



# **SELF STUDY REPORT**

**FOR**

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

**KOHINOOR BUSINESS SCHOOL**

**KOHINOOR BUSINESS SCHOOL, KOHINOOR EDUCATION COMPLEX, KIROL  
ROAD, OFF LBS MARG, KURLA (W)**

**400070**

**[www.kohinoor.edu.in](http://www.kohinoor.edu.in)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**March 2020**

# 1. EXECUTIVE SUMMARY

---

## 1.1 INTRODUCTION

From a humble educational venture started by Dr. Manohar Joshi at Mumbai, Kohinoor has grown into a well-diversified, multi-activity, multi-location business group.

Kohinoor Group, a business conglomerate based in Mumbai, has significant presence in fields as diverse as Education, Hospitality, Real Estate, Healthcare and Power. Kohinoor Group has been moving from strength to strength since its inception in 1961.

- Kohinoor Group
  - Education
    - Kohinoor Education Trust (KET)
      - **Kohinoor Business School(KBS)**
      - Kohinoor International School
      - Kohinoor Blossoms
      - Kohinoor American School
    - Gandhi Bal Mandir High School
    - Kohinoor Technical Institute
  - Hospitality
    - Kohinoor International Management Institute
  - Healthcare
  - Power Generation
  - Real Estate

Over the decades, Kohinoor has become known as the foremost entity to empower education for all. Grit and determination were the indispensable qualifications needed in candidates, to help initiate, guide and train the young aspirants in the areas of their choice. To achieve the Vision and Mission for education, KET was established on 19th September 2007.

Shri Unmesh Joshi is the Chairman and Managing Director of Kohinoor Group and Chairman KET and Shri C.A Sunil G. Karve is the Honorary Chairman – Governing Board, of KET

Shri Unmesh Joshi, Architect, Entrepreneur and Educationist is a qualified architect and has achieved recognition as a sound entrepreneur - straddling Real Estate, Education, Hospitality and Healthcare - with steadily growing investments in each of the sectors over the last two decades

C.A Sunil G. Karve is a Chartered Accountant, Company Secretary and LLB. Recipient of the prestigious “Yashashree Award’ conferred by Maharashtra Times for outstanding contribution in the field of education.

KET has the following Educational Institutions under its umbrella:

- School Education
  - Kohinoor International School (ICSE school since 2009)
  - Kohinoor Blossoms (Kinder garden School since 2009)

- Kohinoor American School ( since 2014 )
- Higher Education
  - Kohinoor Business School (offering Management education since 2010)

KET has under its umbrella nearly 2000 student and about 200 Faculty and Staff. Of these four institutions KBS a self-financed Business School offers Master of Management Studies (MMS): Two-year full time program in management affiliated to University of Mumbai

## **Vision**

To develop socially sensitive leaders with global perspective

## **Mission**

- To achieve academic excellence through innovative pedagogy and global curriculum.
- To create responsible leaders through value based education and mentoring
- To build quality network with the Industry, educationists and the society for exchanging knowledge.

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

### **Institutional Strength**

1. Legacy of Kohinoor Group
2. Effective Leadership
3. ISO 9001:2015 certified
4. Infrastructure with smart classroom
5. focus on gender equality
6. Emphasis on value based education
7. Committed toward Institutional Social Responsibility -Dayitva
8. Location advantage

### **Institutional Weakness**

1. Hostel Facilities
2. International collaboration
3. Accreditation and autonomy
4. Consultancy and MDP

### **Institutional Opportunity**

1. Research and Consultancy
2. International Collaboration
3. Leveraging the alumni network

4. Executive Education
5. Entrepreneurship and Incubation Centre

### **Institutional Challenge**

1. Retention of the faculty
2. Revenue generation through research & consultancy and executive education
3. Changing admission scenario
4. Availability of competent faculty with research base and Ph.D.
5. Increasing Competition
6. Creating research culture

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

Institute offers two year full time Master of Management studies (MMS) Program of University of Mumbai. University in its restructured and revised syllabus (effective from academic year 2016-2017) has provided the objectives and revised curriculum, learning pedagogy, teaching pedagogy, learning objectives, learning outcomes and activity including assessment.

### **Curricular planning and implementation:**

Based on the restructured and revised syllabus issued by the University of Mumbai, the institute has prepared the document for curriculum planning and implementation. It follows five stages namely:

1. Planning
2. Dissemination of Academic Plan
3. Implementation
4. Monitoring
5. Learning and action plan for further development

### **Academic flexibility:**

Institute has brought in academic flexibility by having value added courses/certificate programs by way of workshops/ seminars

### **Curriculum Enrichment:**

The curriculum enrichment is integrated through value added initiatives in areas such as gender sensitivity, human values, professional ethics and environment sustainability.

In addition to the issues which are covered in the University of Mumbai syllabus, institute organizes guest lectures/workshops in the areas of professional ethics, human values and undertakes community development projects under **Institute Social Responsibility – Dayitva-An Obligation for Societal Development**. Students and faculty actively participate in such projects.

### **Feedback System:**

Institute has taken feedback on the University of Mumbai syllabus introduced during the academic year 2016-17 from the stakeholders namely students, teachers, employers and alumni. The feedback is communicated to University of Mumbai.

### **Teaching-learning and Evaluation**

#### **Students enrollment and profile:**

Students admitted for the MMS program are admitted through the Centralized Admission Process(CAP) as specified by the Department of Higher Education, Government of Maharashtra.

#### **Catering to student diversity:**

The institute caters to the diversity of the students admitted for the program through its own mechanism in assessing learning levels. Based on the leaning levels institute organizes special programs for advance learners and slow learners.

#### **Teaching learning process:**

While the University of Mumbai has given the guidelines for teaching learning process, institute encourages the faculty to use innovative pedagogical tools such as:

1. Experiential learning
2. Student centric learning
3. Collaborative learning

#### **Teacher profile and quality:**

The faculty selection is based on the guidelines as specified by the regulatory authorities and University of Mumbai. Visiting faculty is selected based on industry experience as well as ability to connect with the students. Faculty performance is monitored on a regular basis through faculty feedback.

#### **Evaluation process and reforms:**

The Internal evaluation process is transparent in nature and the parameters of evaluation are communicated to the students at the commencement of the academic session. Student grievances are addressed through a grievance redressal committee.

#### **Students performance and learning outcomes:**

Based on the restructured and revised syllabus of MMS of University of Mumbai (2016-17) institute has defined Program Specific Objectives (PSO) taking into consideration the Vision and Mission statement of the institute.

## **Research, Innovations and Extension**

### **Resource Mobilization for research:**

Institute has undertaken research project for public sector undertaking for impact assessment survey and development of a strategy for private sector organization. Faculty members are encouraged to undertake research project.

### **Innovative Ecosystem:**

Institute has established KBS Incubation and Innovation Centre in association with Wadhvani Foundation's National Entrepreneurship Network (NEN) and Mock-Stock. Institute encourages students to undertake entrepreneurship projects.

### **Research publication and awards:**

Faculty members have published research papers both under UGC recognized as well as peer reviewed journals and conference proceedings.

### **Extension activities:**

Institute has carried out number of extension activities in the neighborhood community in the areas of

- Community Development
- Skill development
- Education

Under Institutional Social Responsibility KBS has taken a new initiative "Dayitva"- An Obligation for Societal Development towards service to the community with a smile.

### **Collaboration:**

Institute has collaborated with NEN, Amul, ITC and Dabur to carry out the research in a well-defined area. These projects are carried out under the guidance of faculty and industry mentors.

## **Infrastructure and Learning Resources**

### **Physical Infrastructure:**

Institute has a well-developed infrastructure with ICT enabled facilities to meet the requirements.

Institute has created a smart classroom with lecture recording and video conferencing capabilities.

Institute has created adequate facilities such as

1. Turf for outdoor games spread over an area of 17,415 sq. feet (116ft X 150 ft.)

2. Centre for yoga, indoor sports

**Library as a learning resource:**

Library as a learning resource centre has an area of 3500 sq.ft with a seating capacity for 120 students. Learning Resource Centre (LRC) is using KOHA as an open source software. The LRC has a collection of 6929 printed books and 12000 e-books. LRC has remote access for e-databases i: e EBSCO, Capitaline and e-books.

**IT infrastructure:**

The campus has high speed 50 mbps Wi-Fi. IT lab has 90 computers with the required configuration and software. The lab has facility for conducting excel training as well as regular lectures.

**Maintenance of campus infrastructure:**

For the purpose of maintenance of the facilities, institute has created two committees namely

Committee I: Maintenance Committee

Committee II: Facilitation committee

The institute has developed policy for maintenance of campus infrastructure.

**Student Support and Progression**

**Student support:**

State Government provides the financial support to the students as per the policy. Institute gives blazers, arranges industry visits, outbound training (retreat) and provide the necessary training in soft skills and aptitude training.

**Student progression:**

Corporate relations and placement cell through its Employability Readiness Program. (ERP) is playing an active role in providing students with an opportunity for employment in the national and multinational companies.

Students selected for the MMS program are through the state government examination and other recognized tests.

**Student participation and activities:**

Students participate in number of sports and cultural activities at national/state level. Institute facilitates student's participation through various committees such as Institute Cultural Committee, Sports Committee. One of our student has received international recognition in Karate

Institute organizes cultural activities throughout the year and also celebrates national festivals

Students are also engaged in other committees such as student's academic council, ICC, Anti-Ragging committee and student grievances committee.

**Alumni engagement:**

Institute has registered Alumni Association. Alumni are associated with placement, lecture series, visiting faculty, College Development Committee. Alumni meet takes place once in a year. KBS has Alumni portal.

**Governance, Leadership and Management**

**Institutional vision and leadership:**

Leadership is provided by the Chairman, KET and Hon. Chairman Governing Board KET. Chairman believes in decentralization and has therefore created an organizational structure with well-defined roles and responsibilities at each level.

Management believes in participative approach and takes into consideration views of the employees before a decision is taken

**Strategy development and deployment:**

The strategic plan was developed and deployed from the year 2013-14. A review of the strategic plan was carried out in the year 2017 and future plan of action for the period 2017-18 to 2022-23 was prepared. The committee carried out a review in the month of October 2018. Based on the review, the institute revised its vision and mission statement. The revised vision and mission statement was approved on 30th March 2019.

A review on progress on the strategic plan for the period 2018 to July 2019 was carried out in July 2019 and a review was taken

**Faculty empowerment strategies:**

Institute has developed well defined HR policy for faculty empowerment and growth.

**Financial management and resource mobilization:**

Being a non-profit organization, the trust does not accept any donation from its alumni. The revenue is generated through tuition fee only. The budgets are prepared at the beginning of financial year and after the approval these are monitored. The institute has taken initiatives for resource mobilization through research, consultancy and executive education.

**Internal quality assurance system:**

Knowing the importance of quality in management education, IQAC was established in October 2014.



## **Institutional Values and Best Practices**

### ***Gender Equality and Sensitivity***

Institute gives importance for gender equality and gender sensitivity and has taken adequate measures by having safety and security on campus

Students are sensitized by way of guest lectures, seminars and through counselling

### ***Environment Consciousness and sustainability***

- Institute is using solar energy and LED bulbs on campus.
- Institute has taken measures towards solid waste, liquid waste and E waste management
- Adequate measures are taken to conserve rainwater
- Institute follows plastic free campus, green landscaping with trees and plants.
- The institute has ensured disabled-friendly and barrier free environment

### **Inclusion and Situatedness**

- Institute has taken efforts and initiatives related to tolerance and harmony towards cultural, regional and linguistic diversities by way of seminars/workshops/guest lectures

### **Human Values and Professional Ethics**

- Institute sensitizes students and employees by having activities on national and cultural events.
- Institute has a prescribed code of conduct and the same is communicated to the students as well as employees. Institute ensures that code of conduct is followed.

### **Best Practices**

Institute has implemented successfully the following practices

1. **“Dayitva”- an obligation for societal development**
2. **Employability Readiness Program**

### **Institutional Distinctiveness**

Institute’s distinctiveness related to its priority and thrust areas is:

- Vision with Societal development
- Implementation of ICT

## 2. PROFILE

### 2.1 BASIC INFORMATION

| Name and Address of the College |   |
|---------------------------------|---|
| Name                            | KOHINOOR BUSINESS SCHOOL  |
| Address                         | Kohinoor Business School, Kohinoor Education Complex, Kiroi Road, Off LBS Marg, Kurla (W) |
| City                            | Mumbai  |
| State                           | Maharashtra   |
| Pin                             | 400070  |
| Website                         | <a href="http://www.kohinoor.edu.in">www.kohinoor.edu.in</a>                              |

| Contacts for Communication |               |                         |            |              |                         |
|----------------------------|---------------|-------------------------|------------|--------------|-------------------------|
| Designation                | Name          | Telephone with STD Code | Mobile     | Fax          | Email                   |
| Director                   | A.a Attarwala | 022-67887700            | 9820126980 | 022-67887788 | dg@kbs.ac.in            |
| IQAC / CIQA coordinator    | Hemal Thakker | 022-67887777            | 9967422830 | 022-67887799 | hemal.thakker@kbs.ac.in |

| Status of the Institution |                |
|---------------------------|----------------|
| Institution Status        | Self Financing |

| Type of Institution |              |
|---------------------|--------------|
| By Gender           | Co-education |
| By Shift            | Regular      |

| Recognized Minority institution            |    |
|--|----|
| If it is a recognized minority institution | No |

| Establishment Details                |            |
|--------------------------------------|------------|
| Date of establishment of the college | 30-06-2010 |

**University to which the college is affiliated/ or which governs the college (if it is a constituent college)**

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

**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                          | <a href="#">View Document</a>                                 | 10-04-2019                     | 12                 | Extension of Approval |

**Details of autonomy**

|  |   |
|--|---|
| Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges? | Yes<br><a href="#">autonomydoc_1582955417.pdf</a> |
| If yes, has the College applied for availing the autonomous status?  | No  |

**Recognitions**

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

| <b>Location and Area of Campus</b> |   |                  |                             |                                 |
|------------------------------------|---|------------------|-----------------------------|---------------------------------|
| <b>Campus Type</b>                 | <b>Address</b>  | <b>Location*</b> | <b>Campus Area in Acres</b> | <b>Built up Area in sq.mts.</b> |
| Main campus area                   | Kohinoor Business School, Kohinoor Education Complex, Kiroi Road, Off LBS Marg, Kurla (W) | Urban            | 11258.7                     | 5099                            |

## 2.2 ACADEMIC INFORMATION

| <b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b> |                                 |                           |                            |                              |                            |                                |
|---|---------------------------------|---------------------------|----------------------------|------------------------------|----------------------------|--------------------------------|
| <b>Programme Level</b>  | <b>Name of Programme/Course</b> | <b>Duration in Months</b> | <b>Entry Qualification</b> | <b>Medium of Instruction</b> | <b>Sanctioned Strength</b> | <b>No.of Students Admitted</b> |
| PG  | MMS,Management                  | 24                        | Graduation                 | English                      | 120                        | 92                             |

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

| <b>Teaching Faculty</b>   |                  |        |        |       |                            |        |        |       |                            |        |        |       |
|---|------------------|--------|--------|-------|----------------------------|--------|--------|-------|----------------------------|--------|--------|-------|
|   | <b>Professor</b> |        |        |       | <b>Associate Professor</b> |        |        |       | <b>Assistant Professor</b> |        |        |       |
|   | Male             | Female | Others | Total | Male                       | Female | Others | Total | Male                       | Female | Others | Total |
| Sanctioned by the UGC /University State Government              | 1                |        |        |       | 3                          |        |        |       | 8                          |        |        |       |
| Recruited   | 1                | 0      | 0      | 1     | 0                          | 1      | 0      | 1     | 3                          | 1      | 0      | 4     |
| Yet to Recruit  | 0                |        |        |       | 2                          |        |        |       | 4                          |        |        |       |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0                |        |        |       | 0                          |        |        |       | 10                         |        |        |       |
| Recruited   | 0                | 0      | 0      | 0     | 0                          | 0      | 0      | 0     | 4                          | 6      | 0      | 10    |
| Yet to Recruit  | 0                |        |        |       | 0                          |        |        |       | 0                          |        |        |       |

| <b>Non-Teaching Staff</b>                                       |             |               |               |              |
|---|-------------|---------------|---------------|--------------|
|   | <b>Male</b> | <b>Female</b> | <b>Others</b> | <b>Total</b> |
| Sanctioned by the UGC /University State Government              |             |               |               | 0            |
| Recruited   | 0           | 0             | 0             | 0            |
| Yet to Recruit  |             |               |               | 0            |
| Sanctioned by the Management/Society or Other Authorized Bodies |             |               |               | 24           |
| Recruited   | 16          | 8             | 0             | 24           |
| Yet to Recruit  |             |               |               | 0            |

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

### **Qualification Details of the Teaching Staff**

| Permanent Teachers    |           |        |        |                     |        |        |                     |        |        |       |
|-----------------------|-----------|--------|--------|---------------------|--------|--------|---------------------|--------|--------|-------|
| Highest Qualification | Professor |        |        | Associate Professor |        |        | Assistant Professor |        |        | Total |
|                       | Male      | Female | Others | Male                | Female | Others | Male                | Female | Others |       |
| D.sc/D.Litt.          | 1         | 0      | 0      | 0                   | 0      | 0      | 0                   | 0      | 0      | 1     |
| Ph.D.                 | 0         | 0      | 0      | 0                   | 1      | 0      | 3                   | 1      | 0      | 5     |
| M.Phil.               | 0         | 0      | 0      | 0                   | 0      | 0      | 0                   | 1      | 0      | 1     |
| PG                    | 0         | 0      | 0      | 0                   | 0      | 0      | 4                   | 5      | 0      | 9     |

| Temporary Teachers    |           |        |        |                     |        |        |                     |        |        |       |
|-----------------------|-----------|--------|--------|---------------------|--------|--------|---------------------|--------|--------|-------|
| Highest Qualification | Professor |        |        | Associate Professor |        |        | Assistant Professor |        |        | Total |
|                       | Male      | Female | Others | Male                | Female | Others | Male                | Female | Others |       |
| D.sc/D.Litt.          | 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     |

| Part Time Teachers    |           |        |        |                     |        |        |                     |        |        |       |
|-----------------------|-----------|--------|--------|---------------------|--------|--------|---------------------|--------|--------|-------|
| Highest Qualification | Professor |        |        | Associate Professor |        |        | Assistant Professor |        |        | Total |
|                       | Male      | Female | Others | Male                | Female | Others | Male                | Female | Others |       |
| D.sc/D.Litt.          | 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     |

| <b>Details of Visting/Guest Faculties</b>                         |             |               |               |              |
|---|-------------|---------------|---------------|--------------|
| <b>Number of Visiting/Guest Faculty engaged with the college?</b> | <b>Male</b> | <b>Female</b> | <b>Others</b> | <b>Total</b> |
|   |             | 26            | 4             | 0            |

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

| <b>Programme</b> |        | <b>From the State Where College is Located</b> | <b>From Other States of India</b> | <b>NRI Students</b> | <b>Foreign Students</b> | <b>Total</b> |
|------------------|--------|--|-----------------------------------|---------------------|-------------------------|--------------|
| PG               | Male   | 45   | 1                                 | 0                   | 0                       | 46           |
|                  | Female | 46   | 0                                 | 0                   | 0                       | 46           |
|                  | Others | 0  | 0                                 | 0                   | 0                       | 0            |

| <b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b> |        |               |               |               |               |  |
|--|--------|---------------|---------------|---------------|---------------|--|
| <b>Programme</b>   |        | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> |  |
| SC   | Male   | 9             | 8             | 13            | 11            |  |
|  | Female | 5             | 11            | 6             | 6             |  |
|  | Others | 0             | 0             | 0             | 0             |  |
| ST   | Male   | 0             | 0             | 0             | 0             |  |
|  | Female | 0             | 0             | 0             | 0             |  |
|  | Others | 0             | 0             | 0             | 0             |  |
| OBC  | Male   | 4             | 3             | 4             | 4             |  |
|  | Female | 8             | 5             | 3             | 8             |  |
|  | Others | 0             | 0             | 0             | 0             |  |
| General  | Male   | 51            | 29            | 35            | 35            |  |
|  | Female | 32            | 53            | 22            | 24            |  |
|  | Others | 0             | 0             | 0             | 0             |  |
| Others   | Male   | 7             | 1             | 8             | 5             |  |
|  | Female | 4             | 9             | 1             | 3             |  |
|  | Others | 0             | 0             | 0             | 0             |  |
| <b>Total</b>   |        | <b>120</b>    | <b>119</b>    | <b>92</b>     | <b>96</b>     |  |

## Extended Profile

---

### 1 Program

#### 1.1

Number of courses offered by the Institution across all programs during the last five years

| 2018-19                              | 2017-18 | 2016-17                       | 2015-16 | 2014-15 |
|--------------------------------------|---------|-------------------------------|---------|---------|
| 119                                  | 119     | 119                           | 108     | 108     |
| File Description                     |         | Document                      |         |         |
| Institutional data prescribed format |         | <a href="#">View Document</a> |         |         |

#### 1.2

Number of programs offered year-wise for last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 1       | 1       | 1       | 1       | 1       |

### 2 Students

#### 2.1

Number of students year-wise during last five years

| 2018-19                                 | 2017-18 | 2016-17                       | 2015-16 | 2014-15 |
|---|---------|-------------------------------|---------|---------|
| 235                                     | 208     | 185                           | 193     | 181     |
| File Description                        |         | Document                      |         |         |
| Institutional data in prescribed format |         | <a href="#">View Document</a> |         |         |

#### 2.2

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 60      | 60      | 60      | 60      | 60      |



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

### 2.3

#### Number of outgoing / final year students year-wise during last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 110     | 69      | 89      | 93      | 72      |

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

## 3 Teachers

### 3.1

#### Number of full time teachers year-wise during the last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 12      | 16      | 16      | 16      | 16      |

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

### 3.2

#### Number of sanctioned posts year-wise during last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 12      | 16      | 16      | 16      | 16      |

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

## 4 Institution

### 4.1

#### Total number of classrooms and seminar halls

**Response: 14**

**4.2**

**Total Expenditure excluding salary year-wise during last five years ( INR in Lakhs)**

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 379.01  | 327.13  | 324.17  | 271.84  | 293.57  |

**4.3**

**Number of Computers**

**Response: 69**

NAAC

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

##### 1.1.1 The Institution ensures effective curriculum delivery through a well planned and documented process

##### Response:

The Institute implements the restructured and revised syllabus (effective from academic year 2016-2017) developed by University of Mumbai through Academic Administration Committee(AAC) comprising of Program Head, Faculty, Registrar/Office Superintendent-Academic Administration and Coordinator-Academics in a structured, planned and documented process as enumerated below

##### 1. Planning

The stages involved in the planning are

- AAC takes into considerations the Program Structure of MMS including the guidelines as specified by University of Mumbai
- The committee prepares the academic plan covering details such as appointment of faculty for the course (fulltime and visiting), subject allocation, Academic Calendar, timetable, TLP, login and other requirements

##### 2. Dissemination of Academic Plan

The academic plan is disseminated to the faculty (full time and Visiting), to the students and to the academic administration.

##### 3. Implementation

The success of any academic plan depends upon its effective implementation. The Institute ensures achieving the same as detailed below:

- **Curriculum Delivery:**
  - Faculty members are required to prepare faculty manual which covers the pedagogical tools for curriculum delivery. Curriculum delivery uses a combination of lectures, tutorials and computer lab sessions, ICT etc.
- **Curriculum enrichment:**
  - It is essential to enrich the existing curriculum through the value added courses. These value added courses depend upon the subject and requirements. Curriculum enrichment is primarily student centric to ensures learning takes place and is carried out by way of Industry visits, Internships, student based projects, role plays, value added courses, MOODLE and Friday Series
- **Students' feedback:**
  - Institute believes that constructive feedback will help in improving quality of teaching and

learning and is an ongoing process. The student feedback is taken twice in a semester, first informal feedback through interaction with the students and second formal. The feedback is shared with the faculty and corrective measures are taken

- **Academic Review Process(ARP)**

- In view of the above, academic review process plays a significant role in curriculum planning and implementation. During the academic review process, the progress of the implementation of the academic plan is undertaken and corrective measures if any are initiated

- **Assessment and Evaluation**

- AAC ensures that the examination guidelines of University of Mumbai are followed and implemented

- **Declaration of results**

- The institute declares the results as scheduled in the academic calendar and as per University of Mumbai Guideline

#### 4. Monitoring

AAC monitors the following:

- Student's attendance
- Class Discipline
- Content and course delivery
- Effectiveness of students learning
- Class cancellation
- Course completion
- Conduct of examination
- Declaration of results

#### 5. Learning and action plan for further development

- Students feedback provides an opportunity to take corrective measures
- Kohinoor Exit Survey helps in identifying the requirement for further development
- ARP helps in audit of implementation of the plan

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

#### 1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

##### Response:

The Institute prepares the academic calendar taking into consideration the guidelines issued by University of Mumbai.

Program Head calls for the meeting of the academic administrative committee and examination committee to discuss the following areas

1. Planning
2. Dissemination
3. Implementation
4. Monitoring and control

#### 1. Meeting of the academic administrative committee and examination committee

- Meeting of AAC and Examination committee is called between May to July as per the requirements and the members are invited to participate in the discussion. During the discussion various issues such as commencement of the semester, orientation program, holidays, summer internship, placement and convocation are discussed and finalized.
- In Addition to the above the other activities which are considered are:
  - Semester wise course requirements
  - Appointment of full time and visiting faculty
  - Value added courses
  - Feedback from the students
  - Continuous assessment and implementation of the course

#### 2. Planning

- It consists of the following
  - Meeting of the fulltime and visiting faculty
  - Discussion related to Program Objectives, Program Specific Objectives, Learning Objectives and Learning outcome
  - Teaching Learning Plan
  - Academic Evaluation Plan, which comprises of internal as well as external. Weightages for each of the component are finalized and assessment parameters are well defined. University guidelines are taken into consideration
  - Finalization of the summer internship and semester IV projects with mentors
  - Implementation of Institutional Social Responsibility under Dayitva: “An Obligation for Societal Development”
  - Mentor and Mentee finalization
  - Feedback System
  - Finalization of employability readiness program (ERP)
  - Scheduling of language lab
  - Appointment of counselor
  - Identification of advance learners and slow learners process
  - Scheduling of CEO/ Senior Management lecture series (Friday series)
  - Bridge Courses/Remedial Courses
  - Field Visits/Live Projects
  - Any other activity that is required for successful implementation

### 3. Dissemination

- Dissemination of information is very critical for implementation of academic plan successfully
- The dissemination is carried out through notice board, website, handbook, written communication to the faculty, to the students, to the examination department and administrative department
- All these activities are carried out by academic coordinator
- Faculty members are required to disseminate the information through TLP and Assessment parameters for each course with its focus on continuous assessment and evaluation

### 4. Implementation

- Faculty members are required to implement the academic calendar as per the schedule.
- Difficulties if any are discussed and sorted out
- During the implementation phase the assessment parameters are considered

### 5. Monitoring and control

- Monitoring and control is the essence of academic administration
- Adherence to the continuous internal evaluation is the core of the academic administration
- Academic Administrative Committee takes corrective measures if continuous internal evaluation is not carried out as per the scheduled plan
- Academic coordinator monitors the entire academic plan.
- Academic Administrative Committee and examination committee takes corrective measures to ensure successful implementation of the calendar

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

**1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years**

- 1. Academic council/BoS of Affiliating university**
- 2. Setting of question papers for UG/PG programs**
- 3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses**
- 4. Assessment /evaluation process of the affiliating University**

**Response:** B. Any 3 of the above

| File Description   | Document                      |
|--|-------------------------------|
| Institutional data in prescribed format  | <a href="#">View Document</a> |
| Details of participation of teachers in various bodies/activities provided as a response to the metric | <a href="#">View Document</a> |

## 1.2 Academic Flexibility

| <b>1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented</b> |                               |
|---|-------------------------------|
| Response: 100   |                               |
| <b>1.2.1.1 Number of Programmes in which CBCS / Elective course system implemented.</b>                                       |                               |
| Response: 1   |                               |
| File Description  | Document                      |
| Minutes of relevant Academic Council/ BOS meetings  | <a href="#">View Document</a> |
| Institutional data in prescribed format   | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

| <b>1.2.2 Number of Add on /Certificate programs offered during the last five years</b>  |                               |         |         |         |         |         |   |   |   |   |   |
|---|-------------------------------|---------|---------|---------|---------|---------|---|---|---|---|---|
| Response: 13  |                               |         |         |         |         |         |   |   |   |   |   |
| <b>1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.</b>   |                               |         |         |         |         |         |   |   |   |   |   |
| <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>3</td> <td>1</td> <td>1</td> <td>2</td> </tr> </tbody> </table> |                               | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 6 | 3 | 1 | 1 | 2 |
| 2018-19   | 2017-18                       | 2016-17 | 2015-16 | 2014-15 |         |         |   |   |   |   |   |
| 6   | 3                             | 1       | 1       | 2       |         |         |   |   |   |   |   |
| File Description  | Document                      |         |         |         |         |         |   |   |   |   |   |
| List of Add on /Certificate programs  | <a href="#">View Document</a> |         |         |         |         |         |   |   |   |   |   |
| Brochure or any other document relating to Add on /Certificate programs   | <a href="#">View Document</a> |         |         |         |         |         |   |   |   |   |   |

**1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years**

**Response:** 48.67

### 1.2.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 119     | 118     | 92      | 95      | 67      |

| File Description  | Document                      |
|---|-------------------------------|
| Details of the students enrolled in Subjects related to certificate/Add-on programs | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

## 1.3 Curriculum Enrichment

### 1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum

**Response:**

Institute believes in sensitizing the students towards cross cutting issues like Professional Ethics, Gender, Human Values, Environment and Sustainability. Institute has developed SOP to ensure University of Mumbai guidelines as well as initiatives of KBS are implemented.

**HUMAN VALUES and PROFESSIONAL ETHICS:**

University of Mumbai syllabus prescribes courses on Personal Grooming / Personal Effectiveness, Ethos in Indian Management, Business Ethics, Organizational Behavior, Employee Branding and Employer Value Proposition, Consumer Behavior, Organization Structure Theory and Design, Organization Development and Change Management. The Courses give overview of Ethical values and values in Organization Development, Culture and its importance. These courses help in understanding professional and technical communication, writing skills, value based education, responsible behavior.

**Institute Initiatives on Human Values and Professional Ethics**

1. Student commitment towards social values:” Dayitva” Oath
2. Student oath during convocation
3. Cultural day
4. Guest lectures on Ethics and Values
5. Working with NGOs to understand the lifestyle and work culture
6. Employment Readiness Program: includes professional ethics, grooming etc.
7. “Parichay”: Recapturing traditional ethos and values



The Institute ensures that the learning's are through case studies, projects, participation in events and related activities. Pre-placement activities on campus are carried out to ensure students are well groomed and professional ethics and values are inculcated

### **GENDER:**

University of Mumbai has prescribed courses like Entrepreneurship Management, Foreign Language - Chinese and Human Resource Planning and Application of Technology in HR. These courses cover issues like Gender, women entrepreneurs, Diversity Planning, Dimensions of Diversity, Gender Diversity Legislation, Corporate initiatives on Gender Diversity, Organizational Strategies for Promoting Diversity, Diversity Awareness Training and Programs, Systemic and Individual Diversity Change.

### **Institute Initiatives**

KBS has created "Woman Development Committee" in line with the guidelines issued by University of Mumbai. The various initiatives undertaken over a period of 5 years are: -

- 1.Seminars on women empowerment
- 2.Seminars for girls in schools on awareness towards Health, Hygiene and Career guidance

### **ENVIRONMENT AND SUSTAINABILITY**

University of Mumbai has prescribed courses like business ethics, Cost and Management Accounting, Business Environment, Corporate Social Responsibility, Strategic Cost Management in environment and sustainability. The topics covered are Business and Ecology, Ecological Environment, Green Legislations, Information on social and environmental costs and benefits, Environmental challenges, Global Warming, Waste Disposal & Pollution, Ecological issues and Sustainable Development, Energy and Environmental audit

### **Institute Initiatives**

The institute has established Institutional Development Committee (GREEN Committee). Under the committee various initiatives are undertaken namely:

- 1.Guest lectures and summit on environment and sustainability
2. Water harvesting system to preserve rainwater
- 3.Industrial Visits
- 4.Participation in Swatch Bharat Abhiyan
- 5.E Waste collection
- 6.Segregation of waste
- 7.Solar Power
- 8.Signage across the campus for awareness towards green practices

| File Description  | Document                      |
|---|-------------------------------|
| Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum. | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

### 1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 1.51

#### 1.3.2.1 Number of courses that include experiential learning through project work/field work/internship year-wise during last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 3       | 3       | 3       | 0       | 0       |

| File Description  | Document                      |
|---|-------------------------------|
| Programme / Curriculum/ Syllabus of the courses   | <a href="#">View Document</a> |
| MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship | <a href="#">View Document</a> |

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

Response: 47.66

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

Response: 112

| File Description  | Document                      |
|---|-------------------------------|
| List of programmes and number of students undertaking project work/field work/ /internships | <a href="#">View Document</a> |

## 1.4 Feedback System

**1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni**

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

| File Description   | Document                      |
|--|-------------------------------|
| Any additional information (Upload)  | <a href="#">View Document</a> |
| Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload) | <a href="#">View Document</a> |
| URL for stakeholder feedback report  | <a href="#">View Document</a> |

**1.4.2 Feedback process of the Institution may be classified as follows: Options:**

1. Feedback collected, analysed and action taken and feedback available on website
2. Feedback collected, analysed and action has been taken
3. Feedback collected and analysed
4. Feedback collected
5. Feedback not collected

**Response:** B. Feedback collected, analysed and action has been taken

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |
| URL for feedback report           | <a href="#">View Document</a> |

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Average Enrolment percentage (Average of last five years)

**Response:** 88

##### 2.1.1.1 Number of students admitted year-wise during last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 120     | 119     | 92      | 96      | 101     |

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 120     | 120     | 120     | 120     | 120     |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |
| Any additional information              | <a href="#">View Document</a> |

#### 2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy ) during the last five years ( exclusive of supernumerary seats)

**Response:** 59.67

##### 2.1.2.1 Number of actual students admitted from the reserved categories year-wise during the last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 37      | 37      | 35      | 37      | 33      |

| File Description  | Document                      |
|---|-------------------------------|
| Average percentage of seats filled against seats reserved | <a href="#">View Document</a> |
| Any additional information                                | <a href="#">View Document</a> |

## 2.2 Catering to Student Diversity

### 2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

#### Response:

As is known that the students' education background, profile and their attributes influence their learning ability. Institute has therefore developed SOP with an objective to assess the learning levels of the students and to monitor, evaluate and to improve the performance. This activity is carried out in a structured way and is captured in the mentor mentee format. The mentor mentee format captures basic information such as qualification, experience of students, attendance, learning levels, participation in extracurricular and co-curricular activities. The document becomes base for identifying advanced learners and slow learners.

1. Advance Learners: As we perceive advance learners are students having deep understanding of academics, have participative nature with proactive approach. These students have a desire to excel in academic and non-academic areas. They have analytical ability and good comprehension.
2. Slow Learners: As we perceive slow learners are students having limited learning abilities, more absenteeism in the class and sometimes having physical, personal and physiological challenges. The concentration of these students is limited.

Process followed to identify the learning levels:

- Understanding the learning levels in the initial phase of the academic session which include subject knowledge, ability to grasp the content and its application. This information is normally captured by the subject faculty during interaction with the students and through mentor /mentee
- Faculty assesses the Learning levels based on the following parameters:
  - Students performance in the
    - Internal assessment and continuous evaluation
    - Previous end term /semester examination
    - Participation level in the class.
  - Students engagement in lectures, assignments, field projects and attendance

During the mentoring process faculty tries to identify the learning abilities of the mentee in academic performance, behavioral, physiological and social aspects.

Based on the above students are grouped into

1. Advance learners
2. Regular Learners
3. Slow Learner

Program for Advance learners

1. Facilitation through extra books
2. Development of critical skills
3. Assigning challenging projects
4. Provide guidance for further studies
5. Sponsoring for conferences and seminars
6. Sessions on leadership

#### Program for slow learners

1. Guidance and motivation during the periodic mentoring sessions
2. Extra sessions are conducted to help students to perform better in the examination
3. customized additional assignments are provided by the faculty based on the students need assessment
4. remedial coaching in areas such as
  - Communication
  - Interpersonal skill
  - English
  - IT Skills
5. Counseling at personal level through counselors

As per university rules, Divyangan students are provided extra time during examination.

These efforts have led to:

1. Improved Performance in the examination
2. Students securing higher grades
3. Better performance in placements

| File Description                     | Document                      |
|--------------------------------------|-------------------------------|
| Upload any additional information    | <a href="#">View Document</a> |
| Past link for additional Information | <a href="#">View Document</a> |

#### 2.2.2 Student- Full time teacher ratio (Data for the latest completed academic year)

**Response:** 18:1

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

### 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

#### Response:

Institute believes that innovation and creativity are fundamental to all academic disciplines and educational activities. While University of Mumbai has specified the course outlines and learning outcomes and activity (teaching pedagogy) to be followed, the institute based on its experience over a period of time and with changing industry expectations has devised teaching learning under student centric approach.

Student centric approach:

1. Conventional method
2. Experiential learning
3. Problem Solving
4. Collaborative learning

#### Conventional method

Primarily the teachers use chalk and board concept to ensure the basics are clarified. These are reinforced with the use of ICT. Students are engaged in discussion mode and are encouraged to use the learning software

The Conventional methods of teaching are: -

- Presentations
- Group Projects/Assignments
- Role Plays
- Debates /Group discussions
- Flipped Classroom
- Management Games
- Business Simulations
- LMS: Allows students to share, discuss and debate ideas based on the uploaded content

#### Experiential learning

It is defined as “learning through reflection on doing”. Students are encouraged to have more hands on experience to get the understanding of real life situation and reflect the same by way of application. Institute encourages experiential learning by way of

1. Internship: Students are encouraged to undertake internship since it gives them an opportunity to work with the companies on a defined project
2. Live Projects: Students are encouraged to take live projects of the companies. These projects are undertaken by individual or by group of students. It gives an opportunity for students to understand Industry and challenges associated with it.
3. Exhibits: Students are encouraged to exhibit their assignments by way of posters and the learning takes place through interactive approach
4. Industry Visits: It provides an opportunity for the students to understand the company and its mode

of operation. Students interact with the employee as well as senior management to know more about the profile of the company and the challenges the company is facing.

5.NEN (National Entrepreneurship Network): Developing a business plan leading to entrepreneurship

6.Language lab: Provides an opportunity for student development in the areas of communication, Pronunciation etc.

### Problem Solving:

1.Problem solving takes place by way of

- Assignments
- Quizzes
- Crosswords

### Collaborative learning:

The concept of collaborative learning is a new concept that is being adopted by the institute. During the collaborative learning students are engaged in a common well defined task and are made responsible and accountable for the outcome.

1.) Students have access to the Learning management system through “Moodle”

2) Students are encouraged to enroll for the certification courses such as Advance Excel and Emerging trends in Business Technology

3) Students are given case let i.e. a situation based case study where students are required to analyze and present the possible solutions. It helps students to develop critical thinking as well as application of concept learned in the classroom

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |
| Link for additional information   | <a href="#">View Document</a> |

### 2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

#### Response:

ICT is a scientific, technological and engineering discipline and management technique used in handling information, its application and association with social, economic and cultural matters. ICT is now used by teachers, students and administrators and every individual related to education.

Having realized the importance of ICT, institute has developed ICT enabled tools for effective teaching



learning process. The facilities help the teachers to improve the teaching and learning in a classroom environment. Teachers use ICT to address the issues related to advance learner and slow learner by creating interactive multimedia based instructional material.

The use of multimedia teaching aid like LCD Projector, classroom with internet enabled laptops are available in the classroom.

Pedagogical practices used by teachers for effective teaching and learning:

### 1) Multimedia:

Multimedia is one of the powerful tool in analysis, design, development, implementation and evaluation of learning material. Multimedia focuses on its instructional design on a learner centric approach rather than teacher centric approach. Multi media has the following advantages:

- a) Real time assessment and feedback
- b) Situational based learning support
- c) Effective and efficient control over the learning

1. The Institute has a state of the art smart classroom with smart projector, lighting control, surround sound system, video conferencing and recording facilities
2. Each classroom is fitted with a projector, speaker and Wi-Fi. enabling teacher to use multimedia for Video based learning
3. Student can access anytime the recorded guest lectures

### 2) E-Learning:

One of the most powerful and promising tool is e-learning and online education. E-learning combines twin concept namely changing focus of pedagogy to learning and second new technologies being used in the classroom. The benefits of e-learning include anytime learning, anywhere learning and asynchronous interaction.

1. The institute has a Learning Management System i.e. MOODLE which is an open source LMS which enables teacher to create, share and upload content
2. The LMS also has features such as student forums, assessment, collaborative learning.
3. Student can access the LMS, 24 x 7 from anywhere
4. The Institute also has Learn Wise an LMS by Wadwani foundation which has content for entrepreneurship course learning aid

### Facilities on Campus

1. 50 Mbps Wi-Fi available on the campus
2. IT Lab is designed and developed to facilitate conduct of classes
3. IT Lab is also equipped with MOCKSTOCK to enable students to learn virtual stock trading
4. Institute has KOHA an Open Source Integrated library management system
5. Adequate E Journals and E Books are available online and facility for accessing these journals are

provided to the faculty and staff

6. KBS Innovation and Incubation center is equipped with Learn wise and activities are managed on the same.

7. Faculty members are provided with Laptops with required software

| File Description  | Document                      |
|---|-------------------------------|
| Upload any additional information   | <a href="#">View Document</a> |
| Provide link for webpage describing the ICT enabled tools for effective teaching-learning process | <a href="#">View Document</a> |

### 2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year )

**Response:** 20:1

#### 2.3.3.1 Number of mentors

Response: 12

| File Description  | Document                      |
|---|-------------------------------|
| Upload year wise, number of students enrolled and full time teachers on roll. | <a href="#">View Document</a> |
| mentor/mentee ratio   | <a href="#">View Document</a> |
| Circulars pertaining to assigning mentors to mentees                          | <a href="#">View Document</a> |

## 2.4 Teacher Profile and Quality

### 2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

**Response:** 111.67

| File Description  | Document                      |
|---|-------------------------------|
| Year wise full time teachers and sanctioned posts for 5years(Data Template) | <a href="#">View Document</a> |
| List of the faculty members authenticated by the Head of HEI                | <a href="#">View Document</a> |

### 2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)



**Continuous internal assessment****Part A: Attendance and Classroom participation (10 marks)**

- 5 Marks will be awarded for Class Participation
  - Marks for class participation will be awarded by the faculty based on students' performance in the various activities conducted by the faculty.
- 5 Marks will be awarded for attendance as detailed below
  - 5 marks for attendance 90% and above
  - 4 marks for attendance 80% to 89.99%
  - 3 Marks for attendance 75% to 79.99%
  - 2 Marks for Attendance 60% to 69.99%
  - 1 Marks for attendance 50% to 59.99%

**Part B: Continual Assessment (30 marks)**

1. Faculties can select minimum 3 criteria from the list given below.
  - Mid-term Test (Min 1)
  - Group Presentations
  - Role Plays
  - Case Studies
  - Assignments
  - Projects
  - Quizzes

**End term internal examination**

The end term examination carries 60 Marks and follows the University of Mumbai Guidelines. To ensure timely declaration of the results and maintain confidentiality Centralize Assessment Process (CAP) is followed.

- Pre-Examination procedure
  - The Pre-Examination procedure is well defined and follows University of Mumbai Guidelines
  - Examination date and time is mentioned in the academic calendar. The same is followed by the examination department
  - Allocation of the classroom is displayed on the notice board
  - Question papers are collected as per the University guidelines
- During Examination
  - The institute follows all the guidelines related to examination as provided by the University of Mumbai
  - Invigilator maintains attendance record
  - The schedule of distribution and collection of answer sheets is followed
  - Unfair means practices during examination are monitored
  - Supervisor and Invigilator follow all the guideline related to copying cases etc.
  - An examination monitoring committee is formed to take corrective measures

- Post Examination
  - The Centralized Assessment Process is carried out at the institute within the time frame given by the University.
  - The results are declared and displayed on the notice board
- Post Examination Grievances
  - All the grievances related to examination are attended by a committee headed by register
- Conduct of ATKKT exams
  - The Instituted conducts ATKKT exams within the time frame specified by the University
- Declaration of ATKKT Results

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for additional information | <a href="#">View Document</a> |

### 2.5.2 Mechanism to deal with internal/external examination related grievances is transparent, time-bound and efficient

#### Response:

The institute has well developed mechanism to deal with examination related grievances in a transparent, time- bound and efficient manner. The Institute follows all the guidelines of University of Mumbai. The grievance redressal procedure related to pre, during and post examination are as under

#### Mechanism for grievances redressal before examination:

1. Grievances related to non-issuance of examination hall ticket, correction in name etc. are be addressed to registrar. Registrar takes the necessary action with examination department for verification and compliance.
2. Examination department after verification carries out the necessary corrections and orders are issued accordingly.

#### Mechanism of grievances redressal during examination

1. Faulty In-charge of the paper is invited on campus during examination. In case of any prior commitment the faculty in charge is made available on mobile. Queries related to the question paper are sorted out immediately
2. In case the student is found using unfair means practice by the invigilator during examination, the invigilator takes action as per the defined examination policy.
3. Some of the policy guidelines are
  - Student's written statement in the presence of the supervisor and invigilator is taken.
  - The mater is then submitted to the Examination Committee.
  - The Examination Committee calls for a meeting of its members, the student and the

invigilator.

- Depending up on the nature of the unfair means, the committee after due deliberations takes necessary action leading to supplementary examination or refereeing the matter to the Grievance Redressal Committee
- The Grievance Redressal Committee follows the set procedure and recommends the appropriate action if any

### **Mechanism of grievances redressal related to marks**

1. Student can apply for obtaining Photocopy (ies) of answer book(s) of the examinations conducted by Institute within ten (10) working days from the date of the declaration of result.
2. After going through the photocopy if there are grievances like ‘totaling mistake’ and or ‘question not assessed’. The student can bring the same to the notice of examination department. The examination department after initial verification refers the same to the evaluator who had assessed the paper for necessary corrections.
3. If the examinee is not satisfied with the marks awarded, he / she may apply for revaluation to the Institution within a period of 10 working days.
4. In case of revaluation, the answer book is first masked and sent for re assessment to another faculty.
5. The marks obtained after revaluation shall be accepted as per University Rules.
6. In case the student is not satisfied with the internal marks he/she can approach the registrar for reconsideration.
7. The registrar can call for a meeting of the faculty in charge and the student to resolve the issues.
8. If the explanation is accepted by the student the grievance is resolved
9. In case the student is still dissatisfied, he/she can approach the Grievance Redressal Committee. The decision of the grievance redressal committee is final and binding

| <b>File Description</b>         | <b>Document</b>               |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for additional information | <a href="#">View Document</a> |

## **2.6 Student Performance and Learning Outcomes**

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

### **Response:**

University of Mumbai has defined the objectives of the New Curriculum 2016-17 (Program Outcome (PO). It has also defined Learning Objective (Course Outcome) and learning outcome (Session Outcomes)

Based on the above the institute has defined Program Specific Outcome(PSO).

The Program Specific Outcomes defined are as under

### **General Management**

- To Develop critical thinking in identifying ethical, global and diversity issues in planning, organizing, control and leading functions of an organization
- To understand that citizenship involves taking conscious steps for societal advancement at individual level and organizational level
- To understand the essentials of communications in maintaining human as well as business relations
- To Develop IT skills
- To provide perspectives in international management
- To inculcate entrepreneurial skills through value based initiatives

### **Marketing Specialization**

- To appreciate the role of Strategic thinking in changing business environment, Strategy Formulation, Implementation & Evaluation
- To Develop a strategic marketing plan that addresses the business environment of a firm.
- To understand the role of sales and marketing in an organization
- To appreciate the role of services in marketing
- To familiarize the students with the concept of product management and brand management
- To understand the role of marketing communication in a changing environment
- To understand the importance of marketing in digital area

### **Finance Specialization**

- To understand different components of the Financial system, Financial Markets, Financial Institutions and Financial Instruments
- To Understand methods of Company Valuations
- To analyze the factors affecting the prices of Capital assets
- To Understand the process of portfolio creation, Revision, Monitoring, Hedging through Derivatives and performance analysis
- To understand Financial Modeling using Excel
- To understand the concepts and fundamentals of Commercial Banking,

### **Human Resources Management (HRM) Specialization**

- To understand the importance of HR in an organization including employee recruitment, selection, and retention
- To understand the concept of compensation and factors influencing compensation
- To study the concept of competency and competency based HR practices.
- To study the importance of Labour Laws with IR Implications
- To understand the importance of Organization design and change management
- To Understand the role of training in an organization

### **Operations Specialization**

- To Familiarize with the basic concepts of Operations management such as transportations, Quality

Control, Supply Chain management, Business Process Reengineering

- To familiarize with the knowledge of quantitative methods used in operations
- To Understand the Importance of Materials Management covering Financial Aspects, Documentation, Purchase Procedures and inventory management
- To understand the aligning of operations strategy to corporate strategy
- To study the importance of technology in operations management
- Knowledge of ethics in business operations

### IT Specialization

- To understand the importance of IT in management education
- To study the various IT based models such as database management
- To study the importance of Big Data and Business Analytics and its applications
- To understand the importance of various software development processes

Dissemination of information to teachers and students

1. Digital Media: Institute website(www.kohinoor.edu.in)
2. Print Media: Faculty Manual and Student's Handbook
3. IQAC Manual
4. Orientation Program/Induction Program
5. Learning Management System (MOODLE)

| File Description  | Document                      |
|---|-------------------------------|
| Upload COs for all Programmes (exemplars from Glossary) | <a href="#">View Document</a> |
| Past link for Additional information                    | <a href="#">View Document</a> |

### 2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

#### Response:

To achieve the academic excellence, it is essential that the learning outcomes are evaluated taking into consideration the learning objectives. The Learning Outcome is based on session wise teaching plan as specified by the University of Mumbai. The University has specified the activity to be used to ensure learning outcomes are achieved

Institute has taken into consideration the guidelines to ensure efficiency and effectiveness of the process is continuously assessed and improved by taking the feedback from the faculty as well as the students

The two components on which the academic evaluation is based is as under

Internal Evaluation: Internal Evaluation has 40% component and is measured through various parameters



The Program Specific Outcomes as well as Learning Outcomes are based on the following components

- Attendance and Class participation
- Quiz
- Mid-term Test
- Group Presentations
- Role Plays
- Case Studies
- Assignments
- Projects

For calculation of the threshold value of the course for internal evaluation the average results of all parameters are considered and the average the internal score based on 40% is arrived at. While the weightages may vary, it is essential that students score 50% marks in internal assessment.

**External Evaluation:** -It constitutes 60% of the total weightage. This is normally achieved through the final end term examination. The end term examination is based on the learning outcomes/learning levels of the students. Students are also required to achieve 50% in the external evaluation

The final evaluation is based on sum total of internal evaluation and external evaluation.

The program outcome attainment is based on the program specific outcome which is measured by using two tools namely

**Direct Assessment:** For measuring the direct assessment Institute follows the following procedure

Correlation between CO, PSO and PO is established on a scale of 1 to 3,1 being Low, 2 being moderate and 3 being strong

Quantification of values corresponding to mapping and thereafter normalisation is carried out to have PO attainment level

**Indirect Assessment:**

20% of the weightage is considered for indirect assessment. This is based on the feedback received from Employer, student exit survey and alumni

**Overall Assessment**

PO attainment level is calculated by adding 80% of direct assessment and 20% of indirect assessment.

The assessment levels are discussed with program head and the faculty members. Based on the interaction necessary changes are carried out in the pedagogical tools used

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for Additional information | <a href="#">View Document</a> |

### 2.6.3 Average pass percentage of Students during last five years

**Response:** 96.75

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 110     | 69      | 89      | 93      | 72      |

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 114     | 89      | 92      | 97      | 80      |

| File Description   | Document                      |
|--|-------------------------------|
| Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template) | <a href="#">View Document</a> |
| Paste link for the annual report   | <a href="#">View Document</a> |

## 2.7 Student Satisfaction Survey

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

**Response:** 3.49

| File Description   | Document                      |
|--|-------------------------------|
| Upload database of all currently enrolled students (Data Template) | <a href="#">View Document</a> |

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

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

Response: 19.85

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0       | 0.00    | 0.00    | 0       | 19.85   |

#### File Description

#### Document

List of endowments / projects with details of grants

[View Document](#)

e-copies of the grant award letters for sponsored research projects / endowments

[View Document](#)

#### 3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)

Response: 0

##### 3.1.2.1 Number of teachers recognized as research guides

#### File Description

#### Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

#### 3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 20

##### 3.1.3.1 Number of departments having Research projects funded by government and non-government agencies during the last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 1       |

**3.1.3.2 Number of departments offering academic programmes**

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 1       | 1       | 1       | 1       | 1       |

| File Description                              | Document                      |
|---|-------------------------------|
| Supporting document from Funding Agency       | <a href="#">View Document</a> |
| List of research projects and funding details | <a href="#">View Document</a> |
| Paste link to funding agency website          | <a href="#">View Document</a> |

**3.2 Innovation Ecosystem****3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge****Response:**

Institute believes that by creating ecosystem for innovation it will help in transforming new ideas into reality through access and financial investment.

Taking into consideration the importance of ecosystem institute has established KBS Incubation and Innovation Centre during the year 2017-18.

**Objectives of the centre**

- 1.To create awareness among the students about the role of creativity, innovation and transfer of knowledge.
- 2.To create awareness about entrepreneurship and its role
- 3.To provide an opportunity for E-cell members to become entrepreneurs.
- 4.to sensitize about the challenges associated in becoming entrepreneurs
- 5.To facilitate for creation and transfer of knowledge by conducting technical workshops, and seminars
- 6.To provide an opportunity for undertaking various innovative activities on campus from Idea Generation to Idea Filtrations to prepare feasibility report to prototype development to testing and commercialisation

**Implementation:**

The institute has signed MOU with Wadwani Foundation on 4th February 2019 for implementation of the project.

Under the MOU, Wadwani foundation will:

- Provide the required academic knowledge for starting entrepreneurship cell:
- Provide access to the Learn wise LMS of Wadwani Foundation. The LMS software provides a platform for faculty and students to understand the concepts related to entrepreneurship and thereafter in developing business models
- Provide the support in establishing the E-Cell at the institute

After the successful completion of the academics, Wadwani foundation will connect the students with angel investors for having their own start up

Successful students will be awarded certificate from Wadwani Foundations' National Entrepreneurship Network (NEN).

Institute has established E Cell with 5 core students working on the project.

### **Initiative for creation and transfer of knowledge:**

Realising the importance of creation and transfer of knowledge, the institute has taken various initiatives as detailed below

#### **1. MOODLE**

- Moodle is an Open source learning platform which helps create and disseminate content online to students. It enables students to get access to teaching material from any place.

#### **2. Smart Class room**

- The Smart Classroom enables faculty and students to create and transfer knowledge with the aid of technology.
- The Smart Classroom enables recording of lectures and Video Conferencing

#### **3. KBS Mock Stock**

- The KBS Mock Stock market enables students to trade stocks without the risk of losing capital
- It provides real time experience of portfolio creation and management

#### **1. CEO Sr. Management Series (Friday Series)**

- Industry and academia experts are invited to share their experience with the students in areas such as market environment, competition, impact of government policy and regulations
- It helps students to understand sectorial growth of the industry and take appropriate decision related to employability

#### **2. Institutional Social Responsibility- Dayitva**

- The students get an opportunity to work with NGOs, Local authorities, the community and Municipal school children.

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for additional information | <a href="#">View Document</a> |

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

**Response:** 9

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 3       | 1       | 0       | 0       | 5       |

| File Description                               | Document                      |
|--|-------------------------------|
| Report of the event                            | <a href="#">View Document</a> |
| List of workshops/seminars during last 5 years | <a href="#">View Document</a> |

## 3.3 Research Publications and Awards

### 3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years

**Response:** 2.33

#### 3.3.1.1 How many Ph.Ds registered per eligible teacher within last five years

Response: 7

#### 3.3.1.2 Number of teachers recognized as guides during the last five years

Response: 3

| File Description   | Document                      |
|--|-------------------------------|
| List of PhD scholars and their details like name of the guide , title of thesis, year of award etc | <a href="#">View Document</a> |
| URL to the research page on HEI website  | <a href="#">View Document</a> |

### 3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years

**Response:** 0.13

**3.3.2.1 Number of research papers in the Journals notified on UGC website during the last five years.**

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 2       | 0       | 0       | 0       | 0       |

| File Description   | Document                      |
|--|-------------------------------|
| List of research papers by title, author, department, name and year of publication | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |

**3.3.3 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:** 4.08

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 3       | 8       | 18      | 24      | 9       |

| File Description  | Document                      |
|---|-------------------------------|
| List books and chapters edited volumes/ books published | <a href="#">View Document</a> |
| Any additional information                              | <a href="#">View Document</a> |

### 3.4 Extension Activities

**3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.**

**Response:**

Institution has a vision to develop socially sensitive leaders with global perspective

Institute believes social sensitivity is fundamental for holistic development. Keeping this philosophy in view, the institute has taken following initiatives under Institutional Social responsibility: -“Dayitva”

- **Community Service**

- **Hygiene and Sanitation**

- **Swachh Kurla Abhiyan:** Students’ focus is on cleaning the surrounding area and creating awareness through distribution of pamphlets
- **Hygiene and sanitation:** Students visits municipal schools to create awareness on hygiene and sanitation. The students adopt a unique way of giving social messages through street plays in a vernacular language.
- **Distribution of Sanitary napkins:** Sanitary napkins are distributed to girls from municipal schools
- **Awareness towards hygiene and sanitation at railway platform:** On 5th March 2019, Students presented a skit to create awareness among the passengers on sanitation and hygiene at Taloje Panchnand railway station (Central Railway)
- **Beach Clean-up (2018):** Students visited Dana Pani Beach for a clean-up drive including creating awareness toward non usage of plastic waste

- **Healthcare**

- **Free Eye Check Up:** Students participated in the free eye check-up in the Netra Kumbh organized between 24th to 26th February, 2019
- **Awareness toward Measles Rubella (21st January 2019):** Students provided the support to the doctors and officials of M ward of BMC
- **Vaccination Camp:** Students assisted doctors from BMC Department in Vaccination program for RUBELLA in various schools
- **Blood donation Camp and medical checkup:** KBS in association with Kohinoor Hospital organized Blood donation camp on 15th November 2018

- **Skill Development**

- **Students in association with THINK Foundation (2019)** conducted tutorials and personality development workshop for the under-privileged students
- **Associated with Umang foundation (2016)** in preparing study material in vernacular medium.
- **Education to the underprivileged (2015):** Children from Sparsh Foundation (Through Kindness Unlimited) were on campus for a day. Students of KBS interacted with the children and had fun filled activities.

- **Education**

- Students have taken initiative in associating themselves with Ganesh Baugh School Kurla and take regular classes in communication, improving reading habits and general knowledge.

- **EXTENTION ACTIVITIES**

- **Associating with Old age home and orphanage (2018):** Students interacted with the “King George Old age and Orphanage at Mahalaxmi and played games, distributed gifts and spent quality time. This activity is carried out on a yearly basis



- **Support for Ganesh Visarjan (2016):** Students supported Mumbai police in maintaining peace and order during the Ganesh Visarjan proceedings in Kurla
- **Community Development (2016):** KBS students associated with Monica Lakhmana Foundation in preparing business plan covering the business aspects such as pricing, marketing and communication for underprivileged women entrepreneurs
- **Job Mela (2015):** Majlis an NGO associated with Kohinoor Business School and organized a Job Mela. Employers, Vocational and Skill Development Trainers were invited to interact with women and girls who were left out from the mainstream Job Market

|                                       |                               |
|---------------------------------------|-------------------------------|
| <b>File Description</b>               | <b>Document</b>               |
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for additional information | <a href="#">View Document</a> |

### 3.4.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

**Response: 1**

#### 3.4.2.1 Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 1       | 0       | 0       | 0       | 0       |

|  |                               |
|--|-------------------------------|
| <b>File Description</b>                                  | <b>Document</b>               |
| Number of awards for extension activities in last 5 year | <a href="#">View Document</a> |
| e-copy of the award letters                              | <a href="#">View Document</a> |

### 3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., during the last five years ( including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)

**Response: 27**

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 15      | 7       | 1       | 4       | 0       |

| File Description   | Document                      |
|--|-------------------------------|
| Reports of the event organized   | <a href="#">View Document</a> |
| Number of extension and outreach Programmes conducted with industry, community etc for the last five years | <a href="#">View Document</a> |

### 3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years

**Response:** 30.71

#### 3.4.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 182     | 48      | 7       | 95      | 0       |

| File Description  | Document                      |
|---|-------------------------------|
| Report of the event   | <a href="#">View Document</a> |
| Average percentage of students participating in extension activities with Govt or NGO etc | <a href="#">View Document</a> |

## 3.5 Collaboration

### 3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

**Response:** 1

#### 3.5.1.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 1       |

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| e-copies of related Document  | <a href="#">View Document</a> |
| Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship | <a href="#">View Document</a> |

### **3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years**

**Response: 7**

#### **3.5.2.1 Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years**

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 2       | 3       | 0       | 0       | 2       |

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| e-Copies of the MoUs with institution/ industry/corporate houses  | <a href="#">View Document</a> |
| Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years | <a href="#">View Document</a> |

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

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

**Response:**

The Institute has adequate infrastructure facilities for teaching learning process as specified by the regulatory authorities in terms of class room requirement, instructional, administrative and amenities areas.

#### Teaching –learning

##### Classrooms

All the classrooms and tutorial rooms are air conditioned with Audio Video facilities. The campus is Wi-Fi enabled. Adequate space is provided to ensure that classrooms open out for interaction and group work. All the classrooms are equipped with ICT enabled facilities.

##### Smart Classroom

Smart Classroom is a technology enhanced classroom that fosters opportunities for teaching and learning by integrating learning technology, such as computers, specialized software, smart projector, assistive listening devices, networking, and audio/visual capabilities. The classroom has capacity of 60. The smart class room has a theater style seating arrangement with mood lighting and lecture capturing facility. It helps faculty to access multimedia content, and information that can be used for teaching students more effectively

##### Learning Resource Centre

Learning Resource Centre (LRC) plays an important role in promoting dissemination of Information and knowledge

The KBS Learning resource center has an area of 335 Sq/meter or 3500 sq feet. The Learning Resource Center has

- |   |          |
|---|----------|
| • Books (Print) (including text, reference books) | : 6,929  |
| • E-Books   | : 12,653 |
| • Journals/ Magazines                             | :44      |
| • E-Journals                                      | :570     |
| ◦ National  | :30      |
| ◦ International                                   | :540     |
| • E-databases (EBSCO & Capitaline)                | :2       |
| • Plagiarism software (URKUND)                    | :1       |
| • Newspapers                                      | :11      |
| • Newspapers student copies (Business Standard)   | :120     |
| • CDS/DVD's                                       | :257     |

- Institutional membership
  - TISS
  - Dosti House (American Library BKC)
  - NDLI (National Digital Library of India)
- Students Projects :1800

The learning resource center has implemented KOHA (library automation software) open source software.

### **Computer Lab**

- Central server with 90 computing machines
- The institution has 6 licensed software namely
  - Microsoft Edu-cloud subscription (which contains latest windows operating system and Microsoft office suite),
  - Microsoft visual studio
  - Adobe Photoshop Education,
  - Corel Draw
  - Tally
- Wi-Fi system is 50 Mbps

### **ORELL Digital Language Lab**

Knowing the importance of communication for management students, Institute had installed language lab software with 10 computers in the year 2010. Over a period of time and with digitization, Institute has replaced the same with software form Orell Techno systems (India) Pvt. Ltd. It has 20 terminals with latest software.

### **Seminar hall**

The Seminar Hall has a seating capacity of 140 with Audio-Video & Wi-Fi facilities and is utilized to conduct Seminars, Guest lectures, Workshops and Conferences.

### **Shared resource with Group**

The institute utilizes the facilities of the group for hospitality, health services, alumni meet, convocation and conferences.

### **Open spaces with WI-FI connectivity**

To provide relaxing environment institute has created green belt area “Vyom” where in students can work, study, relax, interact and collaborate. The area has high speed open Wi-Fi (50 Mbps)

### **Learning Management System**

Moodle is a learning platform designed to provide educators, administrators and learners with a single robust, secure and integrated system to create personalized learning environments

The KBS LMS has the university course with all the program outcomes, learning objectives and learning outcomes available for students

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for additional information | <a href="#">View Document</a> |

#### **4.1.2 The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.**

##### **Response:**

Institute believes that development of a student depends upon not only on academics but also on co-curricular and extra-curricular activities. The institute has developed the facilities taking into consideration four parameters namely Health, Heart, Hand and Head. While heart and head can be taken care of by academics, health and hand are critical for development.

##### **Outdoor Sports facilities**

KBS has one of the best outdoor sport facilities spread over an area of 17,415 sq. feet (116ft X 150 ft.). The turf is made up of soft synthetic surface, non-abrasive fiber designed to replicate natural grass fields. The turf is used for cricket, football and field hockey. The facilities are available for students as well as for employees

##### **Sports facilities Indoor**

There are separate common rooms for boys and girls with indoor games such as chess, carom and table tennis

##### **Cultural activities**

##### **Institutional Cultural Committee (ICC):**

The Institute has a vibrant cultural committee. The committee under the guidance of the faculty organizes various cultural activities. The purpose being to provide an opportunity to students to show their skills as well as to participate in the various institutional activities

Some of the activities carried out under Institutional Cultural Committee are

- **“Parichay”** (Fresher’s Party): -A unique way of seniors welcoming juniors
- **“FestoMania”**, (Annual fest) :-It is an inter-institutional activity where in students are invited to participate in various events namely Ad Mad, Fashion show, Singing, Mock Stock, Box Cricket etc.
- **”Jalosh” (Navratri Utsav):-**A fabric of faculty, staff and students to celebrate Navratri

- “**Diwali Utsav**”: - A unique way of celebrating Diwali by the family of KBS
- “**Goongj**”: -Cultural Night for students

### **Centre for Yoga and Sangeet- Nrutya Kaksh**

Yoga and meditation when practiced together reinforce the connection between mind and body, improving mainly health and well-being.

KBS believes having Yoga and Nrutya-Kaksh will help the students to

- Manage stress and anxiety
- Fitness and flexibility
- Emotional well-being

KBS has dedicated room for rejuvenation where students can relax and take a break from their routine schedule. The Centre for Yoga and Nrutya-Kaksh has facilities for student to indulge in Music, Dance, Meditation and Yoga. The Centre has a Karaoke system for entertainment one can sing along to any song of their liking and provide vocals to the music. The recreational activities help students

- Improve concentration and learning
- Increase personal confidence and self-awareness
- Reduce feelings of depression and anxiety
- Enhance self-esteem

### **Other facilities**

- CCTV on campus for security, safety and vigilance
- First-aid kit and health services are available on campus

### **Facilities of the group**

- Basket ball court for sports and cultural activities
- Gym, Swimming Pool and Badminton court

### **Emergency services**

- Kohinoor Hospital, our group member provides all the emergency medical services including ambulance facilities

| <b>File Description</b>               | <b>Document</b>               |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for additional information | <a href="#">View Document</a> |

### **4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class,**

**LMS, etc. (Data for the latest completed academic year)**

**Response:** 85.71

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 12

| File Description  | Document                      |
|---|-------------------------------|
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | <a href="#">View Document</a> |
| Upload any additional information   | <a href="#">View Document</a> |
| Paste link for additional information   | <a href="#">View Document</a> |

**4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)**

**Response:** 1.27

4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 4.56    | 3.09    | 3.06    | 5.57    | 3.58    |

| File Description   | Document                      |
|--|-------------------------------|
| Upload Details of budget allocation, excluding salary during the last five years (Data Template) | <a href="#">View Document</a> |
| Upload audited utilization statements  | <a href="#">View Document</a> |

## 4.2 Library as a Learning Resource

**4.2.1 Library is automated using Integrated Library Management System (ILMS)**

**Response:**

**KBS LEARNING RESOURCE CENTRE**

Learning Resource Centre (LRC) is at the core of any educational institute since it provides all the academic resources to its stakeholders and KBS is no exception to this.



LRC is a depository for books, magazines, journals and electronic resources. KBS LRC has taken initiative to reduce the paper work by having automated library management software The present library automation system uses a combination of automatic and semi-automatic data processing machines to perform the activities.

### **Integrated Library Management System (ILMS)**

The ERP Academia by Serosoft was used as a Library management system during the period 2014 to 2018. however due to its limitations, institute adopted KOHA-a web based Integrated Library System, with a SQL database

Koha is widely recognized as the best open source software and is a full featured Integrated Library System (ILS).

Name of ILMS software: KOHA-a web based Integrated Library System

Nature of automation (fully or partially): Partially

Version: 18.05.02.000

Year of Automation: 2018

### **Koha features-**

- A full featured modern integrated library software (ILS).
- Web based interfaces
- Z39.50 server
- Full catalogue, circulation, acquisition
- Web based OPAC (Online Public Access Catalogue)
- Circulation
- Multiple Libraries and departments on a single Koha system
- Overdue templates and messaging using email
- Online students attendance (daily in-out)

### **Koha Modules:**

- OPAC-
  - Users can carry out searches by using fields such as keyword, subject, titles, class, barcode, author and publisher
- Full Catalogue
  - Circulation-
    - LRC has a well-defined policy regarding circulation of books to the students and faculty.
- Acquisition
- Patron management

- Reservation

### **Digital Repository (DSpace)**

- For the library repository, KBS LRC is using DSpace, an open source repository software package typically used for creating open access repositories for scholarly and/or published digital content.
- Digital object management system
  - Create, search and retrieve digital objects
  - Allows open access and digital archiving
  - Allows building institutional repository
  - Preserves and enables easy and open access to all types of digital content including text, images, moving images, maps and data sets.

Presently KBS LRC uses DSpace for syllabus, past question papers, case studies, free e-books, student's project list etc.

### **Library Blog**

KBS Library has developed a blog and through its blog the information about library news, events, new arrivals, etc. is made available

### **Open Management Gateway**

KBS LRC has developed an Open Management gateway (OMG) which provides free academic resources on internet without geographical limitations.

### **Online News Bulletin**

KBS LRC publishes online monthly newsletter which covers education related news, institute news, abstract of faculty research work, book of the month, new arrival books list, article alerts, library activities etc

### **KBS LRC Website-**

KBS LRC has developed its website. The website is a gateway for all the information mentioned above

| <b>File Description</b>               | <b>Document</b>               |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for Additional Information | <a href="#">View Document</a> |

### **4.2.2 The institution has subscription for the following e-resources**

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases
- 6.Remote access to e-resources

**Response:** B. Any 3 of the above

| File Description   | Document                      |
|--|-------------------------------|
| Upload any additional information  | <a href="#">View Document</a> |
| Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template) | <a href="#">View Document</a> |

#### 4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

**Response:** 5.39

##### 4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 6.08    | 4.17    | 5.02    | 5.08    | 6.60    |

| File Description  | Document                      |
|---|-------------------------------|
| Details of annual expenditure for purchase of books/e-books and journals/e- journals during the last five years (Data Template) | <a href="#">View Document</a> |
| Audited statements of accounts  | <a href="#">View Document</a> |

#### 4.2.4 Percentage per day usage of library by teachers and students ( foot falls and login data for online access) during the last completed academic year

**Response:** 8.47

##### 4.2.4.1 Number of teachers and students using library per day over last one year

**Response:** 21

| File Description                                  | Document                      |
|---|-------------------------------|
| Details of library usage by teachers and students | <a href="#">View Document</a> |
| Any additional information                        | <a href="#">View Document</a> |

## 4.3 IT Infrastructure

### 4.3.1 Institution frequently updates its IT facilities including Wi-Fi

#### Response:

Institute believes that technology facilitates the delivery of quality education and with this philosophy the IT infrastructure facilities are created and upgraded regularly to meet the requirement of faculty and students

#### Computer Lab

- Institute has well developed IT infrastructure to meet the requirement of new generation students. Institute has 90 computers connected via LAN and Wi-Fi. The computers are upgraded on regular basis

The IT infrastructure can be classified into 3 categories

1. Hardware
2. Software
3. Network

The institute has a dedicated team of technical staff that takes into consideration IT Infrastructure maintenance and up gradation.

#### Hardware

- Server: The institute has 3 state of the art high configuration servers. All 3 servers are IBM system X3620 with 8gb, 16gb, 12gb Ram and 2.40 Ghz processor. The operating system on the servers is windows server 2008 R2 Standard (X64) server pack 1(built 7601)
- Firewall: The institute had CYBEROAM CR 100 IA. Firewall which has been upgraded in the year 2018 to SOPHOS XG 230
- Other computing facilities: The institute has 90 computers with 2 GB RAM and 58 laptops with 2 GB RAM

#### Software

KBS has six licensed as well the open source software. Licensed Software is updated as and when new version is available.

The six licensed software include

- Windows operating system which is upgraded from Windows XP to Windows 7
- Microsoft office upgraded from Office 2007 to Office 2016
- Microsoft Virtual Studio for server
- Adobe Photoshop Education CS5
- Coral Draw X5
- Tally ERP 9 GOLD

The institute has also upgraded its antivirus from McAfee end point to SOPHOS Antivirus.

### **Network**

- Institute has provided Wi-Fi facilities across the campus to ensure accessibility by the students.
- The institute has high speed internet connectivity of 50 Mbps 1:1 which was upgraded in 2018 from 10Mbps 1:1.
- Access points: The institute has 27 access points out of which 25 are D LINK and 2 are ENGENIUS.
- The Group has a centralized server

### **Smart Classroom**

- The institute has developed a Smart Classroom during the year 2018-19 having lecture capturing system, Audio system, Smart Projector etc.
- The smart classroom has a capacity of 60

### **Vyom**

- Green Landscape with Open Wi-Fi- Zone

### **Facilities for faculty, staff and in classrooms**

- Laptops for the faculty
  - All full time faculty members are provided with Laptops which are updated on a regular basis
  - Six laptops are reserved for visiting faculty
  - Laptops are connected to wireless printers
- Staff Computers and Laptops
  - Non-teaching staff is provided with Laptops/Computers
  - There are adequate printers and scanners connected to all computers
- Classrooms and tutorial rooms
  - The classrooms, tutorial rooms and seminar hall have Projectors with Screen and audio system with Wi-Fi connectivity
  - A high configuration Laptop is reserved for seminars

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for additional information | <a href="#">View Document</a> |

#### 4.3.2 Student - Computer ratio (Data for the latest completed academic year)

**Response:** 3:1

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |
| Student – computer ratio          | <a href="#">View Document</a> |

#### 4.3.3 Bandwidth of internet connection in the Institution

**Response:** A. 750 MBPS

| File Description   | Document                      |
|--|-------------------------------|
| Upload any additional Information  | <a href="#">View Document</a> |
| Details of available bandwidth of internet connection in the Institution | <a href="#">View Document</a> |

### 4.4 Maintenance of Campus Infrastructure

#### 4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)

**Response:** 2.14

##### 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)

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 7.40    | 6.84    | 5.82    | 6.20    | 7.52    |

| File Description  | Document                      |
|---|-------------------------------|
| Upload any additional information   | <a href="#">View Document</a> |
| Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates) | <a href="#">View Document</a> |

#### 4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

##### Response:

Institute has established systems and procedures for maintenance of physical, academic and support facilities on campus, which includes physical infrastructure, classrooms, restrooms. library, computers, sports etc.

For the purpose of maintenance of the facilities institute has created two committees namely

Committee I: Maintenance Committee

Committee II: Facilitation committee

##### Maintenance Committee

The maintenance committee is headed by the registrar who in turn monitors the work of supervisor at the next level. Supervisor organizes the workforce, maintains daily records, conducts periodic checks to ensure the efficiency/functioning of the infrastructure.

Maintenance committee:

| Sr.no | Name                  | Designation            |  |
|-------|-----------------------|------------------------|--|
| 1     | Dr. Hira Vyas         | Registrar, Chairperson |  |
| 2     | Ms. Monica J. Eyles   | Member                 |  |
| 3     | Dr. Bharati Deshpande | Member                 |  |
| 4     | Dr. Sandeep Sawant    | Member                 |  |
| 5     | Ms. Jayashri Mawale   | Member                 |  |
| 6     | Mr. Nitin Dixit       | Member                 |  |
| 7     | Ms. Deepika Dave      | Member                 |  |

## Major Responsibilities

- Appointment of agencies for housekeeping and security
- Maintenance of the classrooms, restrooms and other areas
- Maintenance of facilities for the library, IT, smart classroom, faculty and staff sitting area

## Major activities carried out under maintenance committee

- Routine maintenance of the infrastructure facilities which include cleaning, dusting, sweeping and mopping of all areas. The housekeeping staff is given training on regular basis regarding the maintenance of the infrastructure
- Keeping a record of activities carried out during the day, submitting the report to the committee
- Lodging a complain if any related to maintenance

## Library

Institute ensures effective utilization and maintenance of library through institutional level library committee.

The Librarian has the responsibility to ensure

- Maintenance of the racks
- Multimedia devices
- Security and CCTV

Complaints related to the above are sent to the registrar in the form of inter office communication. Registrar takes necessary action in consultation with facility department

## Computers

The complaints are sent to IT in the form of inter office communication for necessary action. Some of the areas are

- Repair and maintenance of computers
- Software: including upgradation
- Internet facilities.

## Classrooms

The Institute has an academic coordinator whose is responsible for

- Functioning of the projectors
- Availability of the network
- Required chalk and duster including marker
- Seating arrangements
- Lighting system
- Cleanliness



The academic coordinator raises the complaint to the maintenance committee for necessary management

### House Keeping

Agency is appointed for managing the housekeeping activities on campus. The agency provides the required manpower and the material for undertaking housekeeping activities. The Agency ensures that the activities are carried out as per the agreed schedule

### Security

Agency is appointed for managing the security activities on campus. Security keeps all the records and documents

### Facilitation committee

| Sr.no | Name                | Designation |  |
|-------|---------------------|-------------|--|
| 1     | Mr. Sudhir Salaskar | Chairperson |  |
| 2     | Mr. Amol Ghadi      | Member      |  |
| 3     | Dr. Hira Vyas       | Member      |  |
| 4     | Ms. Monica J. Eyles | Member      |  |
| 5     | Ms. Jayashri Mawale | Member      |  |

### Major Responsibilities

- Preventive maintenance
- Breakdown services
- Maintenance of green facilities
- Waste management
- Sports Facilities

### Activities carried out

#### Preventive maintenance

- **Painting:** the institute has prepared calendar to ensure that all the areas are periodically painted
- **Firefighting system:** the institute has firefighting system as prescribed by the Chief Fire Officer of Government of Maharashtra. The maintenance of the system is outsourced to an agency. The agency services the equipment monthly and submits its report to the maintenance manager.
- **Air conditioning:** The maintenance of the Heating, Ventilation, and Air conditioning (HVAC) system is outsourced.
- **CCTV:** the institute has installed multiple CCTV's on the campus.
- **Lifts:** All the lifts are maintained through AMC.
- **Water purifier:** The Agency maintains the water purifier on campus and quarterly service is provided
- **Water tanks:** all the underground and overhead water tanks are cleaned by professional service-providers twice a year using sophisticated equipment including UV equipment.
- **Pest control:** The pest control which includes combating genera; disinfection, rodent treatment and larva breeding is done periodically as per pre-decided calendar. Anti-Termite treatment is also done periodically.

Infrastructure facilities: The facilities are maintained centrally by the internal maintenance committee. It has a team of supervisor, electrician, plumber etc.

Optimum working of all the equipment's is ensured through annual maintenance contract and with the support from trained staff.

### **Breakdown services**

The institute has created a breakdown service unit to cover areas such as

- Electrical
- Telephone
- Plumbing
- Air conditioning
- Carpentry
- Civil

The employee/department is required to lodge a complaint in the breakdown service report only. After attending to the complaint the reporting officer must sign the completion report

### **Maintenance of green facilities**

The facilitation committee works in the following areas

- Maintenance of Green Spaces, trees
- Maintenance of Vyom (Green space)
- Rain Water Harvesting
- Solar Power

### **Waste management**

**Maintenance of**

- Solid Waste
- Liquid Waste
- E Waste

The committee has appointed agency to take care of all the waste generated at the campus

**Sports facilities**

Sports supervisor is responsible to take care of the equipment and playground maintenance.

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for additional information | <a href="#">View Document</a> |

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

**Response:** 42.57

##### 5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 90      | 81      | 82      | 77      | 93      |

#### File Description

#### Document

upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)

[View Document](#)

#### 5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

**Response:** 0

##### 5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution / non- government agencies year-wise during last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

#### File Description

#### Document

Upload any additional information

[View Document](#)

Number of students benefited by scholarships and freeships institution / non- government agencies in last 5 years (Date Template)

[View Document](#)

**5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following**

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                      |
|---|-------------------------------|
| Details of capability building and skills enhancement initiatives (Data Template) | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |
| Link to Institutional website   | <a href="#">View Document</a> |

**5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years**

**Response:** 47.29

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 115     | 89      | 93      | 97      | 80      |

| File Description   | Document                      |
|--|-------------------------------|
| Number of students benefitted by guidance for competitive examinations and career counselling during the last five years | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |

**5.1.5 The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases**

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

**Response:** B. 3 of the above

| File Description   | Document                      |
|--|-------------------------------|
| Upload any additional information  | <a href="#">View Document</a> |
| Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee | <a href="#">View Document</a> |
| Details of student grievances including sexual harassment and ragging cases  | <a href="#">View Document</a> |

## 5.2 Student Progression

### 5.2.1 Average percentage of placement of outgoing students during the last five years

**Response:** 64.93

#### 5.2.1.1 Number of outgoing students placed year - wise during the last five years.

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 72      | 61      | 61      | 46      | 38      |

| File Description  | Document                      |
|---|-------------------------------|
| Upload any additional information                                       | <a href="#">View Document</a> |
| Self attested list of students placed                                   | <a href="#">View Document</a> |
| Details of student placement during the last five years (Data Template) | <a href="#">View Document</a> |

### 5.2.2 Average percentage of students progressing to higher education during the last five years

**Response:** 0

#### 5.2.2.1 Number of outgoing student progression to higher education during last five years

| File Description   | Document                      |
|--|-------------------------------|
| Details of student progression to higher education (Data Template) | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |

**5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)**

**Response:** 0

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

**5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years**

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

**File Description**

**Document**

Upload supporting data for the same

[View Document](#)

Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template)

[View Document](#)

## 5.3 Student Participation and Activities

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

**Response:** 3

**5.3.1.1 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) year-wise during the last five years.**

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 3       | 0       | 0       | 0       | 0       |

| File Description  | Document                      |
|---|-------------------------------|
| Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year | <a href="#">View Document</a> |
| e-copies of award letters and certificates  | <a href="#">View Document</a> |

### 5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities following duly established processes and norms (student council, students representation on various bodies)

#### Response:

Student's involvement and participation is essential in the administration, co-curricular and extracurricular activities since it brings a sense of commitment of the students

Institute has created number of cells/councils and some of these are

**Student's Council:** The council has President, Secretary and Treasurer and is responsible for

- Student activities
- Institutional events
- Alumni meet
- Organizing CEO/Friday series

**Student Academic Council:** A major initiative of the institute

The rationale for formation of the Academic Council is to discuss the following areas with Director General and take corrective measures

- Lecture cancellations:
- Subject taught but additional lectures required
- Faculty feedback
- TLP with evaluation guidelines
- Examination
- Attendance record
- CSR project
- Friday Series



- Any other
- 

**College Development Committee (CDC):** The committee is formed as per the circular number Aff/ICC/ (2018-19)/4/ of 2018 issued by the University of Mumbai and has two student representatives

**Anti-Ragging Committee:** Anti Ragging Committee as per AICTE notification dated 1st of July 2009 guidelines is formed with student representatives

**Internal Complaints Committee (ICC):** The committee is formed as per UGC guidelines for sexual harassment at work place.

**College Women Development Committee(CWDC):** The committee is formed as per UGC guidelines for women development activities

**Alumni Committee:** The alumni committee is formed with student representatives

**Institutional Cultural Committee:** actively participates in organizing all the cultural activities during the college annual festival and other events.

**Sports committee:** encourages students to participate and engage in numerous sports activities like cricket, football on the turf available in the college campus. Indoor games such as table-tennis, carom, and chess are organized by the committee

**Library Committee:** Coordinates with library administration with regards to student requirement of books, newspapers, journals, subscription of online database etc. The committee helps in conducting various activities like book review competition, quiz, talks by various book authors and visit to other libraries.

**Corporate Relations & Placements Committee (CR & PC):** CR &PC meets regularly and workout the policy for Employability Readiness Program. A review is taken and corrective measures are initiated

**Dayitva-A Social Cell:** -The cell has now taken a different dimension with focus on two dimensions

Dimension I:

1. Community Service
2. Health and Sanitation
3. Education

Dimension II: Academic curriculum non-credit based with focus on a blend of theory and application.

**IQAC:** Committee is formed in line with the NAAC guidelines. The committee has student's representatives

**KBS Entrepreneurship & Incubation Cell:** MOU is signed with Wadwani foundation. It is a student driven activity

**KBS Mock Stock Cell:** - It is a student driven activity where students have an opportunity to work online trading

**Canteen Committee:** The canteen has a student representative to take care of quality and hygiene

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for additional information | <a href="#">View Document</a> |

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

**Response:** 1.6

**5.3.3.1 Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years**

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 4       | 0       | 2       | 1       | 1       |

| File Description  | Document                      |
|---|-------------------------------|
| Report of the event   | <a href="#">View Document</a> |
| Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template) | <a href="#">View Document</a> |

## 5.4 Alumni Engagement

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

#### Response:

KBS plays a pivotal role in shaping the careers of students into managers, leaders and entrepreneurs. Institute is working closely with alumni in institution building. The institute believes in the concept of growing collectively, and maintains close relation with its alumni. KBS has registered in the year 2019 its Alumni (registered under appropriate provisions of Societies Registration Act. 1860 and Bombay Public Trust Act, 1950) to provide a vibrant forum that promotes interaction and networking among alumni of the Institute. This is an alumni driven association, as six out of nine founding members including the President of the association (Kohinoor Business School Alumni Association) are among alumni themselves.

The first informal alumni meet of KBS was held in 2013 with an objective to improve alumni engagement with institution. Over a period of 6 years the institute has created a data base of Alumni as well as initiated various activities namely

- 1. Expert speaker:** Alumni are invited as guest/speaker for conferences, training programs, seminars and Induction Module etc.
- 2. Mentorship:** KBS is leveraging on alumni expertise by providing mentorship platform to students.
- 3. Experience sharing:** Alumni cell organizes annual alumni meet. In all these meets, alumni share their experience and provide inputs on the current trends in industry.
- 4. Curriculum enrichment:** Alumni contribute for curriculum enrichment through their structured feedback on curriculum in-order to keep pace with the recent advancements in industry.
- 5. Visiting Faculty:** Alumni participate as a visiting faculty.
- 6. Placements:** Alumni provide necessary support to the students by way of grooming in personality development as well as providing inputs related to industry expectations. Alumni also facilitate in Campus placement

**Alumni Association Portal** is an attempt to provide an opportunity to its Alumni to register themselves on the portal, and share their experiences, expertise, and resources among existing students. The portal helps

to connect with the alumni, post jobs, and information and browse members by batch, location, industry & role.

**Star Alumni:** KBS takes pride in many star alumni who are currently holding prominent positions/consultants in various prestigious corporate like BNP Paribas, Deloitte, Morning Star, Dabur, CRISIL, CMIE, ITC, Calvin Klein, Indian Express, Future Generali, IMRB, JK Tyre, MRF Tyre, Business Standard, Insync Analytics, HDFC bank, ICICI bank, Baggit India etc. Some of our star alumni are also successful entrepreneurs in the field of catering, retail, logistics, and real estate.

Alumni Cell: Institute has created a separate alumni cell. through this cell various initiatives as mentioned above are undertaken

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for additional information | <a href="#">View Document</a> |

#### 5.4.2 Alumni contribution during the last five years (INR in lakhs)

**Response:** E. <1 Lakhs

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1 The governance of the institution is reflective of and in tune with the vision and mission of the institution

##### Response:

Kohinoor Education Trust (KET) was registered on 19th September 2007 as a Public Charitable Trust under the Society's Registration Act 1935 and Bombay Public Trust Act 1950. Kohinoor Business School was established in the year 2010, as a self-financed management institute by Kohinoor Education Trust (KET).

**The Governing Board (GB)** of KET is an executive authority and exercises general supervision and control of the institute.

**KET Advisory Board:** The KET Advisory Board comprises of members from Industry and academia. The board gives the direction in terms of the strategic plan and its deployment

**College Development Committee(CDC):** For the purpose of implementation of the MMS program, Institute has constituted CDC as per the Guidelines of University of Mumbai.

##### Vision and Mission Statement:

Vision and Mission Statements which were defined during the period 2014-15 were revised due to global competitive environment, government policy, impact of technology and with focus on quality education & social sensitivity

**Revised Vision and Mission statements were approved on 30th March 2019:**

##### Vision:

**To develop socially sensitive leaders with global perspective.**

##### Mission:

- **To achieve academic excellence through innovative pedagogy and global curriculum.**
- **To create responsible leaders through value based education and mentoring**
- **To build quality network with the Industry, educationists and the society for exchanging knowledge**

##### Governance

Governance of the institute is reflective of an effective leadership and in line with vision and mission statement. The established policies, SOPs of the institute ensures the integrity and effectiveness of governance and administration. Institute believes in shared leadership and participative decision making approach. Policies reflect the decentralization of its operation and delegation of the necessary authority and

responsibility. The delegation follows a systematized organizational structure with clearly laid down responsibility. Institute ensures an environment of mutual respect & trust and provides opportunity for cohesive working and healthy communication.

### **Perspective plans**

Perspective plan of an educational institution is at the core of the system and helps the institute analyze and move forward. The perspective plans take into consideration review of past performance, present status and factors impacting future plan of action.

To bring in quality education and develop a culture of excellence, Institute has established Internal Quality Assurance Cell (IQAC) and through this cell information related to academic administration, standard operating procedures, academic calendar, PSO etc is disseminated regularly. The perspective plan developed by the institute is in line with the Vision and Mission of the institute. The institute carries out SWOT analysis and based on the analysis strategies are developed to minimize the gap with Its focus on objectives, goals, time frame, plan of action and results.

### **Participation of faculty in decision making bodies/committees**

For better decision making the Institute has constituted number of committees with participation of the faculty members. Committees meet regularly and take appropriate decisions

| <b>File Description</b>               | <b>Document</b>               |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for additional information | <a href="#">View Document</a> |

### **6.1.2 The effective leadership is visible in various institutional practices such as decentralization and participative management**

#### **Response:**

#### **Decentralization and Participative Management**

Decentralization in a business school is a process of delegating authority and responsibility related to the institutional practices. The institute believes in decentralization and participative management as detailed below.

#### **Redistributive:**

The institute follows the principle of delegation by way of formation of committees, decentralized organizational structure, decision making process and accessibility to the management.

##### **1. Committees:**

- The institute has created various committees and these committees operate within the broad

framework of the institution policy

- The committees are responsible for planning, budgeting and implementation of their plans
- The decisions taken by the committees are ratified by the management
- The institute has more than 20 committees operating in different domain areas with the participation of the faculty staff and students

#### 2. Organizational Structure

- The structure follows decentralized approach with defined authority and responsibility

#### 3. Decision Making process

- Program Head, Placement Head, Register and Director are authorized to take decision within the policy framework

#### 4. Access to the Management

- The employees can have direct interaction with management as and when required

### **Effectiveness and efficiency:**

The focus is on financial aspect and cost effectiveness of decentralization

1. Financial Authority is given within the overall approved budget
2. Cost effective measures
3. Minimization of timespan for its implementation

### **Participative management:**

While decentralization is at the core of the institute, management believes in having participative approach. Participative approach has helped in transparency, openness as well as mutual respect and corporation.

### **Case Study: KBS Incubation and Innovation Center (KBS E-Cell)**

The Government of India has setup Atal Innovation Mission (AIM) at NITI Aayog. The overarching purpose of this Mission is to promote a culture of innovation and entrepreneurship in India. KBS believes that there is a need to create incubation facilities with suitable infrastructure in terms of equipment, operational facility and mentoring.

Institute has established KBS Incubation and Innovation Center. The center was envisaged by students of KBS and the process mentioned in the additional information was followed.

It is a student driven entrepreneurship start up activity. It helps the students to get a feel of the entrepreneurship and provides a platform for students to learn entrepreneur skills. it empowers the students with necessary tools and guidance to develop entrepreneurial mindset. The startup will yearn to provide the members the space and opportunity to develop the following qualities

#### 1. Leadership

2. Creativity and critical thinking
3. Opportunity evaluation
4. Business planning
5. Team building
6. Raising resources

The institute provides all the necessary support including providing necessary academic inputs to its students and faculty members.

The institute has signed an MOU with Wadwani foundation for setting up of the center and providing training for faculty and student on entrepreneurship. NEN will provide the necessary guidance in starting a start up by the students

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for additional information | <a href="#">View Document</a> |

## 6.2 Strategy Development and Deployment

### 6.2.1 The institutional Strategic / Perspective plan is effectively deployed

#### Response:

Development of perspective/strategic plan is essential not only for survival but for the growth of the institute. It also gives a direction in which the institute would like to move. The strategic plan is developed based on the vision and mission statement of the institute.

While the strategic plan developed by the institute has number of objectives, we are describing one activity which is successfully implemented that is ISO 9001:2008 process documentation and successfully transiting to ISO 9001:2015

#### Case Study: Successful Implementation of ISO 9001:2008

ISO 9001:2008 is an International Standard that specifies requirements for a quality management system (QMS). Organizations use the standard to demonstrate the ability to consistently provide product and services that meet customer and regulatory requirement.

The rationale for implementing ISO 9001 for academic institution is:

1. Development of system and Standard Operating Procedures
2. Development of academic processes, admission processes and placement processes
3. Ensuring credibility of the processes
4. Documentation and its implementation
5. Ensuring adequacy, maintenance and proper allocation of support structure and services



A committee was formed in the year 2014 to work towards ISO 9001. The committee had taken various initiatives such as

1. An awareness workshop for all the employees and training for internal auditors
2. Each department was made to write their processes in the format input-process-output.
3. To establish the linkages between core departments and auxiliary departments

#### **Actions initiated**

1. The committee prepared the apex quality manual and quality systems. Based on the quality manual each department prepared their procedure manual
1. Internal quality audits were conducted for process mapping and compliance as per ISO 9001:2008 standards
2. Lloyd's Register Quality Assurance (LRQA) was appointed as the auditor

#### **Audit**

- LRQA carried out Stage I audit to test the efficacy of ISO 9001:2008 quality management system.
- Based on the observations during Stage I audit, the institute complied with the observations
- LRQA carried out Stage II audit

#### **Award of Certification:**

Based on Stage II audit, Institute received ISO 9001:2008 certificate from Lloyd's Register Quality Assurance (LRQA) India in 2015.

#### **Application for ISO 9001:2015**

Based on the revised guidelines the institute worked towards meeting the compliances of ISO 9001:2015 which broadly covers the following

1. Leadership
2. Policy
3. Planning
4. Support
5. Operations
6. Design and Development
7. Performance Evaluation
8. Improvement

#### **Risk Register**

As a part of the ISO 9001:2015 the institute has developed Risk Register covering 6 major areas namely

1. Admission seats going unfilled

2. Student not getting placed
3. Obsolescence of course
4. Being unable to attract the right teaching talent
5. Damage to institute reputation
6. Losing affiliation with the University/AICTE

The risk register provided an opportunity to the institute not only to take corrective measures but be proactive to ensure that the institute is on the right track

The Institute received ISO 9001:2015 certificate dated 16th April 2018 which is valid up to 14th April 2021

| File Description                                       | Document                      |
|--|-------------------------------|
| Upload any additional information                      | <a href="#">View Document</a> |
| strategic Plan and deployment documents on the website | <a href="#">View Document</a> |
| Paste link for additional information                  | <a href="#">View Document</a> |

### **6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.**

#### **Response:**

#### **Governing body, administrative setup and functions of various bodies**

To ensure efficient academic and academic administration, KET Governing Board has formed KET Advisory Board with members from Industry and academia. The board supervises the functioning of the Institute and provides the guidance in achieving the strategic goal.

The organization structure of KBS is a blend of professional autonomy, individual accountability with well-defined authority structure enmeshed in a network of integrating roles-the roles of heads in the functioning of the institute

#### **Director General**

Director General is the academic and administrative head and monitors the functioning of the institute. He is responsible for academic, academic administration, research and publication, accreditation, marketing, international linkages, networking with professional organizations, finance and institutional growth.

#### **Director**

Director is responsible for day to day functioning of the institute

#### **Program Head and Administration**

- Program head is the functional head responsible for the conduct of academic program within the broad framework of the University of Mumbai guidelines and Mission & Vision statement of the institute.
- to work in close coordination with Assistant General Manager, HR and Operations, Registrar, Placement Head

#### **Assistant General Manager, HR and Operations**

- Responsible for implementation of HR Policies as well as Operations of the institute
- Works in close coordination with Director General, Director, Registrar, Program Head and Placement Head

#### **Finance**

- Accounts officer is responsible for all the matters related to finance and accounts
- Works in close coordination with Director General, Director, Registrar, Program Head, Placement Head and Assistant General Manager, HR

#### **Registrar**

- Major Responsibilities
  - All mater related to University of Mumbai, DTE and AICTE
  - Examination
  - Administrative functions

#### **In-charge quality assurance academics**

- Major Responsibilities
  - Internal Quality Assurance Cell
  - Academic Audit
  - ISO 9001:2015
  - Accreditation
  - Quality Initiatives

#### **Faculty**

- Major Responsibilities
  - Teaching
  - Research and publication
  - Training
  - Consultancy
  - Mentoring
  - Institution development
  - Self-Development

#### **Corporate relations and Placement Head**

- Major Responsibilities
  - Placement
  - Arranging CEO Series
  - Maintaining Corporate relations
  - Providing support to the students
  - Employability Readiness program

### **Overall Institutional policy framework**

Faculty members, Program Heads, Placement Head, Sr. Manager Marketing have professional autonomy in discharging their duties to achieve the institutional goals and objectives

Transparency in the academic, academic administration is achieved through a well-defined document called Faculty manual, HR Service Manual and Service rules

### **SERVICE RULES, PROCEDURES, RECRUITMENT, PROMOTIONAL POLICIES**

For smooth and effective functioning Institute has prepared following policy documents

Quality Manual

Service rules

- KBS has taken into consideration the service rules and norms of University of Mumbai and Government of Maharashtra

Faculty recruitment

- Faculty recruitment is carried out as per the guidelines of University of Mumbai
- Selected faculty is required to submit the information in the University formats for the approval

Promotion Policy

- Institute has a promotion policy.

Grievance Redressal Mechanism

Institute has constituted the committees based on AICTE, UGC and State Government Guidelines Some of the committees are

- Grievance Redressal Committee
- Internal Complaints Committee
- College Women Development Committee

| File Description                              | Document                      |
|---|-------------------------------|
| Upload any additional information             | <a href="#">View Document</a> |
| Paste link for additional information         | <a href="#">View Document</a> |
| Link to Organogram of the Institution webpage | <a href="#">View Document</a> |

### 6.2.3 Implementation of e-governance in areas of operation

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

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

| File Description  | Document                      |
|---|-------------------------------|
| Screen shots of user interfaces   | <a href="#">View Document</a> |
| ERP (Enterprise Resource Planning) Document   | <a href="#">View Document</a> |
| Details of implementation of e-governance in areas of operation, Administration etc | <a href="#">View Document</a> |

## 6.3 Faculty Empowerment Strategies

### 6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

**Response:**

Institute believes that effective employee welfare measures will not only help in increasing the productivity but will also have positive impact on their performance

Institute has developed its faculty and staff welfare measures based on the guidelines of Kohinoor Education Trust

#### Welfare Schemes for teaching Staff

1. Personal accident insurance for all the employee up to 5 lakhs
2. Providing Laptop with personal computation facility: Institute provides laptop to every faculty.
3. Sponsorship/ Fee reimbursement/Presentation of paper in conferences
4. Leave for Pursuing PhD: Faculty members are entitled for 30 days earned leave for pursuing PhD
5. Sabbatical Leave: Faculty who have completed 10 year of continuous service are entitled for sabbatical leave
6. Self-development: Institute reimburses all expenses towards attending self-development training program/workshop
7. Faculty Incentive for Research and Publication: Institute has developed a policy toward

incentivizing for research and publication

### **Welfare Schemes for non- teaching Staff**

Institute not only focuses on welfare scheme for teaching staff but also for non-teaching staff

1. Personal accident insurance for all the employee up to 5 lakhs
2. Leave for pursuing PhD: Staff Members are entitled for 30 days earned leave for pursuing PhD
3. Staff Uniform: All the office boys of institute are provided with 2 sets of uniform
4. Soft Skill Training: The non-teaching staff are given soft skill training to improve their communication skills and behavioral aspects
5. Nominating the employees for self-development and training: As a part of the employee development initiative, institute nominates the staff for self-development training programs or conducts focused training programs. This has made a positive impact on the employees
6. General Welfare Schemes for the employees
  - Leaves: Institute has various leaves like Casual leave, Sick Leave, privilege leave, Maternity leave
  - Special Compensatory Leave: Employees who work on public holidays and Sundays are given compensatory off
  - Medical Assistance: Institute has tie up with its sister institution Kohinoor Hospital where in 24/7 medical support services are available. Institute also has first aid boxes.
  - Gratuity: The Employees are eligible for gratuity as per the Gratuity Act
  - Provident Fund: The Employees are eligible for Provident Fund as per the Provident Fund act with a limit of Rs.15000
  - Counselling Centre: Institute has appointed counsellor to address the issues related to stress, depression etc. of the employees and the students
  - Health Awareness workshop: Institute organizes regular health awareness workshops for its employees
  - Sports facilities: Institute has a state of the art Turf, which provides outdoor sports facilities
  - Yoga and Meditation: Institute conducts yoga and meditation sessions for its employees
  - Advance/Early salary reimbursements during festival: During prominent festivals advance salary is given to the employees
  - Welfare measure during Diwali: KET has a policy of distributing gift/gift coupons to all its employees. Offices boys and Maintenance staff are appreciated for their services with special gifts

| <b>File Description</b>               | <b>Document</b>               |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for additional information | <a href="#">View Document</a> |

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

**Response: 57**

**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**

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 5       | 7       | 10      | 15      | 13      |

| File Description   | Document                      |
|--|-------------------------------|
| Upload any additional information  | <a href="#">View Document</a> |
| Details of teachers provided with financial support to attend conference, workshops etc during the last five years | <a href="#">View Document</a> |

**6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years**

**Response:** 0.6

**6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 2       | 1       | 0       | 0       | 0       |

| File Description   | Document                      |
|--|-------------------------------|
| Reports of Academic Staff College or similar centers   | <a href="#">View Document</a> |
| Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff | <a href="#">View Document</a> |

**6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course ).**

**Response:** 1.67

**6.3.4.1 Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years**

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 1       | 0       | 0       | 0       | 0       |

| File Description   | Document                      |
|--|-------------------------------|
| IQAC report summary  | <a href="#">View Document</a> |
| Details of teachers attending professional development programmes during the last five years | <a href="#">View Document</a> |

### 6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff

#### Response:

Faculty self-development and Assessment is an important aspect of an academic institute. Institute believes that the system needs to be transparent with well-defined parameters. Based on the experience gained over a period of time and interaction with senior faculty members, Institute has developed self-development and Assessment format. The philosophy behind developing the format is based on following consideration

1. Teaching, Learning and Evaluation
2. Faculty Feedback
3. Research, Innovation, Academic contribution / Curriculum Development
4. Capturing the contribution made by the faculty toward institutional development, community development, conferences
5. Self-growth initiative and appreciation

The document has been introduced from the academic year 2018-19 and is under discussion with faculty for suggestion etc.,

The broad categories as envisaged are as under

#### Category I

**Teaching Learning and Evaluation related activities:** This takes into account the planned teaching load vs actual. It also has a component which considers class cancellation, examination related activities

#### Category II

#### Faculty Feedback

#### Category III

**Research, Innovation, Academic Contribution / Curriculum enrichment/ Funded Projects:** - Faculty is given an opportunity to select any of the criteria which are specified.



#### **Category IV**

**Doctoral Guidance/Patent/Internship/Dissertation/Projects:** - Consideration is given to the faculty who has guided students for PhD

#### **Category V**

**Institutional Responsibilities:** Under this category various criteria provisions are made such as academic administration, program head, placement support etc.

#### **Category VI**

**Contribution to Institutional Commitment to Society / Profession / Culture and Aspirations** –The consideration here is contribution of the faculty towards societal development, professional development as well as culture and aspiration

#### **Category VII**

Self-development, Awards, Recognition, Member of the other Institutes / Universities, Academic Council / BoS.: Institute also appreciates the award recognition etc. received by the faculty

#### **Category VIII**

##### **MDP and Training Program**

#### **Category IX**

Company projects/Research/Consultancy

#### **Category X**

Any Other Institutional Development activity

#### **Category XI**

Honors and Awards

#### **Category XII**

Any other activity planned/suggested

#### **Non-Teaching**

Institute has created a document titled **Staff Development and Assessment**. The criteria used for

assessment are as under

1. Punctuality
2. Interpersonal Communication
3. Initiative
4. Team Player
5. Timely Execution of Task
6. Availability of Information and documentation
7. Resourcefulness
8. Multitasking
9. Integrity and confidentiality
10. Overall approach toward work

Each of the parameter is based on a scale of 1 to 5 with 1: Poor, 2: Average, 3: Above Average, 4: Good, 5: Excellent

Based on the above parameters appraisal of teaching and non-teaching staff is carried out. A committee interacts with the faculty based on the data furnished and thereafter decisions are taken regarding increments etc.

For staff AGM HR and Operations reviews the performance and thereafter decision is taken regarding increments etc.

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for additional information | <a href="#">View Document</a> |

## 6.4 Financial Management and Resource Mobilization

### 6.4.1 Institution conducts internal and external financial audits regularly

#### Response:

Internal and external audit is essential to improve an institution's operation as well as to accomplish its objectives by bringing a systematic, disciplined approach to evaluate and improve its effectiveness of risk management, control and governance. Internal auditing provides insight into financial operations of the institute based on the data and information available. It also gives the Governing Board and Sr. Management an objective source of independent advice. External audit facilitates the Governing Board to carry out its objective analysis of functioning of an institute within the broad framework of the trust and guidelines issued by the regulatory authority. It provides checks and balances and helps improve quality of operations in the financial management of the institute.

**INTERNAL AUDIT**

The internal audit is an internal process carried out by the Head of Accounts and Internal Auditor. Internal Auditor is staff of the trust. The auditor evaluates and record Institution's financial performance via various sources of Income and Expenditure. Internal audit ensures that all the revenues are properly accounted for under proper heads and all the expenditures are incurred adhering to approved budgets and within the norms.

Since the internal audit is a continuous exercise throughout the year it also acts as a guide for the accountants and enables the correction if any, in time. The conduct of internal audit simplifies the preparation of final audit, improves administrative operations, risk control and governance.

The institute prepares its annual budget under various heads and the budget is approved by the trust. Once the budget is approved, the institute follows the budgetary guidelines. For any activity that is carried out, the in charge of the activity prepare the requisition in the budgetary format with proper justification/documents. After the approval of the head of the institute the same is submitted to accountant cum auditor for approval before the funds are sanctioned.

Account Head carries out internal audit on regular intervals to ensure that expenses incurred are within the sanctioned budget.

**EXTERNAL AUDIT**

The External audit is carried by an outside professional auditing organisation.

**Audit Check list (Indicative)**

1. Examine and evaluates trust deed or regulations by referring to the act
2. Record and note all the provisions affecting the accounts.
3. Verify the minutes of the meeting of the institution's Governing Body
4. Examine copies of financial statements, balance sheet and budget plans
5. Verify the receipts and transactions such as receipt of tuition fee, receipt of scholarship and free ship from the government, and any other fee
6. Verify the expenses related to salary, infrastructure, tax deductions, electricity, property tax, professional charges etc.
7. Verification of scholarships granted to the students
8. Verify Institution's bank account transactions, passbook, reconciliation etc.
9. Examine expenses related to library items, sports, furniture, events and examination etc.
10. Validate petty cash
11. Verify fixed assets register
12. Check capital expenditure
13. Purchase order/challans, bill copy, payment voucher, approval copy
14. Verification of Timely remittance of statutory liability of TDS, GST, Profession Tax, provident fund, gratuity, etc.

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for additional information | <a href="#">View Document</a> |

#### 6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)

**Response:** 0

6.4.2.1 Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs)

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

| File Description   | Document                      |
|--|-------------------------------|
| Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |
| Annual statements of accounts  | <a href="#">View Document</a> |

#### 6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

**Response:**

The Institute is managed by Kohinoor Education Trust registered under Public Charitable Trust under the Society's Registration Act 1935 and Bombay Public Trust Act 1950. The institute is unaided and does not receive any aid from any government authority. For the optimum utilization of funds both Capital and Revenue expenses are prioritized taking into consideration the academic plan of the institute.

The institute follows annual budget plan which is classified under two heads

##### Revenue

- The institute is a self-financing institute and hence the mobilization of funds is based on the fees received from students.
- The other financial sources are through research, consultancy and training.

##### Expenditure

- **Capital Expenditure:** The requirement of the capital budget is planned well in advance under different heads namely:
  1. Addition to the existing infrastructure
  2. Modification/alteration of the existing infrastructure
  3. Purchase of capital equipment such as
    - Computers/Laptops/PCs/Projectors and other electronic equipment.
    - Furniture and fixtures
    - Purchase of Software
    - Plant and Machinery
    - Vehicles
- **Revenue Expenditure:** Budget for Revenue expenses is prepared taken into consideration different heads such as
  - Staff and Faculty remuneration
  - Honorarium to the visiting faculty
  - Electricity
  - Taxes
  - Security
  - House Keeping
  - Facility Management services
  - Repair and maintenance
  - Student Uniform and Welcome Kit
  - Printing and Stationary
  - Travel and conveyance expenses
  - Library Software subscription.
  - Faculty Development
  - Students events and Placement
  - Membership and affiliation fee
  - Payment to the university as per the regulatory norms

**Budgeting:** Director of the institute prepares the budget in consultation with the program head under two heads namely

**Capital and Revenue expenditure.**

While preparing the budget, director takes into consideration revenue generated in last two years and expected revenue for the current year. The same procedure is followed for expenditure.

The Budget are prepared under different budget heads and the same is submitted to the Governing Board for approval.

Once the approval is received the faculty/staff is required to follow the budget format with approvals from the program head and the director. (copy of the budget format is attached)

The intender is required to submit detailed expense report with all the supporting vouchers.

The budgets are continuously monitored by the finance team. Expenses likely to be incurred beyond the approved budget need management sanction in advance

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for additional information | <a href="#">View Document</a> |

## 6.5 Internal Quality Assurance System

### 6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

#### Response:

Quality Assurance is an integrated approach covering all the processes in an institution. However, it's success depends on the implementation and adherence to the norms. The institution needs a common strategy and action plan to integrate its activities which are cost effective and have competitive advantage.

Institute established its IQAC Cell on 8th Oct 2014 with the following objectives:

- To develop systems and procedures which are consistent and have catalytic action to improve the academic and administrative performance of the nstitute.
- To promote measures towards quality enhancement through internalization of quality culture and institutionalization of best practices.

#### Practice 1: Adoption of ISO 9001-2008 Quality Standard Certification to improve the processes and practices at KBS

#### Objectives:

- 1.To develop quality management system and define standard operating procedures
- 2.To develop relevant quality measures for Academic Processes, Admissions, Placements, Human Resource Management, Facility management and Examination.
- 3.To ensure credibility in terms of evaluation and maintenance of documentation and records.

#### Procedure followed

- Lead assessors were invited to conduct workshop on ISO 9001:2008. During the workshop lead assessor provided the requisite knowledge, process to be followed, the challenges to be met and benefits thereof. The purpose being to create awareness among the faculty and staff about the importance of quality, standard operating procedures, documentation and its benefits.
- Continuous guidance was provided in writing the procedure manual.
- All the departments namely academics, academic administration, examination, admissions, finance and accounts, placements were sensitized through departmental meeting about the requirements to meet the quality standards and procedural requirement.
- Having written the procedure and the standard operating procedure, internal audits were carried out.
- Observations of the internal auditors were discussed with the stakeholders. Stakeholders thereafter carried out the required changes to ensure the compliance as per ISO 9001 requirements
- Final Internal audit was carried out and thereafter the documentation was submitted to the agency

(Lloyd's Register Quality Assurance (LRQA) India) in 2015.

- The Lloyd's Register Quality Assurance (LRQA) India carried out the quality audit as per the Lloyd's registered quality assurance guidelines.
- LRQA certified KET with ISO 9001:2008 certification on 15th April 2015.

## Practice 2: Implementation of Human Resource Information System: - HR Konnect

KBS in line with the trust policy has moved toward Human Resources Information System (HRIS). It is a software that combines systems and processes to ensure easy management of human resource functions. It combines number of HR functions such as employee data, managing payroll, recruitment processes, keeping track of attendance record. It functions Human Resource as a discipline and is an integral part of the overall management information system

Implementation of HRIS has enabled the institute to improve its traditional processes and enhance strategic decision making. This has also brought in transparency in the functioning of HR.

The functions introduced under HRKonnect are

1. Employee data
2. Managing Payroll
3. Keeping track of attendance
  - Self-Report
  - Holiday Calendar
  - Out Door
  - Extra Time
  - Monthly Time sheet
  - Leave Record and Application

HR Konnect has been implemented from 31st August 2019.

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for additional information | <a href="#">View Document</a> |

**6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities ( For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives )**

**Response:**

University of Mumbai has provided structured guidelines for its MMS two-year full time program. For each of the course, university has specified learning objectives, content, learning outcome.

Overall assessment parameters.

Taking into consideration the above, IQAC has formulated the guidelines covering teaching learning plan(TLP), pedagogical tools and learning outcomes. The IQAC-Cell reviews these guidelines in terms of its implementation and takes corrective measures.

Based on the university of Mumbai program Objectives, IQAC-cell has defined program specific objectives in the general domain area and functional specialization.

Example I

### **Review of Teaching Learning Plan.**

The Institute has developed **FACULTY MANUAL** which is comprehensive in nature and covers the following aspects

1. Vision, Mission and Values of the Institute
2. Faculty Profile
3. University of Mumbai Syllabus and TLP
4. Session Log
5. Learning Outcome and Teaching pedagogy
6. Evaluation Parameters
7. Co-curricular Activity record
8. Content beyond syllabus
9. Monthly Schedule
10. Assignments and tutorials
11. Student Attendance record
12. Teaching Notes and remarks

Example II

### **Academic Audit**

Academic Audit is a peer review process including self-evaluation and visit by an external member. Academic Audit process emphasizes self –reflection and self-improvement rather than compliance with pre-determined standards. The purpose of the Academic Audit is to encourage the program head to evaluate education quality processes – the key faculty activities required to produce, assure and improve regularly the quality of teaching and learning.

### **Major elements of the Academic Audit**

1. Curriculum Aspects
2. Teaching learning Evaluation
3. Research and Consultancy
4. Learning Resources



5. IT Lab
6. Student Support Activities
7. IQAC Activities and Record
8. Alumni Association
9. Record of Grievance redressal cell and Anti Ragging cell
10. Awards and Prizes
11. CSR
12. Mentoring and Counselling
13. Governance and leadership
14. IT Initiatives
15. Best Practices

The review of teaching learning plan and academic audit has helped the institute to improve its performance in the area of faculty contribution as well as improvement in the teaching pedagogy

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for additional information | <a href="#">View Document</a> |

### 6.5.3 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements
2. Collaborative quality initiatives with other institution(s)
3. Participation in NIRF
4. any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

**Response:** D. 1 of the above

| File Description   | Document                      |
|--|-------------------------------|
| Upload e-copies of the accreditations and certifications           | <a href="#">View Document</a> |
| Upload details of Quality assurance initiatives of the institution | <a href="#">View Document</a> |
| Upload any additional information                                  | <a href="#">View Document</a> |

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

**7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.**

**Response:**

Being a progressive institute, KBS believes in providing equal opportunity to all the employees including students in matters related to gender sensitivity with facilities such as safety, security, counseling and common room for the boys and girls.

**Gender sensitivity on campus**

The institute ensures that boys and girls work together in academic, cultural, sports and other activities. However, institute takes care of gender sensitivity to ensure safety and security of female students

**Safety and Security**

1. Safety and security is provided on campus by deploying security guard at key locations
2. Identity cards are mandated for everyone on campus
3. Security is provided at the entrance to ensure all the visitors adhere to the entry procedure
4. CCTV cameras are installed at important locations as well as most of the classrooms.
5. Adequate provision is made with first aid box for the employees.
6. As a policy female faculty members accompany girl students when they participate after college hours in outdoor or indoor activities.
7. Firefighting system is established as a safety measure.
8. In case of any major medical emergencies, institute avails the services of sister institution i.e. Kohinoor Hospital, Kurla. Ambulance Service for handling medical emergencies is available.
9. KBS has institutionalized internal complaints committee for prevention, prohibition and redressal of sexual harassment of employees and students.
10. Sakhi boxes are also placed and grievances, if any, are addressed.

**Counseling**

Kohinoor Education Trust has appointed a counselor for its students. The counselor is available on campus. The report related to the employee is kept confidential

**Common Room**

Common room facilities are provided in the college for students to hold meetings, study, or simply relax. Apart from separate common rooms for boys and girls, KBS has provided a lawn area on the campus.

**Other Initiatives taken by the institute:**

1. Institute Celebrates 'International's Woman's Day' with zeal and enthusiasm
2. Various women- related themes and topics taken up for discussion and debates during cultural events.
3. Institute has formalized committee as per the guidelines of UGC/AICTE/State Government to ensure safety and security of Female employee and students on campus. Some of these committee are
  - Anti-Ragging Committee
  - Grievance Redressal Committee
  - Internal Complaints Committee
  - Women Development Committee

All the above committee have representation from students. Notice is also put up on the notice board about the committee and their members

It is our endeavor to make the KBS campus a gender neutral campus wherein everyone enjoys equal opportunities, resources, services, benefits, decision-making power and influence.

| File Description   | Document                      |
|--|-------------------------------|
| Link for annual gender sensitization action plan   | <a href="#">View Document</a> |
| Link for specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information | <a href="#">View Document</a> |

#### 7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment

**Response:** C. 2 of the above

| File Description               | Document                      |
|--------------------------------|-------------------------------|
| Geotagged Photographs          | <a href="#">View Document</a> |
| Any other relevant information | <a href="#">View Document</a> |

#### 7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- Solid waste management

- **Liquid waste management**
- **Biomedical waste management**
- **E-waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

**Response:**

KBS has made efforts towards a sustainable environment by prioritizing waste management and implementing the 3R's i.e. Reduce, Reuse and Recycle. The institute has also made efforts to sensitize its students on waste management and waste disposal by organising the Swatch Kurla Abhiyan

**Solid Waste:**

**Initiatives**

- 1.The Institute has made all the provisions to segregate the waste in dry and wet so that further processing can be done.
- 2.The Institute segregates the dry waste into three categories i.e. paper, wood, dry garbage such as tissue paper, scrap waste paper and plastic. It is stored in an area demarcated for the same. Arrangements are made with BMC for collection of the residual waste.

**Liquid Waste management**

- 1.KBS has a sewage treatment plant (STP) to take care of the waste water which is generated in the campus.
- 2.Rain water is collected in the underground rain water harvesting tank and the same is treated with chemicals. The collected water is primarily used for gardening through pipes connecting garden with tanks. The well maintained green landscape which has been deliberately included on the campus to keep the ground porous helps collect rainwater through natural means to recharge the ground water table. The collected rain water is also used for washrooms for the purpose of flushing and for washing and cleaning of the campus premises thereby reducing the requirement of water from the BMC

**E waste management**

- 1.Institute is conscious of the implications / impact of e-waste and therefore concentrated efforts are made to minimise the e-waste. Regular maintenance is carried out by the staff. Efforts are made to re-utilise the spare parts of the discarded electronic devices.
- 2.E-bins are located in the computer lab and the waste is collected by the Parisar Bhagini Vikas Sangh-Samaj Vikas Sanstha which disposes the e-waste in a systematic manner.

**Waste recycling system**

- 1.Wet waste in the form of food waste at canteen is collected and dumped in a special chamber of 36 cu. feet dedicated to waste which can be converted into compost. After due processing the same is

converted into fertilizer and used in the gardens. The institute creates compost of about 280 kg per month which is chemical free and environmentally friendly.

- The institute has a tie up with Parisar Bhagini Vikas Sangh-Samaj Vikas Sanstha, which is an NGO that collects dry waste for the purpose of making books out of waste paper for underprivileged girl students or selling the waste to recycling plants and using the funds generated from the sale to support underprivileged woman. KBS donates all the recyclable waste to the kendra

| File Description   | Document                      |
|--|-------------------------------|
| Link for Relevant documents like agreements/MoUs with Government and other approved agencies | <a href="#">View Document</a> |
| Link for Geotagged photographs of the facilities   | <a href="#">View Document</a> |

#### 7.1.4 Water conservation facilities available in the Institution:

- Rain water harvesting
- Borewell /Open well recharge
- Construction of tanks and bunds
- Waste water recycling
- Maintenance of water bodies and distribution system in the campus

Response: D.1 of the above

| File Description                                 | Document                      |
|--|-------------------------------|
| Geotagged photographs / videos of the facilities | <a href="#">View Document</a> |
| Any other relevant information                   | <a href="#">View Document</a> |

#### 7.1.5 Green campus initiatives include:

- Restricted entry of automobiles
- Use of Bicycles/ Battery powered vehicles
- Pedestrian Friendly pathways
- Ban on use of Plastic
- landscaping with trees and plants

Response: D. 1 of the above

| File Description   | Document                      |
|--|-------------------------------|
| Various policy documents / decisions circulated for implementation | <a href="#">View Document</a> |
| Any other relevant documents                                       | <a href="#">View Document</a> |

**7.1.6 Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives:**

1. Green audit
2. Energy audit
3. Environment audit
4. Clean and green campus recognitions / awards
5. Beyond the campus environmental promotion activities

**Response:** E. None of the above

| File Description  | Document                      |
|---|-------------------------------|
| Reports on environment and energy audits submitted by the auditing agency | <a href="#">View Document</a> |
| Certification by the auditing agency                                      | <a href="#">View Document</a> |
| Any other relevant information  | <a href="#">View Document</a> |

**7.1.7 The Institution has disabled-friendly, barrier free environment**

1. Built environment with ramps/lifts for easy access to classrooms.
2. Disabled-friendly washrooms
3. Signage including tactile path, lights, display boards and signposts
4. Assistive technology and facilities for persons with disabilities ( Divyangjan) accessible website, screen-reading software, mechanized equipment
5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

**Response:** D.1 of the above

| File Description                                 | Document                      |
|--|-------------------------------|
| Geotagged photographs / videos of the facilities | <a href="#">View Document</a> |

**7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).**

**Response:**

Institute believes in cultural diversity and cultural tolerance as a key to social harmony. Cultural diversity focuses on aspects like

1. Cultural practices
2. Values

- 3. Religion
- 4. Language

Diverse cultures not only make societies more robust but also help humans to better cope with changes.

Institute believes mutual corporation and respect among students of different community, language and religion. It also gives emphasis on adherence to the principle of cultural tolerance.

Students admitted through centralized admission process for admission to MMS program of University of Mumbai have different socio economic background. These students are admitted not only from Mumbai but Maharashtra and outside Maharashtra. The analysis has shown that students at the institute come from diverse cultural background such as

- Western India
- North India
- South India
- East India

from different religion such as

- Hindus
- Muslims
- Christians
- Buddhist
- Jains
- Sikhs

Irrespective of the state or the religion the institute practices cultural inclusiveness to deepening mutual understanding and trust. Regardless of the cultural background institute focuses on developing the students through academics, co-curricular and extracurricular activities

Institute celebrates various cultural events such as

- Diwali
- Garba Night
- Christmas
- Makarsankanti
- Marathi Rajbhasha Din
- Woman's Day
- Yoga Day

Institute celebrates cultural day under Festomania where students display cultural values of different communities. Staff members also participate and display cultural uniqueness through diverse cultural activities and festivals of different communities.

The cultural and demographic analysis of the faculty and staff gives a clear indication of cultural diversity with harmony. The analysis shows that there are significant differences in cultural diversity, however all the employees work in harmony and perform as members of the community

Institute under its social responsibility cell Dayitva has undertaken various initiatives to create awareness in the community around Kohinoor Business School towards

- Swatch Bharat Abhiyan
- Sanitation and Hygiene
- Education the municipal school children
- Spending a day in orphanage
- Spending time in old age homes
- Job Mela for Majalis for Victims of Domestic Violence

The unique advantage of the cultural diversity is the utilization of valuable skills and expertise in each of this group in achieving common goals and building greater social cohesion

| File Description  | Document                      |
|---|-------------------------------|
| Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | <a href="#">View Document</a> |
| Link for any other relevant information   | <a href="#">View Document</a> |

#### **7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).**

##### **Response:**

Human Rights is an indispensable part of the right to education and has of late gained larger recognition as a human rights itself. The keystone of Human rights education is inculcating a sense of purpose among the students of the institution. It is also essential to imbibe the values of human rights and constitutional obligation

While the institute does not have formalized program towards sensitization of the students and employees for constitutional obligation. Kohinoor Business School in its own way do sensitize by way of various institutional activities. Some of these activities are as under

##### National Anthem

- National Anthem is played on campus every day at 10:00 am

##### Celebration of independence day:

- Independence day is celebrated on 15th August by the institute under KET umbrella. On this day the flag hoisting takes place. Chief guest during his/her address inspires the students by talking about sacrifice made by the freedom fighters.
- Students sing and perform patriotic songs and acts



Celebration of Reader's Inspiration day:

a. Inspiration day is celebrated on the birth anniversary of Dr. APJ Abdul Kalam. On this day institute conducts various activities such as:

- Display of books authored by Dr. APJ Abdul Kalam
- Book Review competition
- Display of quotes of Dr. APJ Abdul Kalam
- The institute also organizes competition among the students with support of newspapers like **business line, business standard.**

Celebration of librarian's day:

1. Librarian day is celebrated on the birth anniversary of Dr. S R Ranganathan
2. The birthday is celebrated in a unique way, namely
  - Reading habit workshop
  - Author Talk
  - Seminar on digital era and its impact on Learning Resource Centre
  - Short Story writing

Celebration of Teacher's Day:

1. Teacher's day is celebrated on the birth Anniversary of Dr. S. Radhakrishnan
2. Institute celebrated this day by way of:
  - Students and faculty interaction with reverse role
  - Summer project competition of the students

Prime Ministers Swachh Bharat Abhiyan:

1. In-line with institute's vision statement and our Hon. Chairman Governing Board, KET the institute has formalized its corporate social responsibility as **institutional social responsibility- Dayitva**
2. Under Dayitva Institute now undertakes various activities such as:
  - Swachh Bharat Abhiyan
  - Community development
  - Education to municipal school children

Live telecast of National Budget followed by interactive session:

The institute through its social media recognizes National leaders, National festivals as well as cultural festivals

| File Description   | Document                      |
|--|-------------------------------|
| Link for details of activities that inculcate values necessary to render students in to responsible citizens | <a href="#">View Document</a> |
| Link for any other relevant information  | <a href="#">View Document</a> |

**7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.**

- 1. The Code of Conduct is displayed on the website**
- 2. There is a committee to monitor adherence to the Code of Conduct**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

**Response:** D. 1 of the above

| File Description               | Document                      |
|--------------------------------|-------------------------------|
| Code of ethics policy document | <a href="#">View Document</a> |

**7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).**

**Response:**

Institution believes in celebrating the national festivals, birth anniversaries of national leaders. It also follows the guidelines issued by the regulatory authority in celebrating some of the events.

As a policy KBS organises National Festivals and Birth anniversary of the great Indian Personalities Some the events organised at KBS are:

**Independence day:**

The event is organised under the umbrella of Kohinoor Education Trust. Apart from flag hoisting, teachers and students participate in various events. Students are encouraged to talk about India's freedom struggle, national leaders who have contributed for Independence.

**Birth Anniversary of Mahatma Gandhi**

Birth anniversary of Father of the Nation is celebrated as a service to humanity. On this day students carry out service activities, visit the nearby street areas and carry out cleanliness drive. Students also visit municipal school during the service week and undertake mentoring the children.

**Teachers Day**

Being the academic institute, KBS gives importance to Teachers Day. On this day students guided summer projects are presented. Students are encouraged to take the classes and faculty play the role of students; this gives an opportunity for students to visualize the importance of changing the roles and its challenges.

**Librarians Day**

Librarian's day is celebrated on 9th of August, the birth anniversary of Dr. S. R. Ranganathan, who is known as Father of Library Science in India by the KBS library every year. Authors are invited to the campus to share their writings and inspire students. Book exhibition, quiz competition, book hunting, poster writing, book mark making, book review, reading habit workshop etc. is conducted for students and staff. This encourages reading habits among the students. Seminars / workshops are also organized for the librarians of different institutes

**Reading Inspiration Day**

KBS celebrates Reading Inspiration Day on 15th October to celebrate the birth anniversary of our Former President Dr. APJ Abdul Kalam. Each year different activities are carried out to celebrate reading inspiration day. Some of these are

- Poster making (think out of the box)
- Book hunt competition
- Creating different innovative models, business plans based on the topics i.e. Marketing, finance, human resources, it and operations.
- Book Review Competition
- Competition on themes like "Why Do I Love Books"

**Celebration of Marathi Rajbhasha Divas**

It is celebrated on 27th February, the birth anniversary of Vishnu Vaman Shirwadkar (27th Feb 1912 -10 March 1999), popularly known as KUSUMAGRAJ, an eminent Marathi poet, play writer, novelist, short story writer, apart from being a humanist

**Celebration of Festivals**

**The institute celebrates festivals as a part of the cultural activity.**

- Diwali celebration
- Garba Night
- Christmas
- Makarsankanti

- Woman's Day
- Yoga Day
- Ganesh Chaturthi
- Holi Celebration

The institute through its social media recognizes National leaders, National festivals as well as cultural festivals

| File Description                                     | Document                      |
|--|-------------------------------|
| Link for any other relevant information              | <a href="#">View Document</a> |
| Link for Geotagged photographs of some of the events | <a href="#">View Document</a> |

## 7.2 Best Practices

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

**Response:**

**Best Practices I**

**Title of the practice**

“Dayitva”: -an obligation for societal development by KBS

**Objective of the Practice**

Institute's Vision is to develop socially sensitive leaders with global perspective.

Institute in its commitment toward social sensitivity has been working from the year 2014-15 onward. With its experience of about 4 to 5 years in the area of social development, institute created Institutional Social Responsibility Cell- Dayitva. with the following objectives:

- Focus on community service
- Work in association with schools
- Create awareness towards community responsibilities
- Work in close association with NGOS, Government agencies and other associates
- Nurture students as citizens with moral, ethical and social values

**The Context**

Institute realized the number of challenges that are required to be addressed before designing and implementing the plan of action and some of these were:

- Sensitizing the students
- Identification of the areas
- Support and cooperation from the community
- Approvals from the regulatory authorities like BMC and local police
- Educating the community
- Organizing camps
- Issues related to healthcare
- Identification of municipal schools
- Deciding on the focus areas like English, Maths etc.
- Timings for implementation
- Measurement of the output

### **The Practice**

Institute created ISR Cell for implementation of the various initiatives under Dayitva.

- **Hygiene and sanitation:**
  - Participation in **Swachh Kurla Abhiyan**
  - Awareness about hygiene and sanitation: associated with Gandhi Bal Mandir and other municipal schools by way of **street play**. The street play is conducted in a vernacular language in two stages:
    - Stage 1- focus on sanitation and hygiene
    - Stage 2- focus on waste disposal and waste management
  - Distribution of free sanitary napkins: distributed sanitary napkins to the school girls and sensitized them on personal hygiene.
  - Beach clean drive: at Dana Pani Beach
- **Education:**
  - Students are working closely with Municipal Schools and are teaching students from 1st to 10th standard.
  - Students also worked closely with THINK foundation for the development of under-privileged students.
- **Healthcare:**
  - Students visited Kumbh Mela in the month of February 2019 and worked closely with Netra Kumbh for eye check-up camp
  - Blood donation and health check-up camps in association with Kohinoor Hospital, Kurla.
  - Students participated in the awareness drive and assisted the officials of M ward – Chembur for Measles Rubella vaccination
- **Other initiatives**
  - Students associated with Mumbai Police for maintaining peace and order during Ganesh Visarjan in Kurla.
  - Associated with Majlis an NGO and organized Job Mela for the victims of violence and supported in the area of Vocational and Skill development.

### **Constraints and Limitations:**

**Constraints:**

- Approvals from BMC as well as police
- Support from the community, NGO and local authorities
- Execution on time

**Limitations:**

- Combining academics with service activity
- Availability of Resources

**Evidence of Success**

**Dayitva- an obligation towards societal development has made its impact on the students of KBS and is now one of its mission.**

Various initiatives undertaken by the institute has resulted into the following:

- Awareness in the vicinity about health and hygiene
- Use of sanitary napkin
- Importance of cleanliness and use of dustbins for dry and wet waste
- Importance of education among the municipal school children

**Documentation**

Some of the certificates and letter of appreciation from the following authorities are attached

- Netra Kumbh
- Central Railway
- Majlis (NGO)
- Medical Officer of Health (MOH)
- Community Development Officer (CDO) M ward
- IDOBRO

The success of the initiatives clearly indicate that it is possible to bring in a change in the community through a sustained long term effort. This calls for student's commitment as well as faculty motivation.

The initiatives have also helped the institute to take Dayitva into two different dimension namely:

- Focus on academics with long term sustainability as a central area
- Focus on commitment towards societal development through initiatives in the areas of community service, skill development and education.

**Problems encountered and Resource Required**

While institutional social responsibility has been the focus area of Kohinoor Business School for nearly

five years, the institute realized that its **implementations is challenge**. The institute encountered number of problems during its implementation phase. Some of these are:

- Creating awareness among the students towards their responsibility for community service
- Permissions from BMC and Police Department
- Support from local community
- Long term sustainability

### **Resource required**

- Availability of Faculty for guidance and execution
- Availability of the non-teaching staff to provide the required administrative support.
- Social Media platform for creating the awareness
- Manpower from BMC & Police department

The problems encountered varied from year to year depending upon the nature of the social issues that were undertaken including resource requirement.

### **Best Practices II**

**Title of the Practice-** Employability Readiness Program

#### **Objectives of the practice**

- **Objectives:**

Research has indicated that the work place competencies required in an organization include focusing on basic skills, thinking skills and personal qualities that are pre-requisite transferable skills that graduates need to have in order to make them employable.

Institute having realized the need for employability, the Corporate Relations and Placement Cell was reorganized with focus on Employability Readiness Program with following objectives:

- To provide conceptual skills/understanding
- To provide the skills in areas like communication, soft skills, preparedness for interview and interpersonal skills.
- To establish corporate connect
- To focus on mentor – mentee

#### **The context**

- **Context:**

The research has indicated that technical skills, organizational knowledge, personal and interpersonal skills are significant predictors of employability. Globalization and internationalization of higher education in general and management education in specific has its impact on employability. ASSOCHAM study of

2016 has indicated that 93% of the B-School graduates are unemployable. The research survey has indicated that employability rate of professional graduates has decreased from 41.02% in the year 2014 to 36.44% in the year 2019 (India Skill Report 2019).

Institute developing a model with focus on:

- Student's expectations
- Gap analysis
- Gap minimization

With collaborative approach of

- Faculty/institute
- Student
- Industry

### **The Practice:**

Based on the objectives and the context, the institute reorganized Corporate Relations and Placement Cell with focus on following:

- Assessing industry expectations
- Analyzing student's expectations based on their preferences and employability
- Studying the profile of the recruiters visiting campus
- Development of FAQ's

While the process seems to be simple but it has been a challenging task not only for students but also for the cell.

Based on the feedback received institute developed Employability Readiness Program under four domain areas

### **Domain Area 1**

Technical/Conceptual understanding

- Program Head interacts with the students on a regular basis and understand the requirement for providing extra sessions in the core/electives.
- Depending upon the profile of the recruiter institute conducts additional sessions in the subject area

### **Domain Area 2**

Providing the skills in the areas of communication, interpersonal skills, analytical skills, preparedness for interview, soft skills and grooming.

- The institute conducts group discussion and personal interview. Corporate executives/alumni are invited for the same
- Industry experts are invited to provide training in analytics, advance excel etc.



### **Domain Area 3**

#### Corporate Connect

The institute initiated various programs and some of these are:

- Friday Series: The institute invites corporate CEO's / Sr. Management Executives on campus. These executives interact with students and give industry perspective and challenges.
- Value Added Workshops: Institute has conducted number of workshops in different domain areas. Some of these are:
  - Emerging Business Technologies
  - National Entrepreneurship Network
  - Excel Training
  - New Business Models

### **Domain Area 4**

- **Mentoring:**

Institute follows mentor-mentee concept and is a continuous process. Mentoring has also provided an insight into students' academic performance, interest in co-curricular and extracurricular activities, desire to excel etc. Mentoring is carried out systematically and has also helped in identifying student as advance learners and slow learners

#### **Constraints and Limitations:**

Constraints:

- Sectorial analysis
- Identifying industry expectations
- Connecting with the companies

Limitations:

- Student's preparedness
- Development of expected skills

#### **Evidence of success:**

The sustained effort at the institute for three years has given a direction in the areas

- Increase in self-awareness
- Enhancing the Employability skills
- Better conceptual understanding

- Having international and national companies on campus
- Enhancing employability prospects
- Brand Awareness

The number of companies on campus have increased from 93 for the placement year 2016-17 to 116 for the placement year 2018-19. The compounded annual growth rate is approximately 8%

CTC has increased from Rs. 3.27 Lakhs for the year 2016-17 to Rs. 3.72 lakhs for the year 2018-19. The compounded annual growth rate is approximately 10%

The sustained efforts made by the team has resulted into having some of the international/national corporates on campus as indicated below

- ITC ltd
- Dabur limited
- Colgate Palmolive
- Future-group
- Godrej and Boyce
- Amul
- TATA Capital
- Cap Gemini
- CRISIL
- Flipkart

#### **Problems encountered and resources required-**

- Sectorial analysis:

It was difficult to classify the sectors based on the domain areas, the reason being companies were operating in number of sectors with no uniqueness that was expected.

- Identifying industry expectations:
- Connecting with the companies:

It is easier said than done, since the institute realized that it was difficult to connect with the companies and more so with HR.

#### **Resources required:**

- Availability of the experts on a sustainable basis with the knowledge of quantitative techniques, logical, verbal reasoning and data interpretation.
- Having corporate executive in specific domain areas including the knowledge of Industry 4.0 and curricula 4.0
- More involvement of Alumni

| File Description                                      | Document                      |
|---|-------------------------------|
| Link for Best practices in the Institutional web site | <a href="#">View Document</a> |
| Link for any other relevant information               | <a href="#">View Document</a> |

## 7.3 Institutional Distinctiveness

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

#### Response:

Kohinoor Business School over a period of 9 years has developed its distinctiveness in the areas of

- Vision
  - Societal development
  - Impact Assessment Survey
  - Creation of Institute Social Responsibility Cell (ISR)
  - Dayitva: An obligation toward societal development
- Priority and Thrust
  - Implementation of ICT
  - Smart Classroom:
  - ERP: ACADMiN
  - Library Management System: KOHA
  - HRKconnect: HRIS
  - KBS Innovation and Incubation Centre:

#### Vision:

- To develop socially sensitive leaders with global perspective.

#### Societal development

- Beginning:
  - Kohinoor Business School realized the need and importance of sensitizing the students towards the community. Institute carried out community awareness activities such as cleanliness, distribution of pamphlets etc. To give direction and focus to this activity Corporate Social Responsibility (CSR) cell was created in the year 2014-15. Under the cell students have undertaken various projects related to community welfare and development, the details of which are mentioned under criteria 7.2
- Impact Assessment Survey
  - The institute has also undertaken impact assessment survey for a public sector undertaking in the following distinct areas
    - Girl Child education (Nanhi Kali)

- Mid-Day meal (Akshya Patra)
- Dil without Bill (Healthcare)
- Swavalambhan (Skill Development)
- Suraksha (AIDS Awareness)
- Unnati (Skill Development)
- Rural Health Mobile Vans (Healthcare)

The project involved development and administration of questionnaire, interaction with the stakeholder and giving the recommendations

- Creation of Institute Social Responsibility Cell (ISR)
  - Based on the experienced gained over a period of time, institute renamed social responsibility cell as Institute Social Responsibility Cell with following objectives
    - Focus on community service
    - Work in association with municipal schools
    - Create awareness towards community responsibilities
    - Work in close association with NGO's, government agencies and other associates
    - Nurture students as citizens with moral, ethical and social values
  - ISR Cell carried out number of activities as detailed under criteria 7.2
- Dayitva: An obligation toward societal development
  - Taking into consideration Hon. Chairman Governing Board's Vision, towards societal development, a new initiative was taken under "Dayitva".
  - Dayitva has two components
    - Academics: Here the students are given the conceptual understanding of corporate social responsibility, sustainability, government policies etc.
    - Field Work: Community Service, Skill Development and Education.
  - Pledge for Dayitva
    - Students of KBS take a pledge to work toward community development
    - Pledge
      - **"I, \_\_\_\_\_, a socially responsible student of Kohinoor Business School, hereby promise that I shall work towards the development of the Society in the areas of Community Service, Skill Development and Education. I shall strive towards creating clean, healthy and hygienic surroundings. I pledge to strive to be a positive change agent in the society through and provide my services with a smile."**

## Priority and Thrust

- **Implementation of ICT**
  - Institute has taken initiative in implementation of ICT and some of these are
- **Learning Management System (Moodle):** Institute has developed following modules
  - Learning Material for Bridge Course
    - Students with specialisation in areas other than commerce
      - Modules on basics of accounting
    - Students with commerce background
      - Modules on basics of statistics
  - Learning Material for Remedial Coaching
    - For slow learners, institute provides remedial coaching through LMS

- Developing Program objectives and Program Specific objectives
  - University of Mumbai has provided objectives of the new curriculum, learning objectives and learning outcomes
  - Based on the above the institute has defined program objective, program specific objectives in the areas of General Management and Functional Specialisations
- **Teaching Learning Plan** is made available on the LMS portal. Students can access the same. TLP covers the following
  - Course title
  - Semester
  - Learning objectives
  - Prerequisites if any
  - Content
  - Activity
  - Learning Outcome
  - Text Book to be referred
  - Reference books
  - Assessment parameters
- **Smart Classroom:**
  - Smart classroom aims at developing the students learning ability
  - Teachers can select from a variety of synchronous technologies including
    - Smart Projector allowing faculty to make presentations more interactive
    - Lecture Capturing System helps recording live classroom and also to create content for e library
    - Audio and video conferencing: enables the institute to live streaming of the lecture.
    - Multimedia enabled audio-visual classrooms
- **ERP: ACADMIn**
  - Institute has developed the following modules for academic administration
    - Admission
    - Attendance Management
    - Examination
    - Fee Management
    - Result Generation
- **Library Management System: KOHA**
  - Institute is using KOHA Open Source software comprising of
    - OPAC- Users can carry out searches by using fields such as keyword, subject, titles, class, barcode, author and publisher
    - Full Catalogue
    - Circulation- LRC has a policy regarding circulation of books to the students and faculty.
    - Acquisition
    - Patron management
    - Reservation
- **HRKconnect: HRIS**
  - The functions introduced at KBS are
    - Employee data
    - Managing Payroll
    - Keeping track of attendance

- Self-Report
  - Holiday Calendar
  - Out Door
  - Extra Time
  - Monthly Time sheet
  - Leave Record and Application
- **KBS Innovation and Incubation Centre:** KBS has established an Innovation and Incubation Centre in association with Wadwani Foundation's National Entrepreneurship Network (NEN) with the following objectives
- Increase awareness of entrepreneurship on campus.
  - Inspire E-cell members to become entrepreneurs.
  - Make entrepreneurship relevant and accessible through story telling
  - To facilitates for creation and transfer of knowledge by conducting technical workshops, seminars, visits for the students
  - Provide an opportunity to the students for various innovative activities on Campus such as Idea Generations related to business, filtrations and process thereafter

### Concluding Note

Distinctive to its **Vision, Priority and Thrust**

The Institute has developed its distinctiveness covering the following areas

- Societal development: The Journey will continue and in the years to come KBS will work in developing the institute with focus on quality education with societal commitment
- Priority and Thrust: The focus area will continue to be in ICT enabled learning, LMS, ERP, enhancing the infrastructure facilities

| File Description                                      | Document                      |
|---|-------------------------------|
| Link for appropriate web in the Institutional website | <a href="#">View Document</a> |
| Link for any other relevant information               | <a href="#">View Document</a> |

## 5. CONCLUSION

---

### Additional Information :

The institute is aware of its SWOC analysis and has taken initiatives in providing the hostel facilities, international collaboration, establishment of industry academia cell, and focus on research and consultancy assignments. Institute is also making efforts to have the faculty with Industry and research background. Faculty will be encouraged to publish research papers in UGC approved journals

Institute will be submitting its application for National Institutional Ranking Framework (NIRF) of the Ministry of Human Resource Development, Government of India.

### Concluding Remarks :

Kohinoor Business School with its experience of 10 years in management education has now planned its trajectory growth in the following areas

1. Accreditation
2. Research Culture
3. International Linkages
4. Executive educations
5. Permanent affiliation
6. Industry Academia connect
7. Centre for Education Technology
8. Innovative learning pedagogy.

Knowing the pressure and stress on students, institute plans to have sessions on “**studentshappiness.com**”. Students will have a dedicated slot wherein they can showcase their talent, perform certain activities as they wish and relax.

## 6.ANNEXURE

### 1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification   |         |         |         |         |         |      |      |      |     |      |         |         |         |         |         |  |  |  |  |  |
|-----------|---|---------|---------|---------|---------|---------|------|------|------|-----|------|---------|---------|---------|---------|---------|--|--|--|--|--|
| 1.4.2     | <p><b>Feedback process of the Institution may be classified as follows:</b></p> <p><b>Options:</b></p> <ol style="list-style-type: none"> <li>1. <b>Feedback collected, analysed and action taken and feedback available on website</b></li> <li>2. <b>Feedback collected, analysed and action has been taken</b></li> <li>3. <b>Feedback collected and analysed</b></li> <li>4. <b>Feedback collected</b></li> <li>5. <b>Feedback not collected</b></li> </ol> <p>Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website<br/>           Answer After DVV Verification: B. Feedback collected, analysed and action has been taken</p>  |         |         |         |         |         |      |      |      |     |      |         |         |         |         |         |  |  |  |  |  |
| 2.3.3     | <p><b>Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year )</b></p> <p>2.3.3.1. Number of mentors<br/>           Answer before DVV Verification : 13<br/>           Answer after DVV Verification: 12</p> <p>Remark : Observation accepted, edited accordingly.</p>  |         |         |         |         |         |      |      |      |     |      |         |         |         |         |         |  |  |  |  |  |
| 2.4.3     | <p><b>Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)</b></p> <p>2.4.3.1. <b>Total experience of full-time teachers</b><br/>           Answer before DVV Verification : 67<br/>           Answer after DVV Verification: 59</p> <p>Remark : Observation accepted, edited accordingly.</p>  |         |         |         |         |         |      |      |      |     |      |         |         |         |         |         |  |  |  |  |  |
| 3.1.1     | <p><b>Grants received from Government and non-governmental agencies for research projects, endowments, Chairs in the institution during the last five years (INR in Lakhs)</b></p> <p>3.1.1.1. <b>Total Grants from Government and non-governmental agencies for research projects , endowments, Chairs in the institution during the last five years (INR in Lakhs)</b><br/>           Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>2.26</td> <td>0.00</td> <td>0.00</td> <td>2.0</td> <td>20.0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2.26 | 0.00 | 0.00 | 2.0 | 20.0 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |  |  |  |  |  |
| 2018-19   | 2017-18   | 2016-17 | 2015-16 | 2014-15 |         |         |      |      |      |     |      |         |         |         |         |         |  |  |  |  |  |
| 2.26      | 0.00  | 0.00    | 2.0     | 20.0    |         |         |      |      |      |     |      |         |         |         |         |         |  |  |  |  |  |
| 2018-19   | 2017-18   | 2016-17 | 2015-16 | 2014-15 |         |         |      |      |      |     |      |         |         |         |         |         |  |  |  |  |  |
|           |   |         |         |         |         |         |      |      |      |     |      |         |         |         |         |         |  |  |  |  |  |



|   |      |      |   |       |
|---|------|------|---|-------|
| 0 | 0.00 | 0.00 | 0 | 19.85 |
|---|------|------|---|-------|

3.1.2 **Percentage of teachers recognized as research guides (latest completed academic year)**

3.1.2.1. **Number of teachers recognized as research guides**

Answer before DVV Verification : 2

Answer after DVV Verification: 0

3.1.3 **Percentage of departments having Research projects funded by government and non government agencies during the last five years**

3.1.3.1. **Number of departments having Research projects funded by government and non-government agencies during the last five years**

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 1       | 0       | 0       | 1       | 1       |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 1       |

3.1.3.2. **Number of departments offering academic programmes**

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
|         |         |         |         |         |

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

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

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 7       | 1       | 1       | 3       | 14      |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 3       | 1       | 0       | 0       | 5       |

3.3.1 **Number of Ph.Ds registered per eligible teacher during the last five years**

**3.3.1.1. How many Ph.Ds registered per eligible teacher within last five years**

Answer before DVV Verification : 13

Answer after DVV Verification: 7

**3.3.1.2. Number of teachers recognized as guides during the last five years**

Answer before DVV Verification : 3

Answer after DVV Verification: 3

Remark : Observation accepted, edited accordingly.

**3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years****3.3.2.1. Number of research papers in the Journals notified on UGC website during the last five years.**

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 3       | 2       | 4       | 0       | 0       |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 2       | 0       | 0       | 0       | 0       |

**3.4.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years****3.4.2.1. Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.**

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 6       | 0       | 0       | 0       | 0       |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 1       | 0       | 0       | 0       | 0       |

**3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year****3.5.1.1. Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years**

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 24      | 3       | 2       | 3       | 4       |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 1       |

**3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years**

**3.5.2.1. Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years**

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 2       | 3       | 2       | 3       | 2       |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 2       | 3       | 0       | 0       | 2       |

**4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)**

**4.1.3.1. Number of classrooms and seminar halls with ICT facilities**

Answer before DVV Verification : 14

Answer after DVV Verification: 12

Remark : Observation accepted, edited accordingly.

**4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)**

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

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 51.6    | 3.8     | 3.2     | 2.2     | 18.1    |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
|         |         |         |         |         |

|      |      |      |      |      |
|------|------|------|------|------|
| 4.56 | 3.09 | 3.06 | 5.57 | 3.58 |
|------|------|------|------|------|

Remark : Observation accepted, edited accordingly.

4.2.2 **The institution has subscription for the following e-resources**

1. e-journals
2. e-ShodhSindhu
3. Shodhganga Membership
4. e-books
5. Databases
6. Remote access to e-resources

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

Answer After DVV Verification: B. Any 3 of the above

Remark : observation accepted, edited accordingly.

4.4.1 **Average percentage of expenditure incurred on maintenance of infrastructure (physical 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:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 11.2    | 9.7     | 10.5    | 8.5     | 5       |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 7.40    | 6.84    | 5.82    | 6.20    | 7.52    |

Remark : Observation accepted, edited accordingly.

5.1.2 **Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years**

5.1.2.1. **Total number of students benefitted by scholarships, freeships, etc provided by the institution / non- government agencies year-wise during last five years**

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 120     | 119     | 92      | 96      | 101     |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

5.1.5 **The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases**

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : Observation accepted, edited accordingly.

5.2.3 **Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)**

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

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 120     | 119     | 92      | 93      | 101     |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

5.2.3.2. **Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years**

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 120     | 119     | 92      | 93      | 101     |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

Remark : Observation accepted, edited accordingly.

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

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

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 4       | 0       | 0       | 0       | 0       |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 3       | 0       | 0       | 0       | 0       |

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

**5.3.3.1. Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years**

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 8       | 7       | 7       | 8       | 7       |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 4       | 0       | 2       | 1       | 1       |

Remark : Observation accepted, edited accordingly.

**6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years**

**6.3.3.1. Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 17      | 0       | 9       | 9       | 1       |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 2       | 1       | 0       | 0       | 0       |

6.3.4 **Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course ).**

6.3.4.1. **Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years**

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 1       | 2       | 1       | 0       | 0       |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 1       | 0       | 0       | 0       | 0       |

6.5.3 **Quality assurance initiatives of the institution include:**

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
2. **Collaborative quality initiatives with other institution(s)**
3. **Participation in NIRF**
4. **any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

Answer before DVV Verification : C. 2 of the above

Answer After DVV Verification: D. 1 of the above

Remark : Observation accepted, edited accordingly.

7.1.4 **Water conservation facilities available in the Institution:**

1. **Rain water harvesting**
2. **Borewell /Open well recharge**
3. **Construction of tanks and bunds**
4. **Waste water recycling**
5. **Maintenance of water bodies and distribution system in the campus**

Answer before DVV Verification : B. 3 of the above

Answer After DVV Verification: D.1 of the above

Remark : Observation accepted, edited accordingly.

|        |  |
|--------|--|
| 7.1.5  | <p><b>Green campus initiatives include:</b></p> <ol style="list-style-type: none"> <li>1. <b>Restricted entry of automobiles</b></li> <li>2. <b>Use of Bicycles/ Battery powered vehicles</b></li> <li>3. <b>Pedestrian Friendly pathways</b></li> <li>4. <b>Ban on use of Plastic</b></li> <li>5. <b>landscaping with trees and plants</b></li> </ol> <p>Answer before DVV Verification : Any 4 or All of the above<br/>Answer After DVV Verification: D. 1 of the above</p>  |
| 7.1.6  | <p><b>Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives:</b></p> <ol style="list-style-type: none"> <li>1. <b>Green audit</b></li> <li>2. <b>Energy audit</b></li> <li>3. <b>Environment audit</b></li> <li>4. <b>Clean and green campus recognitions / awards</b></li> <li>5. <b>Beyond the campus environmental promotion activities</b></li> </ol> <p>Answer before DVV Verification : B. 3 of the above<br/>Answer After DVV Verification: E. None of the above<br/>Remark : Observation accepted, edited accordingly.</p>  |
| 7.1.7  | <p><b>The Institution has disabled-friendly, barrier free environment</b></p> <ol style="list-style-type: none"> <li>1. <b>Built environment with ramps/lifts for easy access to classrooms.</b></li> <li>2. <b>Disabled-friendly washrooms</b></li> <li>3. <b>Signage including tactile path, lights, display boards and signposts</b></li> <li>4. <b>Assistive technology and facilities for persons with disabilities ( Divyangjan) accessible website, screen-reading software, mechanized equipment</b></li> <li>5. <b>Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading</b></li> </ol> <p>Answer before DVV Verification : C. 2 of the above<br/>Answer After DVV Verification: D.1 of the above</p> |
| 7.1.10 | <p><b>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</b></p> <ol style="list-style-type: none"> <li>1. <b>The Code of Conduct is displayed on the website</b></li> <li>2. <b>There is a committee to monitor adherence to the Code of Conduct</b></li> <li>3. <b>Institution organizes professional ethics programmes for students, teachers, administrators and other staff</b></li> <li>4. <b>Annual awareness programmes on Code of Conduct are organized</b></li> </ol> <p>Answer before DVV Verification : C. 2 of the above<br/>Answer After DVV Verification: D. 1 of the above</p>   |

## 2.Extended Profile Deviations



| ID      | Extended Questions   |         |         |         |         |         |        |       |     |       |       |         |         |         |         |         |        |        |        |        |        |
|---------|--|---------|---------|---------|---------|---------|--------|-------|-----|-------|-------|---------|---------|---------|---------|---------|--------|--------|--------|--------|--------|
| 1.1     | <p><b>Number of full time teachers year-wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>13</td> <td>16</td> <td>17</td> <td>19</td> <td>20</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>12</td> <td>16</td> <td>16</td> <td>16</td> <td>16</td> </tr> </tbody> </table>   | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 13     | 16    | 17  | 19    | 20    | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 12     | 16     | 16     | 16     | 16     |
| 2018-19 | 2017-18  | 2016-17 | 2015-16 | 2014-15 |         |         |        |       |     |       |       |         |         |         |         |         |        |        |        |        |        |
| 13      | 16   | 17      | 19      | 20      |         |         |        |       |     |       |       |         |         |         |         |         |        |        |        |        |        |
| 2018-19 | 2017-18  | 2016-17 | 2015-16 | 2014-15 |         |         |        |       |     |       |       |         |         |         |         |         |        |        |        |        |        |
| 12      | 16   | 16      | 16      | 16      |         |         |        |       |     |       |       |         |         |         |         |         |        |        |        |        |        |
| 2.2     | <p><b>Total Expenditure excluding salary year-wise during last five years ( INR in Lakhs)</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>444.83</td> <td>398.7</td> <td>405</td> <td>364.4</td> <td>388.8</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>379.01</td> <td>327.13</td> <td>324.17</td> <td>271.84</td> <td>293.57</td> </tr> </tbody> </table> | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 444.83 | 398.7 | 405 | 364.4 | 388.8 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 379.01 | 327.13 | 324.17 | 271.84 | 293.57 |
| 2018-19 | 2017-18  | 2016-17 | 2015-16 | 2014-15 |         |         |        |       |     |       |       |         |         |         |         |         |        |        |        |        |        |
| 444.83  | 398.7  | 405     | 364.4   | 388.8   |         |         |        |       |     |       |       |         |         |         |         |         |        |        |        |        |        |
| 2018-19 | 2017-18  | 2016-17 | 2015-16 | 2014-15 |         |         |        |       |     |       |       |         |         |         |         |         |        |        |        |        |        |
| 379.01  | 327.13   | 324.17  | 271.84  | 293.57  |         |         |        |       |     |       |       |         |         |         |         |         |        |        |        |        |        |
| 2.3     | <p><b>Number of Computers</b></p> <p>Answer before DVV Verification : 90</p> <p>Answer after DVV Verification : 69</p>   |         |         |         |         |         |        |       |     |       |       |         |         |         |         |         |        |        |        |        |        |