip is arranged by the management for the teaching as well as nonteaching staff. The Management also takes care of all the financial expenses of this trip. This trip gives an opportunity for the staff to energize and rejuvenate their mind and body.
3. Travelling expenses for teachers to take students to participate in various programs. Support and help to participate and present papers in International conferences
4. Salary advances is given to needy staff members.
5. Recognition for achievements in the annual prize distribution
6. Celebration of women' day by hosting a small get together
7. Paid leaves for faculty marriage.
8. A conducive working environment is provided on the campus in the form of Physical

Infrastructure.

9. The separate vehicle parking lot for faculty.
10. Provision of laptops
11. Special programs on health and fitness, yoga and meditation, team management
12. Faculty members are allowed to use playgrounds on Sundays for themselves or their known persons in their presence.
13. Encouragement and incentives for pursuing higher education.
14. Free tea refreshments
15. Free Education of Teaching and Non-teaching ward in the institution and its sister concern.
16. On duty leaves for attending 5 days FDP/ Refresher Course/Orientation etc even during COVID 19
17. Seed Money is provided for faculties to encourage them to undertake research projects
18. The spouse or family member (Non-Teaching Staff) is given a job on compassionate grounds.

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

6.3.2

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

Response: 66.67

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	6	5	4	0

File Description	Document
Institutional data in the prescribed format	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3.3

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

Response: 25

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	5	4	3	0

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

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

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The VIVA IMR is bounded to the rules and regulation made by the Trust. The ethical practice emplaced by the institutions ensures transparency in financial matters. The institution ensures transparency in all its financial matters by conducting financial audit in regular manner. The external audit is carried out by the chartered account each year after the accounts prepared by the college are made available to the auditor for finalization and filing of the accounts.

Following procedure is followed for the conduct of Internal and External audits.

- The audit procedure begins with verification of physical cash and other assets.
- The physical verification of cash and other assets is followed by the process of vouching.
- During the process of vouching, specific emphasis is given on checking of authorization and approval by the sanctioning authority. The sanctioning authority, in case of VIVA IMR, is Director of the institute.
- The process of vouching is followed by actual audit of transactions entered in various books of accounts like cash book, bank passbook and other subsidiary records.
- Specific emphasis is given on accounting records of statutory compliances and payments such as TDS, GST and EPF.
- Inter institutional transactions are also checked.
- In case, the auditor has any query / objection pertaining to specific entry or document, the same is raised and communicated to accounts head.

- After rechecking, necessary corrections are made by the accounts head and query is resolved.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The location of our institute is a challenge and opportunity too. The institution is based on the vision that each class of society should have the privilege of been educated. Our institute has guided the students who are the first time learners and we are continuously delivering the same.

The Internal Quality Assurance Cell (IQAC) at VIVA IMR ensures quality culture at the institute level. The IQAC Committee meets regularly to plan, guide and monitor the teaching-learning activities of the institute. The following strategies and processes are followed in reviewing the teaching-learning process and measuring learning outcomes:

Committee members of the IQAC regularly take feedback related to academic, co-curricular, research activities, campus life experiences, industry trends from different stakeholders to maintain quality at the institute level. The IQAC also collects inputs from alumni and corporate partners on the contemporary topics to be included in the form of add-on certification course. The IQAC monitors the conduction of programmes through regular academic reviews.

The Academic Quality Measures

The institute has a well-developed mentorship policy through which all the categories of students such as advanced learners and slow learners are taken care off.

To maintain the high quality of education IQAC adopted the following standards:

1. Focusing on Research Related Work

Faculties are the vital pillars of any institution, for better delivery of course content all the faculties are motivated to accelerate the research work. IQAC has emphasized on betterment of research work and since the inception of IQAC the reach and quality of research related activities has witness improvement. IQAC has taken holistic approach and conducted FDPs, Workshops/Seminars in the field of Research Methodology, Entrepreneurship, IPRs, etc. The efforts had reaped the fruits in form of most of the faculties are Ph.D. enrolled and 3 faculties are awarded Doctorate The institute has its own publication (ISBN & ISSN).

1. Academic Audit of the Institute

The institute has well-pace academic audit policy, under which the entire academic activities are audited by both internal and external auditors emplaned by University of Mumbai The Institute has a mechanism of academic audit at following levels, namely (i) Audit at the personal level, where the Director constantly audit the classroom teaching of the new faculty members, (ii) Academic Audit committee conducts the overall audit of each area in academic, research, extension and related matters, and (iii) Audit by external experts are also done on regular basis.

- **Students Feedback on T-L Process & Evaluation:**

Feedback from Students' reflects the quality of teaching-learning process. The feedback is taken twice in a term. The Director take periodic verbal feedbacks The management members also interact with the students every year. The collected feedbacks are analyzed and ATR's are made to ensuring timely implementation of corrective measures.

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

6.5.2

Quality assurance initiatives of the institution include:

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

such as NAAC, NBA etc.

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Gender equity and sensitization in curricular and co-curricular activities, as well as facilities for women on campus, are crucial aspects of creating an inclusive and supportive educational environment. Here is a breakdown of how VIVA IMR promote gender equity and sensitization:

Curricular Activities:

Inclusive Curriculum:

VIVA IMR Ensures that the curriculum is free from gender bias and represents diverse perspectives.

We Integrate gender-related topics across various subjects to promote understanding and awareness.

Gender Sensitization Programs:

VIVA IMR Incorporate mandatory gender sensitization discussion program into the curriculum to educate students about gender issues, stereotypes, and discrimination. We have a collaboration with Gender Activist Ms. Rashmi Joshi and regular sessions encourage critical thinking on gender-related topics through discussions and assignments.

Equal Opportunities:

VIVA IMR Ensures that students of all genders have equal opportunities to participate in academic and research activities. We also specially encourage girls students to participate in all curricular and co-curricular activities. We also Promote a supportive environment for students pursuing non-traditional fields.

Co-curricular Activities:

Diverse Representation:

VIVA IMR encourages diverse participation in extracurricular activities, including sports, arts, and leadership roles to Avoid gender stereotypes in the selection and portrayal of characters or themes in cultural events.

Gender-Inclusive Clubs and Societies collaborations-

We Support the creation of clubs and societies that focus on gender-related issues, promoting open dialogue and awareness. We have collaborated with Rashmi Joshi, a gender activist for creating awareness among students, staff and community about gender equality. We also encourage collaboration between different gender-related groups.

Facilities for Women:

Safe and Inclusive Spaces:

Designate safe spaces on campus (Ladies common room) is provided for female staff and students where women feel comfortable and secure. The campus is also under CCTV surveillance. Sanitary pad vending machine is provided for easy access to sanitary pads.

Health and Well-being Services:

VIVA IMR Provide health services that address the specific needs of women, including menstrual health and hygiene counseling services. We Offer support for mental health and well-being, recognizing the unique challenges women may face.

Gender-Responsive Policies:

VIVA IMR have Implemented policies that address gender-based violence, harassment, and discrimination. To address complaints or any gender specific issues we have ICC committee, anti-ragging committee and Staff grievance committee. We always Ensure fair and equal opportunities for career advancement and leadership positions for women faculty and staff. To encourage development and women empowerment we have established a Women development Cell.

Training and Awareness:

Faculty and Staff Training:

We Conduct regular training sessions for faculty and staff on gender sensitivity and inclusivity to address unconscious biases and stereotypes in the teaching and mentoring process. Motivational sessions like showcasing successful women's contribution in development are arranged for Staff and students on International women's day .

Awareness Campaigns:

VIVA IMR Organizes awareness campaigns to educate the campus community about gender-related issues. We Celebrate International Women's Day and other relevant events to promote awareness and solidarity.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

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

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

Response: A. All of the above

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

7.1.4

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

Response:

Celebrating commemorative days within an institution can play a significant role in fostering an inclusive environment and promoting tolerance, harmony, and constitutional awareness. Here are several ways in which these celebrations contribute to these goals:

Cultural Understanding and Appreciation:

Commemorative days centered around cultural events and provide opportunities for students and faculties to learn about and appreciate diverse cultures, traditions, languages, and histories. Exposure to different cultural promotes empathy and understanding, contributing to a more inclusive and harmonious environment.

Dialogue and Communication:

Events like Mahawalkathon, Road safety awareness session, Street Plays, Environment Protection Sessions for students and Community create platforms for open dialogue and communication. Gender equality sessions promotes discussions, interactive sessions where students and faculties shares their experiences, developing mutual understanding and breaking down stereotypes.

Promotion of Tolerance and Acceptance:

Commemorating days focused on tolerance, diversity, and inclusion sends a clear message about the institution's commitment to creating a tolerant and accepting community.

Constitutional Awareness:

Celebrating Independence Day, Republic Day, Maharashtra Day (constitutional-themed days) provides an opportunity to educate students and employees about their rights, duties, and responsibilities as citizens. It enhances awareness of the principles that form the foundation inclusive society.

Community Building:

Events organized around commemorative days facilitate community building by bringing people together for shared experiences. Students feel a sense of belonging when they actively participate in celebrations, bringing a positive and inclusive institutional culture.

Promotion of Socioeconomic Inclusion:

Special events or weeks dedicated to socioeconomic diversity draws attention to issues related to economic disparities.

Skill Development and Awareness:

Book exhibition, Workshops, seminars, and quizzes organized during commemorative days helps to develop essential skills such as intercultural communication, conflict resolution, and teamwork. It Increases awareness of constitutional obligations enhances students' and employees' civic responsibilities and their role in upholding democratic values.

Demonstration of Institutional Values:

Events like International Women’s Day, International Yoga Day, institutions demonstrate their commitment to diversity, inclusion, and social responsibility.

Inspiration for Continued Action:

Events like World environment Day celebration, Vachan Prerna Divas Celebration serve as inspiration for ongoing efforts to promote inclusivity. We can use these occasions as springboards for long-term initiatives, ensuring that the values celebrated are integrated into the institution's everyday practices.

Other than cultural and Sports Day, following Celebrations and Events take place at VIVA Institute of management and Research to promote tolerance, harmony, and constitutional awareness among students, faculty and Society-

Develop inclusive Environment among Students, Faculty and Community

Earth Day

International Yoga Day

Independence Day

Republic Day

Maharashtra Day

Rashtrapita Mahatma Gandhi Jayanti

International Women's Day

Mahawalkathon

Marathi Rajbhasha Divas

National Reading Day

National Technology Day

National Youth Day

Road Safety Awareness Rally

Garba Day

Vachan Prerna Divas

World Bicycle Day

World Environment Day

Clean Up Drives

In conclusion, celebrating cultural, sports and commemorative days is a tangible and impactful way for institutions to actively engage their community in promoting inclusivity, tolerance, and constitutional awareness. These celebrations contribute to a positive campus culture that values diversity and prepares students and employees to be responsible, informed citizens.

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

7.2 Best Practices

7.2.1

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

Response:

Title of the Practice: Best Practice 1

"Strategic Campus Engagement: Elevating Students for Success in the Corporate Arena"

Objectives of the Practice

The primary objective is to empower students for successful corporate placements by orchestrating a comprehensive program. This involves fostering industry connections through guest sessions, Campus to Corporate programs, and skill development certifications. The underlying principles include bridging the gap between academia and industry, enhancing students' employability, and instilling a proactive approach to career development.

The Context

In response to evolving industry demands, the practice aimed to equip students with contemporary skills and insights. The challenge was to ensure graduates were industry-ready by addressing the gap in practical knowledge. The program sought to create a platform for students to interact with industry leaders and gain real-world perspectives.

The Practice

The practice involved arranging guest sessions where top management from MNCs shared expertise, connecting students with industry through Campus to Corporate programs, and conducting skill development certifications aligned with industry needs. Mock interview sessions, facilitated by industry experts, prepared students for real-world job scenarios. Various competitions were organized to stimulate problem-solving skills and cultivate research acumen. Constraints included coordinating schedules with industry professionals and ensuring the scalability of the program across diverse disciplines.

Evidence of Success

The success is evident in the increased placement rates, positive feedback from participating companies, and accolades received in industry competitions. The practice contributed to a holistic development, with students demonstrating improved confidence, skills, and an ability to apply theoretical knowledge in practical scenarios.

Problems Encountered and Resources Required

Challenges included logistical hurdles in coordinating with industry professionals and aligning their schedules with academic calendars. Adequate resources were required for organizing events, arranging certifications, and managing logistical aspects. Faculty training programs were essential to enhance their ability to guide students effectively.

Notes (Optional)

The success of this practice lies in its adaptability to diverse disciplines within the institution. Institutions considering adoption should emphasize collaboration between academic and industry stakeholders. Regular feedback and continuous refinement of the program are crucial for sustained success.

Institutional Values and Best Practices

This practice aligns with the institutional values of preparing students for the real-world challenges, fostering a spirit of innovation, and maintaining a proactive approach to curriculum enhancement. It represents a commitment to excellence in education and a dedication to the holistic development of students.

Our institution is committed to sustainable practices, integrating green initiatives into campus life, minimizing our ecological footprint, and promoting environmental awareness for energy efficiency, we actively explore and implement renewable energy sources, contributing to a cleaner and greener campus environment.

Conducting regular green audits ensures transparency in evaluating our environmental impact, resource consumption, and waste management practices. Findings from green audits guide strategic decisions, fostering a culture of continuous improvement and accountability towards our environmental responsibilities.

Our institution is dedicated to creating an inclusive environment, with policies that actively promote gender equity, ensuring equal opportunities for all. We champion initiatives that empower and uplift underrepresented genders, fostering a campus culture that values diversity, inclusivity, and sensitivity.

Title of the Practice: Best Practice 2

"VIVA IMR's Holistic Research Ecosystem: Fostering Excellence through Conferences, Faculty Development, and Publications"

Objectives of the Practice:

The primary objective is to establish a robust research culture within the institution, emphasizing knowledge creation, dissemination, and scholarly engagement. The underlying principles involve organizing research conferences ("VISHLESHAN"), implementing Faculty Development Programs (FDP), establishing a Publication House, launching own ISSN Journals, and promoting impactful student research development. The practice aims to enhance the institution's reputation as a center of excellence in research.

The Context:

The institution recognized the need to distinguish itself in the academic landscape through a strong emphasis on research activities. Challenges included fostering a research-centric environment, providing opportunities for faculty and student involvement, and ensuring high-quality outputs in terms of publications, conferences, and student research awards.

The Practice:

The institution's unique approach involves organizing high-quality research conferences, facilitating comprehensive Faculty Development Programs, establishing a dedicated Publication House, launching own ISSN Journals, and actively engaging students in research activities. The practice's distinctiveness lies in its holistic and structured approach to research, positioning it as a center for intellectual exchange and innovation in the Indian higher education context.

Constraints/Limitations:

The constraints faced included logistical challenges in organizing conferences and maintaining high editorial standards for publications. Balancing faculty schedules for FDPs posed a challenge, and establishing and sustaining the publication house required dedicated resources. Despite these challenges, the institution demonstrated resilience by continuously refining the practice to overcome obstacles and enhance the overall research ecosystem.

Evidence of Success:

The institution's success is evident in the growing participation and positive feedback from attendees at national and international conferences. The establishment of a Publication House and ISSN Journals has contributed to the scholarly literature, enhancing the institution's research reputation. The impact on student research development is reflected in notable awards received for outstanding research papers. Additionally, the institution's research output has increased quantitatively and qualitatively, with publications in reputable journals and collaborations with other academic institutions.

Problems Encountered and Resources Required:

Challenges included logistical complexities in organizing conferences, ensuring faculty participation in FDPs, and sustaining the Publication House. Resources required encompassed financial investments, dedicated personnel for editorial processes, and faculty mentorship for student research. Overcoming these challenges demanded a commitment to creating a vibrant research culture, involving resource allocation, and fostering collaborations.

Notes (Optional):

The institution's commitment to knowledge creation, dissemination, and scholarly engagement extends beyond conferences, FDPs, and publications. The dedication to research opportunities and funding, a dedicated research cell, and active promotion of research activities showcase a comprehensive approach. This practice serves as a model for institutions seeking to establish a

thriving research ecosystem, emphasizing the importance of faculty and student involvement, collaborations, and creating a conducive environment for impactful research endeavors.

File Description	Document
Best practices as hosted on the Institutional website	View Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Title: Elevating Students Holistic Development

VIVA Institute of Management & Research stands out in its commitment to holistic student development, exemplified by its exceptional performance in various key areas. The institution's focus on MMS Program Awareness, CET Training & Admission, Industry Guest Sessions & Entrepreneurship Talks, Student Development Activities, Competition & Certification Courses, Study Visit & Industrial Visit, Campus Placement, and Alumni Engagement underscores its dedication to providing a comprehensive and enriching educational experience.

MMS Program Awareness, CET Training & Admission:

VIVA IMR has excelled in creating awareness and understanding of its Master of Management Studies (MMS) program. Through innovative and targeted initiatives, the institution ensures that prospective students are well-informed about the program's structure, curriculum, and unique features. Orientation sessions at the beginning of each academic year set the tone for a successful academic journey, fostering a sense of belonging and purpose among students.

The institute's CET Training & Admission strategy is a key driver of its success. By implementing a rigorous and comprehensive training program, VIVA prepares students for the Common Entrance Test (CET) with a focus on not only theoretical knowledge but also practical application. Providing access to high-quality study materials, practice tests, and mock interviews ensures that students are well-equipped to excel in the admission process, contributing to the institution's reputation for producing top-tier talent.

Industry Guest Sessions & Entrepreneurship Talk:

VIVA IMR has distinguished itself through its dynamic Industry Guest Sessions and Entrepreneurship Talks. By regularly inviting industry experts, professionals, and successful entrepreneurs, the institution bridges the gap between academia and the real world. These sessions provide students with invaluable insights, practical knowledge, and networking opportunities, preparing them for the challenges and opportunities in their respective fields.

The Entrepreneurship Talks, in particular, showcase the institution's commitment to fostering innovation and a spirit of entrepreneurship among its students. By hosting successful entrepreneurs and thought leaders, VIVA inspires students to think creatively, take risks, and explore entrepreneurial ventures. This emphasis on practical knowledge aligns with the evolving needs of the business landscape and positions VIVA graduates as dynamic and forward-thinking professionals.

Student Development Activities, Competition & Certification Courses:

VIVA IMR places a strong emphasis on holistic student development. The institution goes beyond traditional academic pursuits, encouraging students to actively participate in a wide range of extracurricular activities. By establishing student clubs, organizing leadership development programs, and facilitating sports and cultural events, VIVA creates a vibrant and diverse learning environment.

The inclusion of national and international competitions, hackathons, and case study competitions reflects the institution's commitment to practical skill development. VIVA's robust certification courses, offered in collaboration with industry partners, further enhance students' skill sets, making them competitive and well-prepared for the demands of the professional world. Recognizing outstanding performance in these competitions and certifications adds an element of motivation, instilling a culture of excellence among students.

Study Visit & Industrial Visit:

VIVA IMR's dedication to providing practical exposure to its students is evident through its well-organized Study Visits and Industrial Visits. These initiatives go beyond the traditional classroom setting, offering students a firsthand look into the workings of various industries. By organizing visits to institutions of academic excellence and industrial facilities, VIVA ensures that students gain insights into different teaching methodologies and real-world applications of their academic knowledge.

The strategic partnerships with industry players for collaborative research projects and internships underscore the institution's commitment to aligning academic learning with industry practices. Through these visits, VIVA enhances the overall learning experience, providing students

with a well-rounded perspective that goes beyond theoretical concepts.

Campus Placement:

VIVA IMR's Campus Placement efforts are commendable, reflecting the institution's dedication to ensuring its graduates seamlessly transition into the professional world. The establishment of a robust placement cell, collaboration with diverse companies, and comprehensive preparation programs contribute to the institution's high placement rates.

The mock interviews, aptitude tests, and group discussions conducted by VIVA prepare students not just for securing a job but for excelling in the competitive job market. The institution's commitment to facilitating diverse job opportunities across sectors demonstrates a holistic approach to career development, ensuring that graduates are well-suited to their chosen fields.

Alumni Engagement:

VIVA IMR recognizes the importance of a strong alumni network in the overall growth and success of its students. The institution's focus on Alumni Engagement extends beyond mere networking opportunities. By inviting alumni for guest lectures, industry insights sessions, and mentorship programs, VIVA fosters a sense of community and shared success.

The active involvement of alumni in guiding current students in career choices, industry trends, and skill development enhances the overall learning experience. Through these connections, VIVA ensures that its graduates benefit not only from a quality education but also from ongoing support and mentorship throughout their professional journeys.

In conclusion, VIVA IMR's distinctive performance in these key areas reflects its unwavering commitment to providing a comprehensive and enriching educational experience. By prioritizing student-centric initiatives, the institution ensures that its graduates are not only academically proficient but also well-prepared, confident, and equipped to excel in their chosen fields. VIVA's holistic approach sets it apart as a leader in nurturing the next generation of dynamic and successful professionals.

VIVA IMR excels in fostering holistic student development through a multifaceted approach. The institute prioritizes MMS program awareness, offering comprehensive orientation and mentorship programs. Rigorous CET training ensures students are well-prepared for admissions. Industry guest sessions and entrepreneurship talks bridge the gap between academia and industry, inspiring innovation.

Student development activities, including leadership programs and extracurriculars, promote well-rounded individuals. VIVA encourages participation in competitions and diverse certification courses, aligning theoretical knowledge with practical skills. Study and industrial visits provide practical exposure, while the robust placement cell connects students with varied job opportunities.

Alumni engagement plays a crucial role, with regular interactions, guest lectures, and mentorship programs. In essence, VIVA Institute's commitment to holistic development positions it as a leader, providing a comprehensive and enriching educational experience for its students.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

FUTURE PLANS AND OTHER ACHIEVEMENTS OF THE INSTITUTION

1. The institute has applied for the Research Centre under the faculty of a) Business Policies and b) Management. The Research Centre will be under University of Mumbai.
2. The Institute is focusing on improving the lecture delivering mechanism by adopting the new ICT tools ... like interactive boards.
3. The institute is focusing on the adaptation and proper implementation of NEP 2020. In accordance to the same institute is actively planning to implement more add-on courses which foster the skill development of students.
4. More emphasis has been given on the faculty development area under which in coming years more faculties will be completing their doctorate.
5. The institute may plan to introduce new stream of courses.
6. Sign more MoUs with reputed national and international institutes will be one of the foremost objectives.
7. The students of the institutes had participated in various national level competition.
8. The percentage of students placed in the final years showcase the efforts undertaken by the placement cell. The cell looks into that each and every student should be well placed.

Concluding Remarks :

1. The institute has been shifted to a new location which is close to nature. The institute has taken efforts to provide a better infrastructure to all the students.
2. In pursuits with its vision and mission, IQAC focused on capacity building of its students and staff.
3. With the introduction of add-on courses institute has taken efforts to enhance the learning experience of students.
4. The primary focus is to inculcate the Research Culture among students and staff, in pursuit to the same institute has started its own publication house.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
2.1.2	<p>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</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats) Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>18</td> <td>14</td> <td>18</td> <td>16</td> <td>12</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>21</td> <td>20</td> <td>17</td> <td>17</td> <td>08</td> </tr> </tbody> </table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>24</td> <td>24</td> <td>22</td> <td>21</td> <td>14</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>30</td> <td>30</td> <td>29</td> <td>34</td> <td>23</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	18	14	18	16	12	2022-23	2021-22	2020-21	2019-20	2018-19	21	20	17	17	08	2022-23	2021-22	2020-21	2019-20	2018-19	24	24	22	21	14	2022-23	2021-22	2020-21	2019-20	2018-19	30	30	29	34	23
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30	30	29	34	23																																					
3.3.1	<p>Number of research papers published per teacher in the Journals notified on UGC care list during the last five years</p> <p>3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>12</td> <td>18</td> <td>13</td> <td>16</td> <td>4</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>12</td> <td>18</td> <td>13</td> <td>14</td> <td>4</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	12	18	13	16	4	2022-23	2021-22	2020-21	2019-20	2018-19	12	18	13	14	4																				
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12	18	13	14	4																																					

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

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

Answer before DVV Verification :

Answer After DVV Verification :8

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
36.47	27.39	19.21	38.01	29.31

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
34.90	26.43	18.82	32.65	25.78

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
27	22	10	21	22

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	10	06	08	08

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

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
9	6	5	4	4

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
9	6	5	4	0

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
9	8	6	6	7

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	5	4	3	0

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

Answer before DVV Verification:

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

4	4	4	4	4
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Answer After DVV Verification :

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

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

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations