



**INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)**

Accreditation - (Cycle - 1)

**PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
RAJEEV GANDHI COLLEGE OF MANAGEMENT STUDIES
C-46601**

**NAVI MUMBAI
Maharashtra
400701**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission
P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA**

Section I: GENERAL INFORMATION

1.Name & Address of the institution:	RAJEEV GANDHI COLLEGE OF MANAGEMENT STUDIES NAVI MUMBAI Maharashtra 400701	
2.Year of Establishment	2009	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	1	
Departments/Centres:	1	
Programmes/Course offered:	1	
Permanent Faculty Members:	12	
Permanent Support Staff:	6	
Students:	237	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Academic Excellence – Outcome Based Teaching pedagogy 2. Well documented SOP, Policy and Strategic Plan documents for efficient functioning of organization. 3. Extensive use of Information Communication Technology (ICT) for better teaching and learning.	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 02-02-2023 To : 03-02-2023	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. EASWARAN IYER	Pro-Vice Chancellor,JAIN Deemed to be University
Member Co-ordinator:	DR. SR PROF D SREERAMULU	Dean,Osmania University
Member:	DR. PROF JAGAT BHUSHAN NADDA	FormerDirector,Consortium For Educational Communication
NAAC Co - ordinator:	Dr. Priya N	

Section II: CRITERION WISE ANALYSIS

Observations (Strengths and/or Weaknesses) on each qualitative metrics of the key Indicator under the respective criterion (This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)

Criterion 1 - Curricular Aspects (Key Indicator and Qualitative Metrics (QIM) in Criterion 1)	
1.1	Curricular Planning and Implementation
1.1.1 QIM	The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum
1.4	Feedback System

Qualitative analysis of Criterion 1

1.1.1 RGCMS is affiliated to University of Mumbai. It follows the syllabi prescribed by the University of Mumbai. Planning and implementation of curriculum is well executed through academic calendar prepared inline with University of Mumbai guidelines.

1.2.1 After the careful examination the following Value Added Programs offered by the institution during last 5 years are as follows:-

1. Value added services series
2. Tata Voltas Edu bridge soft skills course
3. Advanced Excel Course
4. SAP training in business modules
5. ExcelR

1.2.2 77.87 Percentage of students enrolled in Certificate/ Add-on/Value added programs as against the total number of students during the last five years. It shows gradual increasing.

1.3.1 Gender Sensitization:- Yes, the Institute is conscious towards gender issues and practices, gender equality in the way work is done on day to day basis. We witnessed the Women's Development Cell is working in this direction. They are providing a safe, dignified, and congenial working environment for women faculty, students and supporting staff. Institute has taken measures to address related issues

Environment and Sustainability:- For Sustainability and environmental awareness, the extension activity cell of HEI completed adequate activities like sapling plantation drive in and around campus. Institute has landscaping with trees and plants. Few faculty members are trained in programs related sustainability practices.

Human Values:- HEI given topmost priority to inculcation of human values. Faculty members attended Universal Human Value training sessions organized by AICTE and are guided students through various sessions conducted in this regards.

Professional Ethics:- HEI practicing professional ethics through regular interactions with persons from diversified fields. Case Study Presentations were delivered bu students with respect to frauds, scams and other unethical practices.

1.3.2 As per curriculum requirement all of the students have undergone internships, field visits and projects in functional domain, general management and social area.s

1.4.1 HEI obtains feedback on the teaching, learning & evaluation as per directions received from affiliating university and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Student Teacher Ratio
2.3	Teaching- Learning Process
2.3.1 QIM	Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences using ICT tools
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.1 QIM	Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website and attainment of POs and COs are evaluated
2.7	Student Satisfaction Survey

Qualitative analysis of Criterion 2	
2.1.1	HEI follows admission procedure as per state government rules and in last 5 years admissions were incremental.
2.1.2	As per state government policy 50% seats are earmarked for reserved category students out of which 39.47% seats were filled.
2.2.2	At the time of visit student to teacher ratio observed was 1: 14.08
2.3.1	The institution follows Student centric methods, such as experiential learning (Internships, Study/ Industry Tours, Presentations), participative learning (Group Discussions) and problem-solving methodologies (Case Studies) were used for enhancing learning experiences of the students along with the use of ICT tools and Smart Classroom.
2.4.1	At the time of peer team visit, HEI has all full-time teachers against sanctioned posts.

2.4.2 30 Percentage of full time teachers are with Ph. D.

2.5.1 Mechanism of internal/ external assessment is transparent and the grievance redressal system is time-bound and efficient. At institute level examination committee takes care of student grievances in internal marks and for university level marks, grievances standard operating process of university has been followed.

2.6.1 HEI has displayed Vision, Mission and Various Outcomes at prominent places. Course Outcomes (COs) are disseminated with the students through G-Suite. The attainment of various outcomes like COs, POs, PSOs and PEOs is carried out in four stages namely: Planning, Implementation, Evaluation and Action Taken. HEI has notable contribution in formulation of mechanism of mapping attainment of outcomes for the closing the quality loop.

2.6.2 Peer Team has observed impressive results of university examinations during last five years (94.97%)

2.7.1 At the time of peer team visit in the interaction with students, it is observed HEI is following feedback process prescribed by affiliating university. Students seemed highly satisfied with teaching-learning.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)	
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3.1	Resource Mobilization for Research
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3.2	Innovation Ecosystem
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3.2.1 QIM	Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge
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3.3	Research Publications and Awards
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3.4	Extension Activities
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3.4.1 QIM	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.
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3.4.2 QIM	Awards and recognitions received for extension activities from government / government recognised bodies
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3.5	Collaboration
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Qualitative analysis of Criterion 3	
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3.1.1	HEI is constantly making efforts to fetch research grant from funding agencies, proposals are in pipeline.
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3.2.1	Peer team has observed that Research and Development Committee and Entrepreneurship Development Committee have been able to create entrepreneur eco system through adequate measures taken like live projects and events like idea generation contests, postmortem of failed startups etc. Various student development programs were organized by the student's community.
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3.2.2	To imbibe the culture of research seminar/ workshops are conducted for students and faculty members.
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3.3.1	HEI is taking appropriate measures to encourage faculty members to publish research papers in the journal of repute like UGC Care and other. Few papers were published, and others are in process.
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3.3.2	The institute encourages faculty members to publish books, chapters in edited volumes/books and
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papers in national/ international conference through financial support. This has resulted in few quality publications. The faculty members are given incentives.

3.4.1 During the visit to extension activity cell of the HEI it has been noted that significant efforts have been made for instilling social values in students which was evidently visible through initiatives like Unnat Bharat Abhiyan, Swatch Bharat Abhiyan and Flood Relief.

3.4.2 The award committees of various agencies have recognized the efforts of HEI and students through certificates and appreciation letters.

3.4.3 Substantial activities were conducted in collaboration with agencies during the assessment period.

3.5.1 HEIs have 14 functional MoUs during last 5 years and many other initiatives are in process.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)

4.1	Physical Facilities
4.1.1 QIM	Availability of adequate infrastructure and physical facilities viz., classrooms, laboratories, ICT facilities, cultural activities, gymnasium, yoga centre etc. in the institution
4.2	Library as a Learning Resource
4.2.1 QIM	Library is automated using Integrated Library Management System (ILMS), subscription to e-resources, amount spent on purchase of books, journals and per day usage of library
4.3	IT Infrastructure
4.3.1 QIM	Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection
4.4	Maintenance of Campus Infrastructure

Qualitative analysis of Criterion 4

4.1.1 In the visit it has been observed that HEI has all infrastructural facilities as per regulatory authorities. It is noteworthy to mention that institute has Smart classrooms and G-Suite is extensively used as a part of Learning Management System.

4.1.2 Provision of budget and expenditure for infrastructural augmentation have been seen adequate. (20.98%)

4.2.1 During visit to the Library, it is found that it is automated with required software with satisfactory collection of books and journals. Students and faculty members were found extensively using library resources during the visit.

4.3.1 Institute has IT facilities to cater need of stakeholders through computer laboratories, wi-fi enabled campus and provision of language laboratory and related procedures are followed.

4.3.2 The student to computer ratio is more than adequate. HEI has ample computers provided to cater the need of students.

4.4.1 Provision of budget and expenditure for maintenance of infrastructure (physical and academic support facilities) have been seen suitable. (15.65%)

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)	
5.1	Student Support
5.2	Student Progression
5.3	Student Participation and Activities
5.4	Alumni Engagement
5.4.1 QIM	There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Qualitative analysis of Criterion 5	
5.1.1	Appropriate measures were taken to create awareness amongst students about government and non-government scholarship schemes. In assessment period majority of students were benefited from said schemes.
5.1.2	It is worthwhile to mention that significant efforts have been made by HEI to enhance capability and skills of the students through sessions conducted for soft skills, communication, life and computing skills.
5.1.3	Peer team witnessed that visible and significant efforts were taken by Training and Placement Cell for guidance for competitive examinations, and career counseling and jobs.
5.1.4	No cases were reported regarding ragging and sexual harassment in last 5 years. Mechanism is in place.
5.2.1	The students who registered for placements were placed. Effective measures like Job Mela are organized periodically. Few students opted for doctorate and other programs.
5.2.2	While interacting with the students it was confirmed that they benefitted from guidance provided for preparation of competitive exam and results are appreciable.
5.3.1	Majority of students participate in sports and cultural activities organized by other institutions and found that few students bagged the awards.
5.3.2	For holistic development of students, institute is organizing sports and cultural activities on regular basis.
5.4.1	During the interaction with alumni it was found that institute has registered alumni association and alumni continuously support the students.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	The governance and leadership is in accordance with vision and mission of the institution and it is visible in various institutional practices such as decentralization and participation in the institutional governance
6.2	Strategy Development and Deployment
6.2.1 QIM	The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, deployment of institutional Strategic/ perspective/development plan etc
6.3	Faculty Empowerment Strategies
6.3.1 QIM	The institution has effective welfare measures and Performance Appraisal System for teaching and non-teaching staff
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)
6.5	Internal Quality Assurance System
6.5.1 QIM	Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Qualitative analysis of Criterion 6

- 6.1.1 Required vision and mission developed by the college which earmarks the progress of the institute and they are practicing decentralization and participative management. They also used Google Suite for mapping and collaboration.
- 6.2.1 Institute follows related procedures and policies for the betterment of stakeholders.
- 6.2.2 ERP software is in place to maintain e-governance in the administration, finance, student support and examination processes.
- 6.3.1 Institute is taking due care of required welfare measures and appraisals.
- 6.3.2 The institute is showing proactiveness in providing financial assistance to attend conference and workshop to the faculty members who have applied for it.
- 6.3.3 For knowledge enrichment, majority of faculty members attended faculty development programs during last 5 years and were reimbursed the cost as per policy.
- 6.4.1 It was evident from audit reports of assessment years that HEI has applied effective strategies for optimum utilization of resources and funds.
- 6.5.1 Dedicated team of IQAC has significantly contributed in the setting of quality parameters in the progression of the institution.

6.5.2 IQAC has taken remarkable Quality assurance initiatives in last 5 years.

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.1 QIM	Measures initiated by the Institution for the promotion of gender equity and Institutional initiatives to celebrate / organize national and international commemorative days, events and festivals during the last five years
7.1.4 QIM	Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic diversity and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)
7.2	Best Practices
7.2.1 QIM	Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual
7.3	Institutional Distinctiveness
7.3.1 QIM	Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Qualitative analysis of Criterion 7

7.1.1 It has been seen that HEI has taken adequate measures to maintain gender equality. Measures for safety, security and counselling of students are in place. It is visible from documents that HEI celebrates National and international commemorative days, events, festival, and Birth/Death anniversary of eminent Indian personalities.

7.1.2 HEI has facilities and initiatives for LED, Waste Management, rainwater harvesting, disabled friendly barrier free environment and Green campus initiatives.

7.1.3 Institute has conducted Green / Environment / Energy Audit from external auditing agency.

7.1.4 Institute takes effort to sensitize students to become responsible citizens

7.2.1 Peer Team has observed following best practices: - Over and above they practiced.

1. Implementation of Outcome Based Education System and Mapping

2. Training need assessment mechanism

7.3.1 Institute distinctiveness is evident from its strategic plan document which is mapped to vision and mission of the institute, SWOC Analysis and developmental goals that were divided into Management Driven Goals, Faculty Driven Goals and Collaborative Goals between faculty and management.

Section III:OVERALL ANALYSISbased on Institutional strengths.Weaknesses,Opportunities & Challenges(SWOC)(up to 500 words)

Overall Analysis

Strength:

1. Academic Excellence – Outcome Based Teaching pedagogy
2. State-of-the-art Infrastructure as per AICTE requirements.
3. Strategic Location – proximity to Thane-Belapur Industrial belt and Reliance Corporate Park
4. Well documented SOP, Policy and Strategic Plan documents for efficient functioning of organization.
5. Working Environment with Strong leadership and excellent support by faculty members and staff
6. Highly qualified, talented and dedicated Faculty meeting the requirement ratio i.e. 1:20 as per AICTE guidelines.
7. Extensive use of Information Communication Technology (ICT) for better teaching and learning.

Weaknesses:

1. Shortage of senior faculty members with doctorate qualification and/or industry/research background
2. Absence of autonomy for curriculum improvement to suit emerging needs of the industry
3. Limitation of funds for organising advanced academic and professional programme
4. Being a self-finance private Institute, brand building at to be par with the premier Institutes is challenging task
5. Inadequate funds from Government agencies for Research.

Opportunities:

1. Enhance Industry-Institute interaction for networking with industries of good repute.
2. Use the alumni base for improving Institutional processes, better learning experiences.
3. Improve Research and Development activities
4. Strengthen Online courses, certifications based on affiliating university.
5. Facilities for learning beyond curriculum to broaden student and faculty knowledge, skills and employability.
6. Tie up with global partnering bodies, industry for curriculum enrichment to contribute to our knowledge economy.

Challenges:

1. Private Institution- No central or state grant hence dependent on student fees for meeting the ever-increasing cost of running the institute and programmes without increasing the fees.
2. Fast changing requirements of the IT Industry due to advancement of technology. Fluctuations in the job market and placement
3. Limitation on international collaboration due to various constraints.
4. Admissions are regulated by statutory authorities, making it difficult to achieve 100 percent admission
5. Limited scope for R&D and Consultancy.

Section IV: Recommendations for Quality Enhancement of the Institution

(Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- Try for autonomous status for flexibility in curriculum design, enrichment to meet the challenges of disruption due to emerging trends.
- To collaborate with reputed industries and global professional bodies for value added courses for the enrichment of the curriculum and better learner experience.
- Faculty should be motivated to complete Ph.D.
- Promotion of research jointly with students, and increase publications in reputed journals.
- Augmentation of infrastructure based on needs.
- The institute should try based on regulations for patenting the outcomes, mappings using Google Suite.

I have gone through the observations of the Peer Team as mentioned in this report

Signature of the Head of the Institution

Seal of the Institution

Sl.No	Name		Signature with date
1	DR. EASWARAN IYER	Chairperson	
2	DR. SR PROF D SREERAMULU	Member Co-ordinator	
3	DR. PROF JAGAT BHUSHAN NADDA	Member	
4	Dr. Priya N	NAAC Co - ordinator	

Place

Date