

Prin. L.N.Welingkar Institute of Management Development and Research(PGDM)  
Matunga, Mumbai 400019

## Mandatory Disclosure

### Academic Year 2023-24

18.1 Name of the Institution

- Address including Telephone, Mobile, E-Mail

Prin. L.N.Welingkar Institute of Management Development and Research (PGDM)  
Lakhamsi Napoo Road, Matunga (East), Mumbai -400019  
Telephone – 022 24198300 email – [admin.pgdm@welingkar.org](mailto:admin.pgdm@welingkar.org)

18.2 Name and address of the Trust/ Society/ Company and the Trustees  
Address including Telephone, Mobile, E-Mail

Shikshana Prasarak Mandali  
Sharada Sabhagriha,  
S.P.College Campus, Tilak  
Road, Pune – 30  
Telephone – 020 24331316  
Email – [shikshanapmandali@spm.edu](mailto:shikshanapmandali@spm.edu)

Sr. No.	Name of the Trustee	Designation
1.	Adv. Sohanlal Kundanmal Jain	Chairman
2.	Shri. Shrikrishna Raghunath Chitale	Vice Chairman
3.	Shri. Satish Vasant Pawar	Member
4.	Shri. Jayant Vishnudas Kirad	Member
5.	Adv. Mihir Krushnakant Prabhudesai	Member
6.	Shri. Keshav Chintaman Vaze	Member
7.	Adv. Damodar Badrinarayan Bhandari	Member
8.	Shri. Rajesh Chandrakant Patwardhan	Member
9.	Shri. Sunil Madhusudan Joshi	Member
10.	Shri. Sudhir Kalkar	Member
11.	Shri. Parag Thakur	Member
12.	Shri. Rajendra Patwardhan	Member
13.	Shri Vivek VitthalNayak	Member
14.	Shri. Kiran Dattatraya Shaligram	Member
15.	Dr. Radhika Narendra Inamdar	Secretary

18.3 Name and Address of the Vice Chancellor/ Principal/ Director  
 Address including Telephone, Mobile, E-Mail

Prof. Dr. Uday Salunkhe, Group Director  
 Prin. L.N. Welingkar Institute of Management Development & Research (PGDM)  
 L.N. Road, Matunga Central),  
 Mumbai 400019  
 Phone -24198300  
 Email - [director@welingkar.org](mailto:director@welingkar.org)

18.4 Name of the affiliating University – Standalone Institute

18.5 Governance

(i) Organizational chart and processes

(ii) Grievance Redressal mechanism for Faculty, staff and students

Grievance Redressal mechanism is in place. Following members have been appointed to form the Grievance Redressal Committee for Students / Teachers / Staff / Stakeholders. The committee meets every month to address the suggestions / complaints received through different channels.

Grievance Redressal Committee

Sr. No.	Name	Designation
1.	Prof. Dr. Arjun Ghatule	Chairman
2.	Mr. Pradeep Kumar Remanan	Convener
3.	Prof. Dr. D. Y. Patil	Member
4.	Prof. Sujatha Natarajan	Member
5.	Prof. Dr. Ragini Mohanti	Member
6.	M. Subhash Bhosle	Member
7.	Mr. Kishore Tamhankar	Member

(iii) Establishment of Anti Ragging Committee

Anti-Ragging Committee has been formed to take actions against the students who are found involved in any of the ragging activities. The committee will work in accordance with Maharashtra Prohibition of Ragging Act 1999. Affected students can contact the committee members mentioned hereunder –

Sr.No.	Name of the Committee Member	Designation
1.	Prof. Dr. Uday Salunkhe	Chairman
2.	Mr. Jitendra Rathod	Convener
3.	Prof. Dr. Deepa Dixit	Member
4.	Prof. Dr. Rajesh Aparnath	Member
5.	Sr. PI - Matunga Police Station	Member
6.	Mrs. Rekha Shah	Member from NGO
7.	Ms. Vishakha Tiwari	Student Representative
8.	Mr. Amey Malgaonkar	Student Representative
9.	Mr. Kratik Mehta	Student Representative

(iv) Establishment of Online Grievance Redressal Mechanism

An online Grievance Redressal Mechanism has been established for online registration as well as disposal of the Grievances of students/Faculty/Staff /Stakeholders. Any grieved member can lodge the complaint on the institute's website. URL for the registration of complaint: <https://www.welingkar.org/grievance>

(v) Details of Grievance Redressal Committee in the Institution and OMBUDSMAN by the University

Grievance Redressal Committee

Sr. No.	Name	Designation
1.	Prof. Dr. Arjun Ghatule	Chairman
2.	Mr. Pradeep Kumar Remanan	Convener
3.	Prof. Dr. D. Y. Patil	Member
4.	Prof. Sujatha Natarajan	Member
5.	Prof. Dr. Ragini Mohanti	Member
6.	M. Subhash Bhosle	Member
7.	Mr. Kishore Tamhankar	Member

(vi) Establishment of Internal Committee (IC)

Internal Complaint Committee for the Prevention of Sexual Harassment at Workplace has been appointed as per the guidelines of Vishaka Committee, for addressing the complaints received from any Stakeholder.

Sr.No.	Name of the Committee Member	Designation
1.	Prof. Dr. Swapna Pradhan	Chairperson
2.	Prof. Dr. D. Y. Patil	Member
3.	Prof. Dr. Vilas Shinde	Member
4.	Prof. Sujatha Natarajan	Member
5.	Ms. Shahanaz Pohowala	Member
6.	Prof. Jyoti Kulkarni	Member
7.	Mrs. Rekha Shah	Member from NGO
8.	Mr. Kratik Mehta	Student Representative
9.	Ms. Vrushika Ijardar	Student Representative
10.	Mr. Pratik Kharche	Student Representative

(vii) Establishment of Committee for SC/ ST

A Committee for SC/ST has been formed to redress the grievances received from the Staff / Student belong to this category This committee will work as per the Scheduled Castes and the Scheduled Tribes (Prevention of Atrocities) Act, 1989, No. 33 OF 1989, dated 11.09.1989. Grieved staff / students can contact the committee members mentioned hereunder –

Sr.No	Name of the Committee Member	Designation
1.	Mr. Pradeep Kumar Remanan	Chairman
2.	Prof. Dr. Vilas Shinde	Member
3.	Dr. Sandeep Bhavsar	Member
4.	Ms. Shraddha Kasare	Member
5.	Ms. Anita Yadav	Member

(viii) Internal Quality Assurance Cell

Internal Quality Assurance Cell has been formed to monitor the functioning of all the committees and compliance with all the statutory norms.

(ix) Equal Opportunity Facilities Cell

As per the guidelines issued by the Social Welfare Office, Govt. of Maharashtra, the Institute has formed Equal Opportunity Facilities Cell to proactively work on discrimination policies, grievance redressal procedures, and sensitization programmes for students.

Sr.No	Name of the Committee Member	Designation
1.	Mr. Pradeep Kumar Remanan	Chairman
2.	Prof. Dr. Vilas Shinde	Member
3.	Dr. Sandeep Bhavsar	Member
4.	Ms. Shraddha Kasare	Member
5.	Ms. Anita Yadav	Member

## 18.6 Programmes

(i) Name of Programmes approved by AICTE

Sr.	Course
1.	Post Graduate Diploma in Management
2.	Post Graduate Diploma in Management -ebusiness
3.	Post Graduate Diploma in Management –Business Design
4.	Post Graduate Diploma in Management – Healthcare
5.	Post Graduate Diploma in Management -Retail Mgmt
6.	Post Graduate Diploma in Management - Rural Mgmt
7.	Post Graduate Diploma in Management (Research & Business)
8.	Post Graduate Diploma in Management (Media & Entertainment)

(ii) Name of Programmes Accredited by NBA

Sr.	Course
1.	Post Graduate Diploma in Management
2.	Post Graduate Diploma in Management -ebusiness
3.	Post Graduate Diploma in Management –Business Design
4.	Post Graduate Diploma in Management – Healthcare
5.	Post Graduate Diploma in Management -Retail Mgmt
6.	Post Graduate Diploma in Management - Rural Mgmt

(iii) Status of Accreditation of the Courses

Sr.	Course	Status of Accreditation
1.	Post Graduate Diploma in Management	Accredited
2.	Post Graduate Diploma in Management –e-Business	Accredited
3.	Post Graduate Diploma in Management –Business Design	Accredited
4.	Post Graduate Diploma in Management – Healthcare	Accredited
5.	Post Graduate Diploma in Management -Retail Mgmt	Accredited
6.	Post Graduate Diploma in Management - Rural Mgmt	Accredited
7.	Post Graduate Diploma in Management ( Research & Business Analytics)	Eligible -Not Applied
8.	Post Graduate Diploma in Management (Media & Entertainment)	Eligible -Not Applied

(iv) Total number of Courses - 08

(v) For each Programme the following details are to be given:

Sr.	Course	No. of Seats	Duration	Cut off marks (2023)
1.	Post Graduate Diploma in Management (F/T)	180	2 year	60.00/100
2.	Post Graduate Diploma in Management -ebusiness (F/T)	120	2 year	51.33/100
3.	Post Graduate Diploma in Management –Business Design (F/T)	60	2 year	53.54/100
4.	Post Graduate Diploma in Management – Healthcare (F/T)	60	2 year	45.65/100
5.	Post Graduate Diploma in Management -Retail Mgmt (F/T)	60	2 year	54.52/100
6.	Post Graduate Diploma in Management - Rural Mgmt (F/T)	60	2 year	48.82/100
7.	Post Graduate Diploma in Management (Media & Entertainment) (F/T)	60	2 year	50.18/100
8.	Post Graduate Diploma in Management (Research & Business Analytics) (F/T)	120	2 year	53.54/100

(vi) Fees – Rs.7,00,000/- per year

(vii) Name and duration of Programme(s) having Twinning and Collaboration with Foreign University (s) and being run in the same campus alongwith status of their AICTE approval. If there is Foreign Collaboration, give the following details, if any  
**Not Applicable**

(viii) Nature of Collaboration

(ix) Complete details of payment a student has to make to get the full benefit of Collaboration

(x) For each programme Collaborated provide the following:

(xi) Programme Focus

(xii) Number of seats

(xiii) Admission Procedure

(xiv) Fee ( as approved by the State Govt.)

(xv) Whether the Colloboration Programme is approved by AICTE ? If not whether the Domestic / Foreign University has applied to AICTE for approval

## 18.7 Faculty

### i. Course / Branch wise list Faculty members:

Sr.No.	Title	First Name	Middle Name	Last Name	Designation	Course
1	Dr.	UDAY	NAMDEO	SALUNKHE	GROUP DIRECTOR	PGDM
2	Mr.	VIJAYAN		PANKAJAKSHAN	PROFESSOR	PGDM
3	Dr.	RAVI		VAIDEE	PROFESSOR	PGDM
4	Dr.	DEEPA	SUBHASH	DIXIT	PROFESSOR	PGDM
5	Mrs.	SMEETA		BHATKAL	PROFESSOR	PGDM
6	Dr.	ANJALI	NIKHILESH	JOSHI	PROFESSOR	PGDM
7	Dr.	NILESH	SHEKHAR	KULKARNI	ASSOCIATE PROFESSOR	PGDM
8	Dr.	DEEPA		ROHIT	ASSOCIATE PROFESSOR	PGDM
9	Dr.	PRIYANKA		SHARMA	ASSOCIATE PROFESSOR	PGDM
10	Dr.	PRIYANKA		LAL	ASSOCIATE PROFESSOR	PGDM
11	Dr.	AJIT	SHASHIKANT	JOSHI	ASSOCIATE PROFESSOR	PGDM
12	CA	PRITI	PARAG	SAMANT	ASST PROFESSOR	PGDM
13	Mrs.	VIDYA	NIKHIL	NAYAK	ASST PROFESSOR	PGDM
14	Ms.	POONAM		SINHA	ASST PROFESSOR	PGDM
15	Mr.	BHARATH		RAJAN	ASST PROFESSOR	PGDM
16	Dr.	SUJATHA		NATARAJAN	ASST PROFESSOR	PGDM
17	Mrs.	INDU	SURENDER	MEHTA	ASST PROFESSOR	PGDM
18	Mrs.	CHANDANA	RITUJIT	PAI	ASST PROFESSOR	PGDM
19	Mr.	PRAMOD	BHARAT	MULIK	ASST PROFESSOR	PGDM
20	Mrs.	MAITREYEE	Prashant	KORANE	ASST PROFESSOR	PGDM
21	Dr.	JALPA		THAKKER	ASST PROFESSOR	PGDM
22	Dr.	MRINAL	VIKAS	PHALLE	ASST PROFESSOR	PGDM
23	Mrs.	SUJATA	SHRIDHAR	IYER	ASST PROFESSOR	PGDM
24	Dr.	CHITRALEKHA	NAVNEET	KUMAR	ASST PROFESSOR	PGDM
25	Dr.	VAISHALI	VIVEK	PATIL	PROFESSOR	PGDM (E-BUSINESS)

26	Dr.	VILAS	BALWANTRAO	SHINDE	PROFESSOR	PGDM (E-BUSINESS)
27	Dr.	VIJAY	THAKURDAS	RAISINGHANI	PROFESSOR	PGDM (E-BUSINESS)
28	Dr.	ARJUN	PRAHLAD	GHATULE	PROFESSOR	PGDM (E-BUSINESS)
29	Dr.	BIJITH	Karunakaran	MARAKARKANDY	PROFESSOR	PGDM (E-BUSINESS)
30	Mrs.	ROHITA	KSHITIJ	DWIVEDI	ASSOCIATE PROFESSOR	PGDM(E-BUSINESS)
31	Dr.	PRASHANT		GUPTA	ASSOCIATE PROFESSOR	PGDM (E-BUSINESS)
32	Dr.	NOMITA		AGRAWAL	ASSOCIATE PROFESSOR	PGDM (E-BUSINESS)
33	Mr.	NARASINHA	SHANKAR	SAWAIKAR	ASST PROFESSOR	PGDM (E-BUSINESS)
34	Mrs.	MINAKSHI	NISHANT	KUMAR	ASST PROFESSOR	PGDM (E-BUSINESS)
35	Dr.	SANDEEP	MADHUSUDAN	KELKAR	ASST PROFESSOR	PGDM (E-BUSINESS)
36	Engineer	APURVA		MANKAD	ASST PROFESSOR	PGDM (E-BUSINESS)
37	Dr.	AADITYA	AJIT	DESAI	ASST PROFESSOR	PGDM (E-BUSINESS)
38	Dr.	DATTAJIRAO	YASHWANTRAO	PATIL	PROFESSOR	PGDM (HEALTHCARE)
39	Dr.	GARIMA		SHARMA	PROFESSOR	PGDM (HEALTHCARE)
40	Dr.	ANJALI CHANDRA		KUMAR	ASSOCIATE PROFESSOR	PGDM (HEALTHCARE)
41	Ms.	SANGHAMITRA		SHARMA	ASST PROFESSOR	PGDM (HEALTHCARE)
42	Dr.	AASAWARI	NEERAJ	NALGUNDWAR	ASST PROFESSOR	PGDM (HEALTHCARE)
43	Dr.	CHAITRA		KHOLE	ASST PROFESSOR	PGDM (HEALTHCARE)
44	Dr.	PRATIKA		MISHRA	PROFESSOR	PGDM(MEDIA AND ENTERTAINMENT)
45	Dr.	APARNA		KHARE	ASSOCIATE PROFESSOR	PGDM (MEDIA AND ENTERTAINMENT)
46	Dr.	NAMRATA		SINGH	ASST PROFESSOR	PGDM (MEDIA AND ENTERTAINMENT)
47	Dr.	MOUSUMI		CHOUDHURY	ASST PROFESSOR	PGDM (MEDIA AND ENTERTAINMENT)
48	Dr.	POONAM		SINGH	ASST PROFESSOR	PGDM (MEDIA AND ENTERTAINMENT)
49	Dr.	ANUSHKA	AMOGH	KULKARNI	ASST PROFESSOR	PGDM (MEDIA AND ENTERTAINMENT)
50	Ms.	APARNA	CHANDRA	AWASTHI	ASST PROFESSOR	PGDM (MEDIA AND ENTERTAINMENT)
51	Dr.	ARCHANA	ARJUN	GHATULE	PROFESSOR	PGDM (RESEARCH AND BUSINESS ANALYTICS)
52	Prof.	SURYA		SUVVARU	PROFESSOR	PGDM (RESEARCH AND BUSINESS ANALYTICS)
53	Dr.	KAVITA	JAGADISH	KALYANDURGMATH	PROFESSOR	PGDM (RESEARCH AND BUSINESS ANALYTICS)
54	Dr.	VIJAYALAKSHMI		IYENGAR	ASSOCIATE PROFESSOR	PGDM(RESEARCH AND BUSINESS ANALYTICS)
55	Dr.	SONAL		DAULATKAR	ASSOCIATE PROFESSOR	PGDM(RESEARCH AND BUSINESS ANALYTICS)
56	Dr.	SIDDHARTHA		GOUTAM	ASSOCIATE PROFESSOR	PGDM (RESEARCH AND BUSINESS ANALYTICS)
57	Dr.	ARADHANA	SIDDHARTHA	GOUTAM	ASSOCIATE PROFESSOR	PGDM (RESEARCH AND BUSINESS ANALYTICS)
58	Dr.	ARCHANA	Tushar	RAJE	ASST PROFESSOR	PGDM (RESEARCH AND BUSINESS ANALYTICS)
59	Mr.	RAHUL	SUDHAKAR	YADAV	ASST PROFESSOR	PGDM (RESEARCH AND BUSINESS ANALYTICS)
60	Dr.	VIJAYA	Pradip	PATIL	ASST PROFESSOR	PGDM(RESEARCH AND BUSINESS ANALYTICS)
61	Mrs.	PULAMATI	V	CHANDRIKA	ASST PROFESSOR	PGDM(RESEARCH AND BUSINESS ANALYTICS)
62	Mrs.	TANUSHREE		BHATTACHARJEE	ASST PROFESSOR	PGDM(RESEARCH AND BUSINESS ANALYTICS)
63	Dr.	CHANDRAHAS	Sakharam	DESHPANDE	PROFESSOR	PGDM (RURAL MANAGEMENT)
64	Dr.	VANDANA		CHAUHAN	ASSOCIATE PROFESSOR	PGDM (RURAL MANAGEMENT)
65	Dr.	RACHANA	SACHIN	PATIL	ASSOCIATE PROFESSOR	PGDM (RURAL MANAGEMENT)
66	Dr.	JAYAKRISHNAN		SATHEENDRAN NAIR	ASSOCIATE PROFESSOR	PGDM (RURAL MANAGEMENT)
67	Mr.	SAGAR	SHRIKRISHNA	DESHMUKH	ASST PROFESSOR	PGDM (RURAL MANAGEMENT)

68	Dr.	BISWABANDITA		CHOWDHURY	ASST PROFESSOR	PGDM (RURAL MANAGEMENT)
69	Dr.	CHANDRAVADAN		GORITIYAL	PROFESSOR	PGDM(BUSINESS DESIGN)
70	Mr.	PIYUSH		GOGHARI	PROFESSOR	PGDM(BUSINESS DESIGN)
71	Dr.	RAGINI		MOHANTY	PROFESSOR	PGDM(BUSINESS DESIGN)
72	Dr.	KAUSTUBH		DHARGALKAR	ASSOCIATE PROFESSOR	PGDM (BUSINESS DESIGN)
73	Dr.	PRAJAKTA	KAUSTUBH	BARVE	ASST PROFESSOR	PGDM(BUSINESS DESIGN)
74	Mrs.	JYOTI	MANGESH	ABHYANKAR	ASST PROFESSOR	PGDM(BUSINESS DESIGN)
75	Engineer	ADITYA	VINAY	BHAT	ASST PROFESSOR	PGDM(BUSINESS DESIGN)
76	Dr.	SWAPNA	ATUL	PRADHAN	PROFESSOR	PGDM (RETAIL MANAGEMENT)
77	Dr.	SHAZIA	Waseem	KHAN	ASSOCIATE PROFESSOR	PGDM (RETAIL MANAGEMENT)
78	Dr.	MAHIMA		KAURA	ASSOCIATE PROFESSOR	PGDM (RETAIL MANAGEMENT)
79	Mrs.	ANN		MATHEW	ASST PROFESSOR	PGDM (RETAIL MANAGEMENT)
80	Dr.	PRITI		SAXENA	ASST PROFESSOR	PGDM (RETAIL MANAGEMENT)
81	Dr.	SWAPNIL	ARUN	DESAI	ASST PROFESSOR	PGDM (RETAIL MANAGEMENT)

- ii. Permanent Faculty - 81
- iii. Adjunct Faculty- 02
- iv. Permanent Faculty: Student Ratio – 1:17

18.8 Profile of Vice Chancellor/ Director/ Principal/ Faculty  
<https://www.welingkar.org/profile/prof-dr-uday-salunkhe>  
<https://www.welingkar.org/campus-mumbai>

#### 18.9 Fee

(i) No. of Fee waivers granted with amount and name of students – 36 (TFWS)

Tuition Fee Amount – Rs. 3,04,500/-

Sr.No.	Student name	Course
1.	Ishwari Sharma	PGDM - Business Design - Mumbai Campus
2.	RITU BHATT	PGDM - Business Design - Mumbai Campus
3.	JINENDRA JAIN	PGDM - Business Design - Mumbai Campus
4.	Nivrattinath Solanke	PGDM - eBusiness - Mumbai Campus
5.	Deepti Devasur	PGDM - eBusiness - Mumbai Campus
6.	AMAR SAKHARKAR	PGDM - eBusiness - Mumbai Campus
7.	Anesha M	PGDM - eBusiness - Mumbai Campus
8.	Chintan Shirke	PGDM - eBusiness - Mumbai Campus
9.	Mosam Dedhia	PGDM - eBusiness - Mumbai Campus
10.	Shreya Bhattad	PGDM - Healthcare Management - Mumbai Campus
11.	Sonali Shrimali	PGDM - Healthcare Management - Mumbai Campus
12.	jay mogare	PGDM - Healthcare Management - Mumbai Campus
13.	RAVITEJA V	PGDM - Media & Entertainment - Mumbai Campus



14.	Sakthi Priya B	PGDM - Media & Entertainment - Mumbai Campus
15.	Ankita Laddad	PGDM - Media & Entertainment - Mumbai Campus
16.	Shreya Lekhwani	PGDM - Mumbai Campus
17.	Shruti Panpaliya	PGDM - Mumbai Campus
18.	Mohammed Nooruddin	PGDM - Mumbai Campus
19.	Yugal Kalra	PGDM - Mumbai Campus
20.	Riya	PGDM - Mumbai Campus
21.	Aditi Dubey	PGDM - Mumbai Campus
22.	Shivangee Modi	PGDM - Mumbai Campus
23.	Sanskar Jain	PGDM - Mumbai Campus
24.	Onkar Gharapurkar	PGDM - Mumbai Campus
25.	Adwait Gosavi	PGDM - Research and Business Analytics - Mumbai Campus
26.	Ojaswi Soni	PGDM - Research and Business Analytics - Mumbai Campus
27.	Bhaumik Pandya	PGDM - Research and Business Analytics - Mumbai Campus
28.	Rishita Khandelwal	PGDM - Research and Business Analytics - Mumbai Campus
29.	Shuvarthi Dutta	PGDM - Research and Business Analytics - Mumbai Campus
30.	Shashank Prabhat	PGDM - Research and Business Analytics - Mumbai Campus
31.	Nikhil Waghmare	PGDM - Retail Management - Mumbai Campus
32.	Prem Dhingra	PGDM - Retail Management - Mumbai Campus
33.	Akshata Sable	PGDM - Retail Management - Mumbai Campus
34.	Rohan Adak	PGDM - Rural Management - Mumbai Campus
35.	sandesh mande	PGDM - Rural Management - Mumbai Campus
36.	Guruprasad AP	PGDM - Rural Management - Mumbai Campus

(ii) Number of scholarship offered by the Institution, duration and amount –  
 Not applicable

#### 18.10 Admission

(i) Number of seats sanctioned with the year of approval

Sr.	Course	No. of Seats	Year of Approval
1.	Post Graduate Diploma in Management (F/T)	180	1995
2.	Post Graduate Diploma in Management -ebusiness (F/T)	120	2007
3.	Post Graduate Diploma in Management –Business Design	60	2008
4.	Post Graduate Diploma in Management – Healthcare (F/T)	60	2011
5.	Post Graduate Diploma in Management -Retail Mgmt (F/T)	60	2012
6.	Post Graduate Diploma in Management - Rural Mgmt (F/T)	60	2012
7.	Post Graduate Diploma in Management ( Research & Business Analytics) (F/T)	120	2016
8.	Post Graduate Diploma in Management (Media & Entertainment) (F/T)	60	2016

(ii) Number of Students admitted under various categories each year in the last three years

Sr.	Course	Academic Year	Open	SC	ST	NT	DT-VJ	OBC	SBC	Total no. Including TFWS*
	<u>Full time -</u>									
1.	PGDM	2023-24	172	--	--	06	--	11	--	180 + 9 TFWS = 189
		2022-23	167	01	--	01	--	18	02	180 + 9 TFWS = 189
		2021-22	169	--	--	--	--	11	--	180
2.	PGDM-ebiz	2023-24	104	03	--	02	--	15	01	119 + 6 TFWS = 125
		2022-23	108	01	--	02	--	13	01	120 + 5 TFWS = 125
		2021-22	104	--	--	--	02	14	--	120
3.	PGDM-BD	2023-24	51	--	--	--	--	11	01	60 + 3 TFWS = 63
		2022-23	54	01	--	01	01	06	--	60 + 3 TFWS = 63
		2021-22	52	03	--	--	--	05	--	60
4.	PGDM-Healthcare	2023-24	49	02	--	01	--	10	01	60 + 3 TFWS = 63
		2022-23	24	03	--	--	--	06	--	31 + 2 TFWS = 33
		2021-22	47	01	--	--	--	12	--	60
5.	PGDM-Retail	2023-24	47	02	--	01	01	11	--	59 + 3 TFWS = 62
		2022-23	57	03	--	--	--	02	--	60 + 2 TFWS = 62
		2021-22	55	01	--	--	01	03	--	60
6.	PGDM-Rural	2023-24	38	--	--	01	--	24	--	60 + 3 TFWS = 63
		2022-23	20	02	--	02	--	09	--	30 + 3 TFWS = 33
		2021-22	49	--	--	01	--	08	--	56 + 2 TFWS = 58
7.	PGDM-M&E	2023-24	56	--	--	01	--	6	--	60 + 3 TFWS = 63
		2022-23	33	01	--	--	--	04	--	36 + 2 TFWS = 38
		2021-22	52	--	--	--	--	08	--	60
8.	PGDM – R&BA	2023-24	99	01	--	03	--	23	--	120 + 6 TFWS = 126
		2022-23	91	05	--	02	--	28	--	120 + 6 TFWS = 126
		2021-22	104	--	--	01	01	14	--	119 + 1 TFWS = 120

\*TFWS (Tuition Fee Waiver Scheme) students are over and above the sanctioned Intake

- (iii) Number of applications received during last year for admission under Management Quota and number admitted -  
Not applicable since all seats have been filled through GD-PI on merit basis, and eligibility criteria prescribed by AICTE.

### 18.11 Admission Procedure

- (i) Mention the admission test being followed, name and address of the Test Agency/ State Admission Authorities and its URL (website)

Test Agency for CAT – Indian Institute of Management. Kozhikode IIMK  
 Campus P. O., Kozhikode, Kerala, India, PIN - 673 570  
 PH: +91-495-2803001 Fax: +91-495-2803010-11 (URL –  
 www.iimk.ac.in) The test is conducted jointly by six Indian Institutes of  
 Management

Test Agency for ATMA- Association of Indian Management Schools, House No.  
 8-3-677/57 A, Plot No. 57, Sri Krishnadevarayanagar, Street No.6,  
 Yellareddiguda, Hyderabad 500 016., India , Tel: 040-23750247, 23750248.  
 (URL - www.atma-aims.org )

Test Agency for XAT – XLRI, Circuit House Area (East), Jamshedpur-831035,  
 Jharkhand (India) Ph. - +91 - 657 - 398 3333 email -  
 xlwebmaster@xlri.ac.in (URL – www.xlri.ac.in)

Test Agency for CMAT – All India Council for Technical Education, Chanderlok  
 Bldg., 7th floor, Janpath, New Delhi – 110001 Tel. No. 022-22828446 email –  
 helpdesk@aicte-india.org (URL –www.aicte-india.org )

- (ii) Number of seats allotted to different Test Qualified candidate separately  
 (AIEEE/ CET (State conducted test/ University tests/ CMAT/ GPAT)/  
 Association conducted test)

**The Institute does not allot any specific number of seats to a given exam,  
 selection is based on overall performance.**

- (iii) Calendar for admission against Management/Vacant seats: NA

### 18.12 Criteria and Weightages for Admission

Describe each criterion with its respective weightages i.e. Admission  
 Test, marks in qualifying examination etc.

Criteria	Weightage
Qualifying Entrance Test	40
Academics (X, XII, Grad)	15
GDPI	40
ECA	05
Total	100

### 18.15 Information of Infrastructure and Other Resources Available

- i. Number of Class Rooms and size of each - 23 (Between 35 and 51 Sq. Mt Carpet area)
- ii. Number of Tutorial rooms and size of each - 8 (Between 35 and 51 Sq. Mt Carpet area)
- iii. Number of Laboratories and size of each – Innovation Laboratory
- iv. Number of Computer Centres with capacity of each - 2 (with 60 and 92 capacity)
- v. Central Examination Facility, Number of rooms and capacity of each - (10 classrooms with the seating capacity of 60 and 13 classroom with the seating capacity of 120 each)
- vi. Online examination facility (Number of Nodes, internet band width, etc.) – No. of nodes - 157, Internet bandwidth – 1114 Mbps
- vii. Barrier Free Built Environment for disabled and elderly persons – Available
- viii. Fire and Safety Certificate - Available

ix. Hostel Facilities – Separate hostels for boys and girls are available within 2 kms from the college, with 24x7 internet connectivity. Admissions are on first come first serve basis. Preference is given to non-localities

x. Library

i. Number of Library books/ Titles/ Journals available (program-wise)

Library Books							
Course	Number of International Journals	Number of National Journals	Number of eBook Titles	Number of eBook Volumes	Programme	Number of Titles	Number of Volumes
PGDM, PGDM - eBiz, PGDM-BD, PGDM-HC, PGDM-Retail, PGDM-Rural, PGDM-M&E, PGDM-RBA	8	125	46670	46670	MANAGEMENT	27587	80792

xi. List of online National/ International Journals subscribed

Full text Journal

1. EBSCO
2. Pro Quest
3. E- Library facilities- Available

xii. National Digital Library (NDL) subscription details - Yes

xiii. List of Major Equipment / Facilities in each Laboratory /Workshop – NA

xiv. List of Experimental Setup in each Laboratory/Workshop - NA

xv. Innovation cell – Available

xvi. Social Media cell – Available

xvii. Compliance of the Academic Bank of Credit (ABC), applicable to PGCM/PGDM/Institutions and University Department.- Yes

xviii. To upload the respective short video (1-2 min) of Infrastructure and faculties available w.r. t. the courses in the website - <https://www.youtube.com/watch?v=E4E760x8Ec&t=16s>

xix. Games and Sports Facilities

Games and Sports Facilities  
Indoor Sports Facilities

The recreation centre is a charging hub for students and faculty. They can play a game of table tennis or pool to let their muscles loose or a game of chess and carom to stimulate their grey matter. The recreation centre also houses a fully equipped gymnasium and an artificial rock climbing wall.



We organize Inter collegiate Cricket Tournament “IMPACT” every year.

xx. Teaching and Learning process –

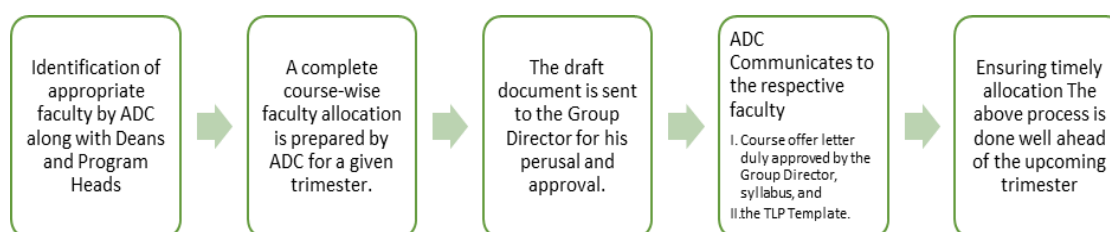
A. Improving instructional methods and using pedagogical initiatives

Teaching Learning Process –SOP

1. Course Allocation to the faculty

Towards ensuring effective attainment of Program Objectives, institute follows a careful selection and appropriate fit process between the course to be taught and the faculty for the same. The Process being

- i. Academic Delivery Cell (ADC) in conjunction with various Deans and Program Heads identify appropriate faculty well in advance, for various courses in the upcoming trimester.
- ii. A complete course-wise faculty allocation is prepared by ADC for a given trimester.
- iii. The draft document is sent to the Group Director for his perusal and approval.
- iv. ADC then communicates to the respective faculty the course allocated on email enclosing attachments course offer letter duly approved by the Group Director, syllabus, and the TLP Template.
- v. The above process is done well ahead of the upcoming trimester to enable faculty to prepare their study / teaching material, Teaching-learning plans, course plan, soft and hard copies of reading material, etc.



2. Ensuring the Assurance of Learning in Curriculum Designing and Teaching Pedagogy

a) Assurance of Learning (AOL)

PGDM Program follows the framework of “Assurance of Learning” (AOL) Goals to enable continuous improvement in the curriculum and teaching methodology. The AOL Framework provides an assurance to trustees, board members, students, regulatory bodies, and faculties about the quality of the outcome of this program which in turn helps to deliver Institute’s Vision and Mission and the attainment levels set out of the Program.

Following is the detailed SOP towards deploying AOL Framework

- i. The Six AOL goals identified by the PGDM Program play a key role in quality of teaching and learning. The set goals are Leadership, Innovation, Global Mindset, Critical Analytical and Integrative thinking, Role of Self in Society and Communication.
- ii. These AOL Goals form the basis of the creation of the Teaching Learning Plan (TLP).
- iii. Course Outcomes are mapped vis-à-vis AOL Goals indicating High/ Medium /Low

- and captured as a critical component of TLP.
- iv. The teaching faculty identified for the given course ensures the above SOP is adhered to
  - v. The draft document is then sent to Dean Academics & Dean Specializations for their approval.
  - vi. Thus, such process ensures attainment of AOL goals at each course level and get accrued at the program level.

- b) Crafting Teaching Learning Plans (TLPs) & deciding on type of learning to be provided  
Depending upon the level of basic acquisition of knowledge, application of the Theories & Assimilation of the Learnings, the faculty uses a mix of pure classroom theory lectures, assignments, role play, presentation, caselets etc. covering the applications & end term projects for measuring the level of assimilation.

Teaching Learning Plan is a detailed plan of course delivery including the course introduction, course objectives, topics, sub-topics, number of sessions allotted for each topic, pedagogy for the topic along with reference books, additional websites, e-books, important case-studies and evaluation parameters. TLP serves as the foundation for effective course delivery.

The SOP:

- i. ADC, upon course allocation to a faculty, forwards the template of TLP and respective syllabus via an email to the faculty.
- ii. Using the syllabus as a source document, the faculty then completes the TLP including all sub-sections with required data/ inputs.
- iii. Faculty maps the AOL goals as identified by the institute against all Course Outcomes at High/Medium/ Low levels.
- iv. The faculty maps Course Outcomes for each of the topic & sub-topic in the TLP
- v. Each course outcome is mapped to the appropriate Bloom's Taxonomy level (As per the syllabus)
- vi. The faculty then submits this duly filled TLP to ADC
- vii. The respective ADC person further emails the TLP to the Specialization Dean and Program Head for their approval. If any suggestions or alterations, if required, the Dean or Program Head will send back the same to the ADC, in turn to the faculty.
- viii. The final version of the TLP is signed by the faculty and the Dean Specialization
- ix. The final approved TLP is shared with the students for their reference and preparation.
- x. At the end of the course, ADC also asks the respective faculty to fill-in the course completion document also known as Synopsis to validate completion of syllabus vis-à-vis TLP.



### c) Learning Approach - AAA framework

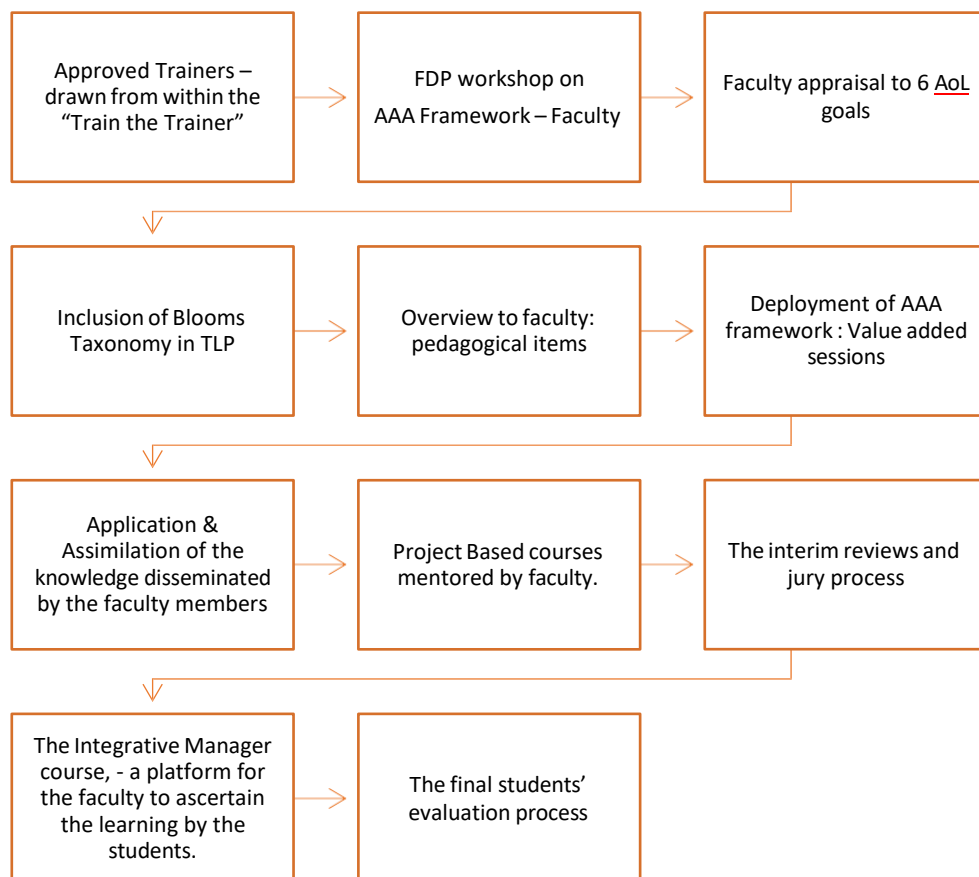
The distinguishing feature of the PGDM Program is the very unique “Acquisition, Application and Assimilation (AAA) learning approach which emphasizes very clearly on a systematic and graded method of acquiring knowledge. All faculty members are trained in application of AAA framework, which has at its base, “quality assurance and improvement”.

#### The SOP: AAA Driven Learning Approach

- i. Approved Trainers – drawn from within the “Train the Trainer” are primarily used in all AAA FDP workshops.
- ii. Such trainers conduct a day long FDP workshop for current faculty towards refreshing their knowledge on AAA Framework as also train any new faculty subsequently on boarded.
- iii. As a part of the framework, faculty are appraised of the scope, relevance and importance of 6 AoL goals which form the basis for defining the PEO, PO, PSO, CO
- iv. Blooms Taxonomy is also very actively referred to in the making of the Teaching Learning Plan – an important document that helps effective usage of AAA program
- v. Towards better implementation of the framework, faculty are provided an overview on the usage of various pedagogical items viz. GCL, Integrative Manager, ACDC Process to name a few.
- vi. Additionally, towards effective usage of AAA framework, faculty team also plan interventions such as General Guest sessions from industry leaders providing direction /sessions on specialized topics giving insights into industry challenges and practices / Interface with industry / academia at Conferences, Seminars, Guests sessions, Round Tables etc.
- vii. Application & Assimilation of the knowledge disseminated by the faculty members is

reinforced by way of engaging students with in-class assignments, activities and games.

- viii. Project Based courses such as How Business works, Summer Internships, Live projects, GCL projects etc. which require students to work on specific problems, mentored by faculty.
- ix. The interim reviews and jury process involved in these project-based courses ensures evaluation as well provides an opportunity to get student feedback from industry experts, which in turn leads to reflection and assimilation.
- x. The Integrative Manager course, which focuses specifically on case-based sessions leads to exploring the real- world scenarios in the case discussion sessions, thereby giving a platform for the faculty to ascertain the learning by the students.
- xi. The final students' evaluation process viz. framing of the final question paper and any mid-term evaluation provides an opportunity to assess students' level of the Acquisition, Application and Assimilation of knowledge imparted in particular trimester.



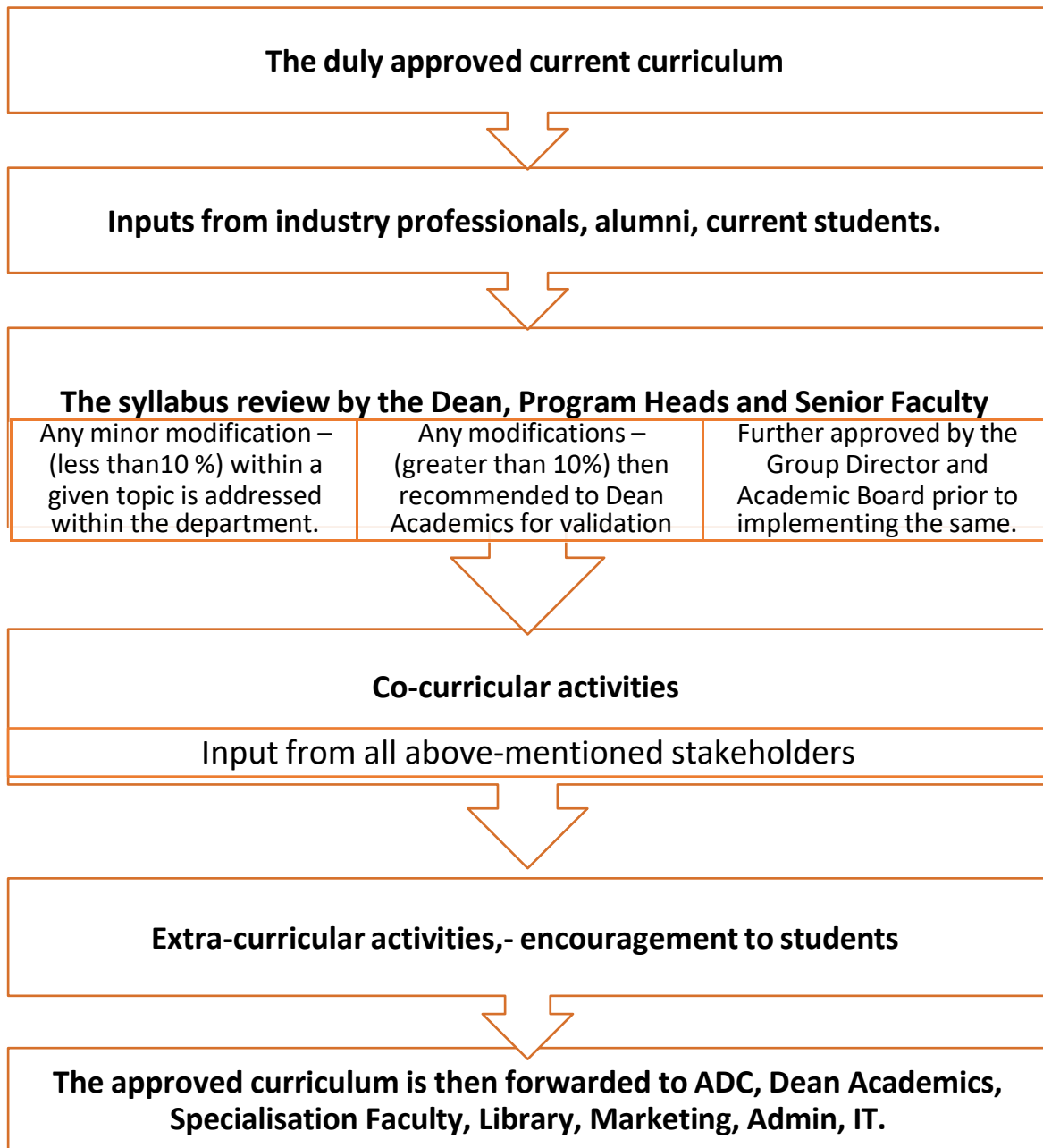
d) Augmenting Knowledge using Experiential Learning - Guest Lectures, Alumni Interactions and Industry Discussions

As a part of AAA Approach, students' knowledge is augmented via course-specific, industry specific, guest lectures, alumni interactions and Industry discussions.

- i. The main aim of such guest sessions is to provide the students an opportunity to connect their theoretical knowledge with practical industry situations and the possible solutions thereof, even while endeavouring to reduce the gap between industry and academia.



- ii. For each course or at a program level, needs for the guest sessions and topics of the sessions are identified by the faculty in conjunction with Dean and Program Heads
  - iii. Accordingly, Industry experts are chosen to visit Institution regularly and take sessions for students on specialized topics like Digital Marketing, Artificial Intelligence, Block Chain, Brand Management etc.
  - iv. Through TLP ensure adherence and delivery.
  - v. Regular faculty sit in such sessions to ensure knowledge acquisition by students
- e) Curriculum Designing
- WeSchool endeavours to develop contemporary and industry-driven outcome-based curriculum and review/update the same on an annual basis. At WeSchool, the curriculum includes co- curricular and extra-curricular activities in addition to the basic curriculum.
- The SOP:
- i. The current curriculum is a document that came into operation having duly been approved by all stakeholders – the Group Director, the Academic Board, Dean Academics, Program Specialisation Dean.
  - ii. All inputs to improve & enrich curriculum is sought from industry professionals, alumni, current students.
  - iii. The syllabus is reviewed by the Dean, Program Heads and Senior Faculty to assess the relevance vis-a-vis environmental changes.
  - iv. Any minor modification – addition/ deletion (less than 10 %) within a given topic is addressed within the department.
  - v. Any modifications – addition, deletion (greater than 10%) then recommended to Dean Academics for validation, which then approved by the Group Director and Academic Board prior to implementing the same.
  - vi. As regards co-curricular activities, input is taken from all above-mentioned stakeholders to try and include as many relevant and contemporary areas that can further upskill and augment the students' learning from the above process-driven curriculum.
  - vii. As regard to extra-curricular activities, the program also encourages the students with equitable support that will ensure an all-round student development enhancing their employability.
  - viii. The approved curriculum is then forwarded to ADC, Dean Academics, Specialization Faculty, Library, Marketing, Admin, IT.



f. Smart Classroom Design - ICT Enabled

Classroom teaching-learning method is a tried and tested and efficient method to impart knowledge and information to a large number of students. Keeping pace with advancements and time, at WeSchool, all classrooms are supported by State-of-the-art Technology driven gadgets – smart TV, audio-video equipment, with entire campus Wi-fi.

The SOP:

- I. Facilities team ensures confirmation of a full-equipped and functional classroom handed over to ADC for onboard allocation of classroom to faculty and students.
- II. The facilities team also ensures continuous maintenance of the classrooms and various infrastructure based on students, faculty, ADC feedback as well as their own maintenance schedule.

g. Pedagogical Initiatives – Teaching Type in Detail

Sr.No	Pedagogical Initiatives	Details	Trimester	Relevance to PO	Assessment Method
1	ICT enabled Teaching Pedagogy	<p>As a normal practice all faculty at We School use various modes of subject delivery ranging from Videos, Case study method, uploading reading material and articles on the elearn portal, movies, simulation techniques, online reading &amp; test, etc. Additionally, in trim 4 &amp; 5 students take a subject called Integrative Manager – a collaborative case study learning method. Apart from a series of theory classes student are also exposed to a series of HBR cases which are uploaded on their elearn portal. Students read-up and come prepared for a detailed classroom driven discussion broken into groups and encouraged with an opposing thought perspective. Students are evaluated post every class session in addition to an end-term written examination.</p>	All	P1- Leadership P2- Innovation P3- Critical and Analytical Thinking P4- Communication P5- Global Perspective P6- Role of Self in the Organization & in the Society	Ensure adherence through the TLP
2	Student – Faculty Discussions driven classroom sessions	<p>Class room student discussions mode is a key component of the teaching pedagogy &amp; is encouraged &amp; facilitated by all faculty members. Such Student – faculty discussion driven mode helps in many ways viz. address stage fright, inhibitions, improve communication skills, drive confidence, and helps in developing students' overall personality. This mode also helps nurture them in expressing themselves thus developing a participative and empowered personality, which finally increases their employability levels.</p>	All	P1- Leadership P2- Innovation P3- Critical and Analytical Thinking P4- Communication P5- Global Perspective P6- Role of Self in the Organization & in the Society	Case discussions, role plays, Harvard case discussions in certain subjects that lend an opportunity for this kind of evaluation
3	Leadership Development Initiative - GCL	<p>All PGDM students mandatorily undergo a nearly 5-month actual live project study in a bid by the Institution to nurture future thought Leaders. These projects are a part of the Global Citizen Leadership initiative designed with the help of the Center for Creative Leadership, USA, which aims at nurturing students in terms of Leading self, leading others and transforming businesses and social ventures by using Design lead innovation approaches.</p> <p>As a part of this initiative, faculty source live projects from India Inc and thereafter mentor the groups in undertaking a detailed study commencing with a secondary study, mapping stakeholders and user journeys, followed by a primary research capturing key observations leading to valuable insights. Students then identify an opportunity space on which they then develop a prototype of the proposed solution which is validated by the end user finally culminating in a detailed business plan. Through this 5-month journey students develop critical skills in the areas of Innovation, Critical, analytical &amp; integrative</p>	Trim II & III	P1- Leadership P2- Innovation P3- Critical and Analytical Thinking P4- Communication P5- Global Perspective P6- Role of Self in the Organization & in the Society	Weekly monitoring of progress by mentoring faculty and evaluation of mid-term and end term presentations. Additionally, peer level and industry level inputs are also captured

Sr.No	Pedagogical Initiatives	Details	Trimester	Relevance to PO	Assessment Method
		thinking, communication, teamwork even while understanding Role of Self in Society.			
4	Foundation Program	<p>Every academic year commences with a Foundation Fortnight (this academic year the foundation program stretched over 3 weeks). Foundation Program is aimed at acclimatising students to the quantitative courses, offer an introductory exposure to different perspectives of management, industry paradigms, and key skill development.</p> <p>Foundation Program is a uniquely crafted and curated program wherein a specific theme is chosen and all events, academic class sessions, guest speakers &amp; their topics align with the theme.</p> <p>Students are then exposed to Industry experts who visit the campus and share their expertise in addition to classroom sessions on specific subjects like Business Environment, Statistics, Accounting and Business Communication.</p>	Trim I	P1- Leadership P2- Innovation P3- Critical and Analytical Thinking P4- Communication P5- Global Perspective P6- Role of Self in the Organization & in the Society	Test conducted
5	Immersion Program	<p>In the academic year 2019-2020 an additional activity namely 'Industry Immersion' was introduced where the students (who indicated Marketing as their specialization preference) were exposed to actual and real time markets e.g. Crawford Market, Fashion Street, Factory Outlets in Parel coupled with Industry visits namely Parle Ltd. makers of Bisleri the leading Mineral Water company &amp; DTDC a courier &amp; logistics organization where they were provided with a live experience on how such firms plan and execute their go-to-market strategies, apart from sharing some business challenges and industry best practices.</p>	Trim I	P1- Leadership P2- Innovation P3- Critical and Analytical Thinking P4- Communication P5- Global Perspective P6- Role of Self in the Organization & in the Society	Test conducted
6	Integrative Manager – Harvard Business Publishing Case (HBP) studies	<p>The Case study approach is being widely used in leading Business Schools, to bring in quality and exposure to experiential teaching methodology in classroom. Harvard Business Publishing (HBP) case studies are taught in the course of Integrative Manager, International Business and many other courses. Careful selection of contemporary cases</p>	Trim 4 & 5	P1- Leadership P2- Innovation P3- Critical and Analytical Thinking P4- Communication P5- Global Perspective P6- Role of Self in the Organization & in the Society	Test conducted
7	Mind Gym	<p>A detailed session titled 'Mind Gym' where students are sensitized to various levels of learning namely: Cognitive, Emotion and Empathy and their learning from each session &amp; market visit.</p>	All	P1- Leadership P2- Innovation P3- Critical and Analytical Thinking P4- Communication P5- Global Perspective P6- Role of Self in the Organization & in the Society	Continuous evaluation
8	Experiential Learning	<p>Role Play as a pedagogical tool enables students to understand the managerial</p>	All	P1- Leadership P2- Innovation	Role play is as a pedagogy is part of internal evaluation,

Sr.No	Pedagogical Initiatives	Details	Trimester	Relevance to PO	Assessment Method
	through Role Plays	issues better, thus, support experiential learning at Weschool.		P3- Critical and Analytical Thinking P4- Communication P5- Global Perspective P6- Role of Self in the Organization & in the Society	where skills relating to problem-solving abilities, communication skills and team building is assessed.
9	Customized Live Projects	Weschool encourages and enables students to undertake live projects from various corporates. This enables hands-on experience and enhances their critical and analytical skills & a better understanding of businesses.	Any – as and when the project comes and scope of the project determines the number of students that can be accommodated	P1- Leadership P2- Innovation P3- Critical and Analytical Thinking P4- Communication P5- Global Perspective P6- Role of Self in the Organization & in the Society	Final outcome of the project mapped with AOL goals such as leadership skills, innovation, critical and analytical skills. Final presentations are also made in-person to corporate executives which involves viva.
10	Encouragement to participate in inter-collegiate competitions	Weschool students are encouraged to participate in various inter-collegiate competitions in the area of case studies, business quiz, paper presentations and many more. Participating in these competitions enhances student learning and provide them an opportunity to build their holistic domain knowledge, confidence & personality.	All – open to all	P1- Leadership P2- Innovation P3- Critical and Analytical Thinking P4- Communication P5- Global Perspective P6- Role of Self in the Organization & in the Society	Competition results – success rate
11	Poster Making / Infographics as a part of GCL	Critical analytical skills and innovation are critical learning goals of the management education. Poster Making and crafting of an Infographic with respect to the industry trends, social changes and other marketing topics facilitate developing these skills sets.	All	P2- Innovation P3- Critical and Analytical Thinking P4- Communication	Posters and Infographic created by a group of students may be assessed wrt their creativity, domain expertise demonstrated, factual data supported by appropriate referencing and contextual presentation. Need-Gap Analysis can be depicted in a single infographic with Porter's 5 Forces, PESTLE and SWOT. The same would be assessed on the parameters mentioned.

12	Guest Lectures, Alumni Interactions and Industry Discussions	As a part of AAA Approach, students' knowledge is augmented via course-specific, industry specific, guest lectures, alumni interactions and Industry discussions. The main aim of such guest sessions is to provide the students an opportunity to connect their theoretical knowledge with	All	P1- Leadership P2- Innovation P3- Critical and Analytical Thinking P4- Communication P5- Global Perspective P6- Role of Self in the Organization & in the	ugh TLP ensure adherence and delivery.  Regular faculty sit in such sessions to ensure knowledge acquisition by students
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Sr.No	Pedagogical Initiatives	Details	Trimester	Relevance to PO	Assessment Method
		practical industry situations and the possible solutions thereof, even while endeavouring to reduce the gap between industry and academia. For each course or at a program level, needs for the guest sessions and topics of the sessions are identified by the faculty in conjunction with Dean and Program Heads Accordingly, Industry experts are chosen to visit Institution regularly and take sessions for students on specialized topics like Digital Marketing, Artificial Intelligence, Block Chain, Brand Management etc.		Society	

- \*For AY 2020-21 all the above activities were conducted on an online mode.

B. Methodologies to Support Weak Students & Encourage Bright Students Weak Students : Such students are identified based on various parameters viz participation & performance in Class discussions /interaction, Continuous Internal Evaluation (CIE) & AC process. These students are then mentored and counseled where required. Additional steps taken to scale-up such students are:

1. Mentors are appointed to guide them academically & non-academically.
2. Refresher classes are held in subjects where they are found to be weak.
3. Periodic tests are conducted & assignments given & reviewed for quality of the content.
4. Previous years question papers are given to them towards practicing.
5. They are trained and encouraged to participate in student development activities.
6. End semester exams are conducted to improve their academic performance.
7. Peer level collaborative studying and exchanging of ideas is also encouraged.

#### Bright Students

Mentors identify the bright students and spot areas where they are strong.

Subsequently assign specific activities like exposure to specific tech driven tools like SAS, SPSS, Excel, further reading, solving problems, share contemporary news / developments beyond their syllabus to gain additional knowledge. Such students are also encouraged to attend conferences / workshops / seminars /inter-collegiate competitions / any special competitions held by India Inc / Institutes outside

of the campus. In the process bright students:

- a. Update themselves with the latest tools and technologies
  - b. Demonstrate critical thinking and take up innovative projects
  - c. Take up higher studies in the field of research and other related courses like Digital, Social media marketing, Analytics etc thus enhancing their skill and managerial quality and in the process their employability chances.
- Proficiency test – Proficiency Test is a mandatory evaluation process that every student must undertake to choose a specific specialization. Here again, low performing students are identified for whom a refresher course is conducted and are asked to take an internal test towards improving their scores.
  - Refresher Course – Refresher Course in the second year closer to Trim V, senior students are provided with a refresher class where a senior faculty conducts three sessions, revisiting all concepts & fundamentals, specialization wise towards enhancing their subject knowledge as also gaining in confidence to face impending interviews

### C. Quality of classroom teaching (Observation in a Class)

Improvement in teaching Type & Complete Performance Process in relation to Academic Execution

At WeSchool, the emphasis is led on meticulous execution of different academic processes keeping in mind the quality Academic Execution and continuous improvement. It is a structured process, which includes following activities – processes.

- a) Schedule - The basic tool to ensure a systematic delivery is the schedule for the t rimester.
- b) Teaching-Learning Plan (TLP) All courses are delivered as per the TLP, prepared prior to the start of the sessions.
- c) Academic Delivery Reports - The progress is monitored every week through Academic Delivery Reports. Adherence to the schedule is checked at periodic intervals and at the end of the trimester.
- d) Academic Delivery Cell (ADC): ADC Carries out all day-to-day monitoring of academic delivery such as scheduling lectures, monitoring delivery etc. The processes adopted by ADC help in ensuring that administration of the course is carried out aligned to all the plans and course objectives. The course objectives and delivery plans are subject to periodic review by the faculty and Deans / HODs.
  - e) E- Learn - WeSchool, Mumbai connects the students, faculty members and administrative departments related to program administration through a well-connected system known as e-Learn. All the required information such as teaching-learning plans, lecture schedules, exam schedules and placement and other notices are shared with the students in a systematic way on e-Learn, ensuring transparency of policies.
- f) Class Meetings: The program faculty meet the entire class of students at the start (to share



about the coming trimester and understand their learning aspirations) and at the end of a trimester (to review the takeaways from the trimester).

- g) Faculty-Student Representative Meetings: The program faculties meet with student representative identified for each course to sense any on-going concerns during a trimester.
- h) Student Councils: There are various students' councils for the program who regularly give the feedback about the delivery of the various courses of the trimester.

#### D. Student feedback of teaching learning process and actions taken

##### Initiatives of Performance Improvement - Teachers / Faculty

###### ➤ Students' Feedback

The effectiveness of any initiative can only be judged by continuous feedback from the students. Accordingly, the teaching-learning process at our Institution is analyzed via feedback taken from students, twice in every Trimester – mid-term & end-term. The first feedback is taken one month after the commencement of the trimester and feedback is reviewed, shared & discussed by the Dean / Program Head with the concerned faculty. Where appropriate and required the concerned faculty is counselled and corrective action is agreed and implemented. Second feedback is taken at the end of the course where feedback is sought on course outcomes, coverage of relevant topic beyond syllabus, seeking their suggestions for improvement of the course, content and delivery. The analysis of student feedback and faculty teaching improvement is done by programme assessment committee with recommendations of corrective actions, where necessary.

###### ○ Salient aspects:

- **Applicability:** Student Teaching Evaluation will apply to all core & visiting faculty members.
- **Periodicity:** Student teaching evaluation shall be taken / recorded as per following periodicity - initial student teaching evaluation shall be taken after the fourth lecture in the case of a full credit course and after the third lecture for a half credit course.
- **Rating:** Student teaching evaluation is done on the rating of 1 to 5 for various teaching parameters in which 1 is Strongly Disagree, 2 is Disagree, 3 is Undecided, 4 is Agree and 5 is strongly disagree.
- **Minimum Desirable Rating:** The minimum desirable rating prescribed by the institute across all programs and faculties is 3.
- **Modality to Collect Student Teaching Evaluation:** Members of ADC will be the process owner to collect and collate the Student Teaching Evaluation.
- **Follow up Action:** Members of ADC on collating the Student Teaching Evaluation shall inform the same to Dean – Academics, Head of the Program / Specialization.
- **Dean – Academics or Head of the Program / Specialization** on receiving the collated Student Teaching Evaluation will analyze the results and take appropriate action where required. Individual faculty members with less than 3 rating in Student

Teaching Evaluation will be counselled.

- If required, Dean – Academics or Head of the Program / Specialization may inform members of ADC to take another interim Student Teaching Evaluation after few more lectures following the counselling and decide on further counselling or discontinuation of the faculty.

➤ Peer Learning

At WeSchool, faculties are encouraged to enhance their knowledge and effective lecture delivery using multiple sources. One of the effective ways of enhancing knowledge is learning from peers- colleagues, corporate guest faculty and alumni working at a senior level in the reputed organisations. Thus, small group meetings, guest lectures, mentoring and grooming sessions wherein faculty interact with his/ her peers provide ample opportunities to the faculties to enhance/ improve academic execution.

➤ Faculty Development Programs (FDPs)

Faculty development programs are identified & designed based on need-gap analysis, continuous improvement process to remain contemporary to name few. At Weschool, we use external and internal faculty resources and our teaching faculty are encouraged to attend external FDPs as much as they also have to attend internal FDPs. Additionally, faculty are encouraged to attend FDPs in areas specific their interest and development. Such Professional training programs result in measurable positive outcomes in the learning and teaching practices. Hence, FDPs have proven effective in developing faculty skills and educational leadership.

To keep abreast with contemporary knowledge, at WeSchool, faculties are encouraged to undergo quality Faculty Development Programs either identified by the faculty or by the Institute. Such FDPs are aligned with the course the faculty teaches, program requirements and the institute's objectives. The topics of FDPs range from Case Study Writing, Teaching using Case Study Approach, acquainting faculty to emerging education policy framework – NEP2020, emerging technologies such as AI, ML, Blockchain, Robotics, AR/ VR/ MR and introduction to data analysis using Tableau and Python.

## All types of Events/ Learning Process adopted by Campus

r. No	Name of the Event	Impact Created in student	Duration of event	Skills enhanced in students	Feedback Process	Assessment Tools involved or not	Started in which year
1	Round Table Conference (RTC)	Practical industry specific insights gained by students	1 day	Presentation, Research, Communication	Obtained from panelist		-
2	Intercollegiate Competitions	Opportunity to interact and learn with peer level students from other eminent Institutes enabling crosspollination of thoughts and ideas	Ongoing	Competitive Spirit, Team Work, Innovation, Critical & Analytical Skills, Integrative thinking	Feedback offered by Jury is used by students towards improvement and development	Recognition by way of awards, prizes and selection and acceptance of content indicates the level of performance	-
3	WeBiz Fest	Hands-on experience of managing events	3 days	Leadership, Teamwork, Organising, Planning, Execution, Communication, Negotiation and Innovation	Obtained from corporate panellists and actioned towards improvement.	-	2020
4	Research Conference	Students are sensitized to importance of undertaking research and its benefits and managing nuances of holding a conference	2 days	Research acumen, use of statistics, critical and analytical skills, communication	Feedback offered by Jury is used by participants towards improvement and development	-	2020
5	Development Centre (DC) Process	Overall improvement on persona, confidence levels, domain knowledge demonstrated by students – pre vs post DC	A Day long process	AOL goals - Leadership, Innovation, Critical & Analytical Thinking, Communication, Role of Self, Global Perspective	Development Action Plan (DAP) session offers students a structured and purpose-driven development plan	BEI, Case-study, In-basket, Role Play, Team-Engagement Activity	Ongoing
6	Alumni Interactions – various events	Students gain practical insights and can network with alumni. This also supports in terms of better performance in interviews	As & when required continuous process	Practical Knowledge sharing wrt an industry, Global Mindset	Feedback obtained from both	-	Been there always

7	Industry Immersion	The students (who indicated Marketing as their specialization preference) were exposed to actual and real time markets e.g. Crawford Market, Fashion Street, Factory Outlets in Parel coupled with	One week	Practical experience and exposure to corporate world	-	Test	2019-20
		Industry visits namely Parle Ltd. makers of Bisleri the leading Mineral Water company & DTDC a courier & logistics organization where they were provided with a live experience on how such firms plan and execute their go-to-market strategies, apart from sharing some business challenges and industry best practices.					
8	Foundation Program	Foundation Program is aimed at acclimatising students to the quantitative courses, offer an introductory exposure to different perspectives of management, industry paradigms, and key skill development. Students are then exposed to Industry experts who visit the campus and share their expertise in addition to classroom sessions on specific subjects like Business Environment, Statistics, Accounting and Business Communication.	3 Weeks	Key skills – communication, presentation, innovation and creative thinking and subject-specific skills	Feedback taken from students, corporate and faculty	Test conducted	Continuous

9	Integrative Manager	The Case study approach is being widely used in leading Business Schools, to bring in quality and exposure to experiential teaching methodology in classroom. Harvard Business Publishing (HBP) case studies are taught in the course of Integrative Manager, International Business and many other courses. Careful selection of contemporary cases	Trim 4 & 5	Integrative thinking, Critical & Analytical Skills, Global Mindset	Feedback is given by faculty	Test conducted	Continuous
10	GCL	All PGDM students mandatorily undergo a nearly 5-month actual live project study in a bid by the Institution to nurture future thought Leaders. As a part of this initiative, faculty source live projects from India Inc and thereafter mentor the groups in undertaking a detailed study commencing with a secondary study, mapping stakeholders and user journeys, followed by a primary research capturing key observations leading to valuable insights. Students then identify an opportunity space on which they then develop a prototype of the proposed solution which is validated by the end user finally culminating in a detailed business plan.	4 Months	Through this 5-month journey students develop critical skills in the areas of Innovation, Critical, analytical & integrative thinking, communication, teamwork even while understanding Role of Self in Society	Weekly monitoring of progress by mentoring faculty and evaluation of mid-term and end term presentations. Additionally, peer level and industry level inputs are also captured	Presentations	2012

\* Activities during the AY 2020-21 were conducted on an online mode

18.16 Enrolment and Placement details of students in the last 3 years.

<b>Salary Batch Year : 2021-2023 (Rs. In Lakhs/annum)</b>					
Program	No. of students enrolled	Total student Placed	Minimum Salary	Maximum Salary	Average Salary
PGDM	180	163	8	24	12.4
PGDM-eBiz	120	118	9	20.5	11.96
PGDM-RM	60	58	6.75	18	11.33
PGDM-BD	60	57	9	25.48	11.73
PGDM-HC	60	50	9.5	18	11.6
PGDM-Rural	58	50	8	24	12.01
PGDM-ME	60	55	4	22.58	10.91
PGDM-RBA	120	118	8.1	22.58	12.56
<b>Salary Batch Year : 2020-2022 (Rs. In Lakhs/annum)</b>					
Program	No. of students enrolled	No of Students Placed	Minimum Salary	Maximum Salary	Average Salary
PGDM	180	161	6.5	15.42	10.44
PGDM-eBiz	60	56	7	18	10.6
PGDM-RM	60	55	6.5	17.5	9.61
PGDM-BD	60	57	6.5	15.42	10.01
PGDM-HC	45	45	7	18	9.89
PGDM-Rural	58	54	8	16.69	10.28
PGDM-ME	60	56	4.25	12.41	9
PGDM-RBA	60	58	7.5	15.42	9.87
<b>Salary Batch Year : 2019-2021 (Rs. In Lakhs/annum)</b>					
Program	No. of students enrolled	Total student Placed	Minimum Salary	Maximum Salary	Average Salary
PGDM	180	147	5.58	19.73	9.27
PGDM-eBiz	60	55	5.79	14	8.83
PGDM-RM	59	52	5.15	15	8.72
PGDM-BD	59	51	5	15	9.08
PGDM-HC	33	32	6	11.4	8.3
PGDM-Rural	59	53	5.4	15.13	8.69
PGDM-ME	59	55	3	15	8.26
PGDM-RBA	60	59	5.5	13.94	9.11

18.17 List of Research Projects / Consultancy Works - Nil

18.18 MoUs with Industries – Yes

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