

Strategic IDP

(2022-2027)

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V L Mehta Road,
Vile Parle (West),
Mumbai-400 056

Preparation of NEP 2020 Institutional Development Plan for NMIMS

The Government of India announced the National Education Policy in 2020. The implementation of the NEP is vital for the growth and development of Higher Education Institutions.

Honourable Chancellor Shri Amrishbhai Patel instructed the VC Office to prepare Institutional Development Plan (IDP) in line with the NEP 2020.

All the Deans and Directors of the University were informed about this on 14th February 2020 and initiate the process of preparation of IDP for the respective Schools/Campuses.

The overall IDP of NEP for the NMIMS University is based on the IDPs of each School/Campus along with milestones and timeframe divided into next one year, three years, and five years.

While developing the IDP of each, the respective Deans/Directors were suggested to discuss and deliberate the preparation along with the Campus Directors. The matter of preparation of IDP was also discussed in the 10th Meeting of the Deans/Directors Council on Wednesday, 6th April 2022 on the Zoom platform.

The broad guidelines for preparation for the IDP were summarised in following key dimensions as per the NEP 2020, and it was suggested to include them while developing and preparing the IDP:

- Multidisciplinary and Holistic Education
- Equity and Inclusion in Higher Education
- Motivated, Energised and Capable Faculty
- Technology Use and Integration
- Global Outreach of Higher Education
- Promotion of Indian Knowledge Systems, Languages, Culture, and Values
- Research, Innovation, and Rankings
- Integrated Higher Education System
- Professional education

A broad sub-point suggestions under each of the above dimensions were provided to facilitate the preparation of the IDP. These are described below.

- **Multidisciplinary and Holistic Education**
 - Imaginative/flexible Curriculum Structure and Length of Programmes
 - Multiple Entry/Exit
 - Credit-Based System- Academic Bank of Credits (ABC)
 - Ending Fragmentation
 - Wide range of Elective Courses of multidisciplinary nature
 - Multidisciplinary Research



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- **Equity and Inclusion in Higher Education**
 - Increase Enrolment (GER)
 - Student Support (Technology, Disadvantaged Groups, Gender Diversity)
- **Motivated, Energised and Capable Faculty**
 - Service Condition and Career Progression
 - Professional Development
 - Student-Teacher ratio
 - Role of Faculty in Curricular Design, Pedagogy, Research, Student Engagement
 - Institutional Development Plan
 - Autonomy in conducting research projects/collaborative researches/extension activities/consultancies
- **Technology Use and Integration**
 - Technology use in the educational process and outcomes
 - Use of rich databases and software (utilization)
 - Technology-Enabled Teaching, Learning, and Governance
 - Development of new programs and courses
 - Creation of digital content
- **Global Outreach of Higher Education**
 - Credit Recognition/ Transfer
 - Awarding credits for Civic Engagement
 - International Students' Office at each HEI, role and planned activities
 - Program expansion - in India and abroad
- **Promotion of Indian Knowledge Systems, Languages, Culture, and Values**
 - Holistic Individuals (experiential and holistic education, character building)
 - Skills and Values (short- and long-duration programs, clubs)
 - Culture and Arts (Indian knowledge, culture of cross-disciplinary thinking)
 - Indian Language
- **Research, Innovation, and Rankings**
 - Obtaining grant support
 - Internships with credits
 - Promoting start-ups
- **Integrated Higher Education System**
 - Faculty Development
 - Pedagogical Reforms, Multi-disciplinary
 - Vocational education, Skills, and Employability
- **Professional education**
 - integration of professional and life skills in education
 - projects in collaboration with industry
 - periodic assessment of professional competency

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The following schools submitted the NEP 2020 IDP (Institutional Development Plan).

Campus/School (click on the name for NEP Plan)	Dean/Director	Date
SPPSPTM	Dr. Bala Prabhakar	28 February 2022
School of Hospitality Management	Dr. Ruchita Verma	03 March 2022
School of Commerce	Prof. Sangeeta Kher	05 March 2022
School of Economics	Prof. Amita Vaidya	10 March 2022
MPSTME	Dr. Alka Mahajan/Dr. Akshay Malhotra	11 March 2022
Bangalore Campus	Dr. Rajendra Nargundkar	11 March 2022
School of Science	Dr. Neetin Desai	14 March 2022
School of Law	Dr. Alok Misra	01 April 2022
SBM, Mumbai	Dr. Prashant Mishra	08 April 2022
Indore Campus	Dr. Prachi G.	09 April 2022
Navi Mumbai Campus	Dr. P.N. Mukherjee	12 April 2022

The respective submissions of Schools/Campuses are summarised in Annexure I.

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Executive Summary of IDP

The key responses received from the schools/campus across the university have been summarized as follows:

1. Multidisciplinary and Holistic Education

- Schools would be revisiting the existing curriculum and revamping it aligning it with the new trending technologies, and business concepts, developing skillsets through vocational courses, multidisciplinary courses, etc. However, a few of the schools have already implemented from 2022 and it's being practiced as well.
 - Incorporating flexibility in multiple entry/exit options in the courses namely, BBA (Hons.) and B.Sc. Finance (Hons.), M. Pharm + MBA, etc. to make programs more student-centric.
 - To include more co-curricular and extracurricular activities to develop the key skills areas like Communication Skills, Management Skills, Leadership Skills, and so on.
 - Incorporating more research components in the course structures across all the schools.
 - Propose to give additional credits for co-curricular and extracurricular activities to encourage the all-round development of students
 - Faculty Development Programme (FDP) to develop and implement innovative pedagogy and incorporate tools to measure the assurance of learning
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2. Equity and Inclusion in Higher Education

- Scholarships based on merit, and socially/physically disadvantaged status will be introduced
- Summer certification programmes in emerging areas will be started
- Strengthening the Placement and Career Guidance initiatives
- Introduced open elective on gender communication. Strengthening the existing initiatives and conducting gender sensitization workshops, and seminars during orientation and periodically reviewing it.
- Propose to provide 5% scholarships to the meritorious and economically weak students in all programs

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- Propose to continue the scheme of earning while you learn for Ph.D. scholars in Pharmacy and Management. The same will be applicable to Post-Doc research fellows.
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3. Motivated, Energised and Capable Faculty

- Incentives to be given to faculties who engage in consultancy projects
 - Tie-up with various professional and foreign universities to get professionally updated
 - Collaboration doing collective research with faculties in foreign universities and industry experts.
 - Involving experts in organizing FDPs. Conducting Part-time course involving Industry experts.
 - To get Industry inputs, improve placements, and Industry Interphase
 - Seed grant amount to be increased to Rs. 2.00 lakhs
 - Strengthening collaborations with universities abroad for research joint Ph.D. programs with reputed universities nationally and internationally.
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4. Technology Use and Integration

- Creating a pool of faculty members having specialized experience in various databases and software, which can help in outcome-based learning and remain updated with the latest software and hardware.
 - Creation of school-wise MOOCS for the usage of internal faculty, students as well as an external educational fraternity.
 - Strengthening ICA component across programs, including meaningful projects, and involving the use of Bloomberg Portal
 - Inclusion of updated software and hardware based on the changing technology from time to time
 - Incorporating open electives offered online by SWAYAM/Coursera in various programs.
-

5. Global Outreach of Higher Education

- Conducting various certificate courses at various schools in a hybrid mode involving participation from Indian and global students

- Enabling the transfer of credits for students visiting institutes of reputation abroad
 - Allocating credits in ICA for various projects/activities done by students under the guidance of faculty like CSR Activities, Live Projects, etc.
 - Students to be awarded academic credit for the NGO and CSR activities
 - Reaffirming global accreditation and national body accreditation
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6. Promotion of Indian Knowledge Systems, Languages, Culture, and Values

- Introduction of YOGA across all Campuses
 - Short-term courses on Indian classical music, dancing, cooking, singing, and languages aimed at promoting the Indian culture.
 - Conducting music festival by School of Performing Arts involving Schools and Campuses.
 - Skill-based courses with credit will be introduced in 2023
 - Value-based optional course will be introduced in 2023
 - New Ph.D. registration will be promoted for interdisciplinary research work from 2023
 - Sanskrit may be offered as one of the Language from 2023
-

7. Research, Innovation, and Rankings

- Academic credit to be given for internship
 - Academic credit to be given for start-up related activities undertaken by students
 - Industry/Government funded joint research program
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8. Integrated Higher Education System

- Faculty exchange programs inter-campus
- Pedagogical reforms in tune with premier institutes



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- Doing live projects, and MDPs with Industry to understand current technology and trends in Industry
 - Teaching Assistantship as per course will be incorporated from AY 2023
 - Propose to introduce credit-based courses on teaching/education/ pedagogy/ writing for Ph.D. students during the Pre-Ph.D. course work
 - Propose to provide a minimum of 50 hours of continuous Professional Development opportunity to each teacher every year by conducting FDPs, and workshops and allowing faculty to participate in training towards innovative curricular and pedagogical practices. It will be made mandatory for every teacher to update themselves every year
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9. Professional Education

- Integration of professional and life skills in Education.
 - Strengthening the projects in collaboration with industry
 - Periodic assessment of professional Competency-Panel of industry experts to evaluate students in internships and other engagements.
 - Providing life skill training which includes basic first-aid training, fire training, electrical fittings, cooking, etc.
 - Collaboration with local authorities such as industry groups area wise/district wise to involve students in live projects and to reduce the industry-institute gap
 - Creation of Score-Card for periodic assessment of the professional competency.
 - Starting of legal-aid cell
 - Interschool courses and option to do subjects in other schools on campus and transfer of credit.
 - University should have SOP by examination department for interschool transfer of credits in the transcript.
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Next Steps

A detailed implementation plan strategy will be developed along with budget implications before the start of academic session 2023.



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Annexure I

School-wise/Campus-wise IDPs

NEP Implementation Plan | NMIMS Bangalore campus | SOE | SOC | MBA UG Programs

SOE (School of Economics):

- Internship or Research-Based option for 4th year and proposed to introduce it in 2023-24
- The exit options may be proposed at the end of two years, three years, and 4 years with a diploma, degree, and Honours degree, as envisaged by NEP.
- Revisiting the credits in the first three years in accordance with UGC recommendations.

SoC (School of Commerce):

- Flexibility in exit options at the end of 3 years and honours for a fourth year
- Revamping the courses to include interdisciplinary topics, and the fourth year (internship/research or a combination thereof) subject to the discretion of the Mumbai Dean-SoC.
- Formulate the inclusion of Vocational Courses like Direct and Digital Marketing, Analytics, E-Commerce, Banking and Insurance, Certification in Financial Modeling, Supply Chain Management, Investment Banking, and Portfolio Management
- In a 4 years B.Sc. Finance (Hons.) and BBA (Hons.) with an exit option after 3 years. Students to choose the 4th year option at the end of the 2nd year. The curriculum will be common for the first 2 years of each program. Existing programs will be phased out after 3 years.

MBA Programme

Some of the thrusts at Bangalore will be

- To introduce interdisciplinary courses, especially emphasizing the ESG areas in line with institutional vision and mission.
- Globalising the program, with a better internationalization through student and faculty exchange or collaboration opportunities
- Reaffirming global accreditation and national body accreditation
- Faculty development programs to train faculty in their areas of domain specialization, and in general towards collaborative research and creative thinking.
- Use of the best available technology and software will be encouraged.
- Encouraging innovative pedagogy for better learning outcomes that are measurable.
- A case center for original cases to be written will be developed over a 3-5-year time frame.
- In order to incorporate flexibility and encourage new types of learners to join NMIMS, academic break, and program duration could be revisited.

Revisiting the MBA curriculum structure incorporating the above as well as including industry feedback through focused efforts. The implementation timeline is from June 2023 across campuses, coordinated by the Bangalore campus.

NEP Implementation Plan | ANIL SURENDRA MODI SCHOOL OF COMMERCE

1. Revamping the curriculum:

Revisiting certain areas and removing overlapping across courses and bringing in a multidisciplinary approach

2. Restructuring of the Academic Program:

Presently, we have 3-year undergraduate programs. BBA (Hons.) and B.Sc. Finance (Hons.) is proposed to be introduced in a year or two. In the case of these 2 Hons. programs, a student will be given an exit option at the end of the 3rd year. The curriculum will be common for the first 2 years and students will separate at the beginning of the 3rd year, either for the 3rd year, exit option, or continue with the option of BBA (Hons.). In the case of honors programs, 6 months of Corporate Internship in the VIII Semester, based on which student must come out with an industry-based research project

3. Vocational Courses: School plans to bring in Vocational courses, keeping in mind the skill development and job opportunities.

- ✓ Direct and Digital Marketing
- ✓ Course in analytics
- ✓ E-Commerce
- ✓ Banking and Insurance
- ✓ Certification in Financial Modelling
- ✓ Supply Chain Management
- ✓ Investment Banking and Portfolio Management

4. Bouquet of Inter-Disciplinary Courses like

- ✓ Philosophy
- ✓ Political Science
- ✓ International Studies
- ✓ Psychology
- ✓ Sociology and Current Affairs
- ✓ Indian Ethos
- ✓ Course on Indian Constitution.

Some of these courses to be integrated into the first-year program of BBA, B.Com. (Hons.) and B.Sc. Finance for Multi-disciplinary purpose

5. Soft Skills or what we call life skills are integrated into the curriculum and are taught in one of the semesters

6. Co-curricular and Extra-Curricular activities also play a part in skill development. Some of the skill sets are:

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- | | |
|-----------------------------------|--------------------------|
| ✓ Communication Skills | ✓ Decision Making |
| ✓ Analytical and Research Skills. | ✓ Problem Solving Skills |
| ✓ Interpersonal Skills | ✓ Leadership Skills |
| | ✓ Management Skills |

7. Innovative Pedagogy

- Faculty should be encouraged to follow Innovative pedagogy & unique methods for the assessment of students.
- For successful implementation of the new education policy, it is pertinent to start faculty-oriented courses, which will help in their development.
- Case study methods and experiential learning pedagogy to be extensively used in delivering the course content by faculties.
- Course committees should be formed at the college and department levels for ideating and introducing certificate courses
- Teaching and research efforts should be recognized through awards.
- The teacher exchange program at the national & international levels needs to be introduced. This will expose faculties to a new environment & facilitate the exchange of ideas leading to collaborative research.
- Design a 360-degree assessment model that covers the educational, physical, and mental well-being of faculties.
- Research should be inclusive and therefore multidisciplinary research should be initiated.
- Experiential learning through vocational skills, mathematical thinking, and 21st-century skills like data science and coding can be encouraged through multiple courses.

8. Multi-Disciplinary courses to be offered as electives:

Keeping in view multidisciplinary and holistic education, schools will continue and strive toward attaining the goal of holistic education. At present, first-year students need to intern at the end of the 1st year with the social organization and at the end of the 2nd year, they should undergo corporate internships before they appear for the final placement in their 3rd year. The aim of these 2 internships is mainly to sensitize the students towards social issues and make them more empathetic and socially sensitive. The corporate internship helps in developing communication skills and understanding the corporate environment

9. Equity and inclusion principle of NEP:

We would handhold academically weak students with bridge lectures and extra coaching to bring them to the level of other students. Bridge lectures are delivered even now for

the academically weak students in the courses of Economics, Quantitative Techniques & Financial Accounting, same will continue. Students failing in Term End Examinations will have remedial coaching to improve their level of understanding and learning.

NEP Implementation Plan | Indore Campus

Based upon discussion during the 9th Dean/Director's meeting and in the context of NEP, Institute development planning may be conceived on two dimensions

- ✓ Campus progress planning
- ✓ Academic Planning

Goals

- ✓ To be one of the most preferred places to learn in the MP region by 2025
- ✓ Develop partnerships with global Universities of repute for teaching and research excellence
- ✓ Create a multi-disciplinary culture at the campus level

1. Campus Progress Planning

a. Starting of New Program

I. 2022-23

- Exploring the possibility of starting a school of Architecture as Indore has just one Institute offering this program.

II. 2023-24

- Based on the survey Application for the School of Architecture is to be made. E-MBA is to be started at Indore with an intake of 60.

III. 2024-25

- Observation /Survey to be completed for a new performing arts program

b. Intake in Existing program

I. 2023-24

- Since 2022-23 will be the first admissions post covid, based on those numbers capacity increase in programs to be actuated.

II. 2024-25

- Since the Accreditation process for MBA would have been completed Intake increased intake for MBA to be planned

c. New Facility/ Laboratory creation.

I. 2022-24

- **Centre for excellence for Digital Transformation** to be planned and established as a combined project of STME and SBM
- New laboratories for STME and SBM to be established as per the revised curriculum

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d. Placement goals

I. 2022-23:

- package improvement for SBM and STME- MBA Tech by 20%

II. 2023-24:

- Multiple offers to SBM and STME MBA Tech
- At least 80% placement for B.Tech
- At least 80% placement for SOL programs

III. 2024-25

- Few Global offers to SBM. Package and recruiter basket improvement for all the schools

e. Student benefit schemes

- This aspect is to be discussed with University authorities. At the local level, an attempt to establish private scholarships is to be made by connecting with local donors.

f. Incubation Centre

- NMIMS Indore campus is working with MSME to apply for a grant to start an Incubation center at the campus. In 2022-23 the application will be submitted to the relevant authority.

2. Academic Planning

- ✓ This planning will be largely done in association with individual schools for which inputs were given to SOC and STME during the connect meeting initiated by these schools.
- ✓ For faculty development and quality hiring, continuous efforts will be made by the campus.
- ✓ Motivation to faculty to connect with local Industry/Corporate to be actuated to improve research quality and consultancy
- ✓ SBM accreditation initiative to begin in 2022-23 and application in 2023-24.
- ✓ Connect with Global University for research and credit exchange to be established by 2023-24
- ✓ At campus level facility to opt for interschool electives to be worked during 2022-23 and started from 2023-24
- ✓ Implementation of differentiating pedagogies to be planned in 2022-23 and executed 2023-24 onwards. Training to faculty towards the same to be conducted in 2022-23

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NEP Implementation Plan | Navi Mumbai Campus

We have been focusing for a year involving various activities around the four building blocks i.e. Academic Excellence, Research, Stakeholder expectations, and Branding and Marketing.

- **Academic Excellence-**

- ✓ Implementation of Assurance of Learning
- ✓ Focus on Outcome-based Education
- ✓ Setting Question paper as per Bloom's taxonomy
- ✓ Shifting from knowledge-based questions to the industry-based application
- ✓ Define university policy for supporting/promoting field research by faculty members and students
- ✓ Looking for a tie-up with government agencies to do live institutional/industrial projects
- ✓ Strengthening the consultancies between schools and with the industries.

- **Research**

- ✓ All faculty members are involved in institutional building activities by being members of different committees like the PR committee, and Research committee and carry out the activities in conjunction with the student committee.

- **Stakeholder's Expectations**

- ✓ We have already sent feedback forms to various stakeholders such as students, parents, alumni, industry, faculty members, and staff

- **Branding and Marketing**

- ✓ Research was conducted to find out the potential of the Navi Mumbai campus and to improve the hinterland visibility.
- ✓ We are improving the visibility of the Navi Mumbai campus through website up-gradation, placing advertisements in the local newspaper, and putting up directional signage of the Navi Mumbai campus.
- ✓ Active presence on Social Media platforms like Instagram, Facebook, and YouTube
- ✓ Conducting different sports & cultural events involving colleges across the Mumbai MMR region and national level

We are imbibing the National Education Policy along with the above building blocks. Please find below, various activities under IDP (Navi Mumbai Campus) which can be part of NEP 2020.

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1. Multidisciplinary and Holistic Education

- Imaginative/flexible Curriculum Structure and Length of Programmes
 - Multiple Entry/Exit
 - Credit-Based System- Academic Bank of Credits (ABC)
 - Ending Fragmentation
 - Wide range of Elective Courses of multidisciplinary nature
 - Multidisciplinary Research
- ✓ Incorporating more research components in the course structures across all the schools.
- ✓ The internal evaluation can include multidisciplinary research e.g. Engineering and Finance, Finance & Economics
- ✓ The curriculum needs to be framed according to the demands of the industry to reduce the gap. However, this will be decided by the main school i.e. School Dean, Course Anchors, and Supplementary BOS. For each school, input is to be given to the dean's office to discuss in the BOS of the school. However contemporary topic workshops will be held in school in the Navi Mumbai campus depending on emerging trends and expectations by the industry.
- ✓ Proposed adoption of credits to be given to students through an academic bank of credits (ABC). This will lead to the automatic adoption of multiple entry/exit
- ✓ Introduction of dual degree programs such as BBA in Marketing & Finance.

2. Equity and Inclusion in Higher Education

- Increase Enrolment (GER)
- Student Support (Technology, Disadvantaged Groups, Gender Diversity)
- ✓ Scholarships based on merit, socially/physically disadvantaged status
- ✓ Tie up with various private institutes which provide value-added courses in technology.

3. Motivated, Energised and Capable Faculty

- Service Condition and Career Progression
 - Professional Development
 - Student-Teacher ratio
 - Role of Faculty in Curricular Design, Pedagogy, Research, Student Engagement
 - Institutional Development Plan
 - Autonomy in conducting research projects/collaborative Research
 - /extension activities/consultancies
- ✓ Credit to be given for research papers published during a particular year in the form of reduced workload.



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- ✓ Tie up with various professional universities such as CPA, CFA so that faculty can take up these courses and get professionally updated
- ✓ Collaboration doing collective research with faculties in foreign universities.
- ✓ Involving Industry experts in organizing FDPs. Conducting Part-time course involving Industry experts.
- ✓ To get Industry Inputs, improve placements, and Industry Interphase.
- ✓ Faculty members need to be given autonomy in deciding course curriculum, pedagogy
- ✓ Periodical review of the institutional development plan needs to be undertaken
- ✓ Incentives to be given to faculties who are indulged in consultancy projects

4. Technology Use and Integration

- Technology use in the educational process and outcomes
 - Use of rich databases and software (utilization)
 - Technology-Enabled Teaching, Learning, and Governance
 - Development of new programs and courses
 - Creation of digital content
- ✓ Creating a pool of faculty members having specialized experience in various databases and software, which can help in outcome-based learning and remain updated with the latest software
 - ✓ Creation of school-wise MOOCs for the usage of internal faculty, students as well as an external educational fraternity.
 - ✓ Giving ICA component involving the use of Bloomberg Portal
 - ✓ Research-based Internal assessment which will include both field and secondary data
 - ✓ Development of new programs and courses based on the suggestion that there should be an entire school meeting on campus along with the Dean and other School Co-ordinator
 - ✓ All these things will be on multiple digital platforms which will increase the use of ProQuest, e-library, etc.

▪ Global Outreach of Higher Education

- ✓ Credit Recognition/ Transfer
- ✓ Awarding credits for Civic Engagement
- ✓ International Students' Office at each HEI, role and planned activities
- ✓ Program expansion - in India and abroad
- ✓ Students to be awarded academic credit for the NGO and CSR activities
- ✓ Allocating credits in ICA for various projects/activities done by students under the guidance of faculty like CSR Activities, Live Projects, etc.

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- ✓ This is already in place under the supervision of faculty and in coordination with the university's main office.
- ✓ SOHM is the only program done at the Navi Mumbai campus and it can be extended to Bengaluru and Chandigarh campus
- ✓ Conducting various certificate courses at various schools in a hybrid mode involving participation from Indian & global students
- ✓ Enabling the transfer of credits for students visiting institutes of reputation abroad.

5. Promotion of Indian Knowledge Systems, Languages, Culture, and Values

- Holistic Individuals (experiential and holistic education, character building)
 - Skills and Values (short- and long-duration programs, clubs)
 - Culture and Arts (Indian knowledge, culture of cross-disciplinary thinking)
 - Indian Language
- ✓ Introduction of YOGA for all schools
 - ✓ Short-term courses on dancing, cooking, singing, and languages that will promote Indian culture.
 - ✓ Conducting Music festival by music committee involving inter colleges and institutes.

6. Research, Innovation, and Rankings

- Obtaining grant support
 - Internships with credits
 - Promoting start-ups
- ✓ Academic credit to be given for internship
 - ✓ Academic credit to be given for start-up related activities undertaken by students
 - ✓ Industry/Government funded joint research program
 - ✓ Contemporary management/Socially relevant research conducted by faculty and funded by the university
 - ✓ Industry live project, internships credit to be given to students
 - ✓ Making the entrepreneurship committee more active by promoting start-up related activities on the campus with the support from external guidance from successful start-up entrepreneurs and annual meetings with venture capitalists for successful start-ups
 - ✓ Allocating separate rooms for students for working on start-up projects
 - ✓ Navi Mumbai Campus is going for NBA accreditation and AMBA accreditation for SBM. The campus is also planning to participate in Ranking through various rating agencies.

Approved



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- ✓ Strip to achieve a place in the top 50 Management Institutes under the NIRF rating

7. Integrated Higher Education System

- Faculty Development
 - Pedagogical Reforms, Multi-disciplinary
 - Vocational education, Skills, and Employability
-
- ✓ Faculty exchange programs inter-campus
 - ✓ Pedagogical reforms in tune with premier institutes
 - ✓ Doing live projects, and MDPs with Industry to understand current technology and trends in Industry
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- **Professional education**
 - integration of professional and life skills in education
 - projects in collaboration with industry
 - periodic assessment of professional competency
-
- ✓ Providing life skill training which includes basic first-aid training, fire training, electrical fittings, cooking, etc.
 - ✓ Collaboration with local authorities such as industry groups area wise/district wise to involve students in live projects and to reduce the industry-institute gap
 - ✓ Creation of Score-Card for periodic assessment of the professional competency.
 - ✓ Starting of legal-aid cell
 - ✓ Interschool courses and option to do subjects in other schools on campus and transfer of credit.
 - ✓ University should have SOP by examination department for interschool transfer of credits in the transcript.

NEP Implementation Plan | Sunandan Divatia School of Science

Ongoing UG Programs:

1. B.Sc.-M.Sc. 5 Yrs Biomedical Sciences (Started from 2016)
2. B.Sc- Psychology (Started from 2020)
3. B.Sc.4 Yrs (Animation and VFX)

Department of Statistics courses (New School):

1. B.Sc. (ASA) (Started in 2018)
2. B.Sc. (Data Science) (Started from 2021)



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3. B.Sc. (AI) (Started from 2021)

1. Multidisciplinary and Holistic Education:

- ✓ Revamping of the curriculum in line with the NEP will be incorporated from 2023 in the 5-Year Integrated M.Sc. in Biomedical Science & B.Sc. - Psychology (Started from 2020) programmes. Interdisciplinary courses will be added from 2023 in the B.Sc. 4yrs (Animation & VFX) programme.
- ✓ Introducing multiple entry/exit options for B.Voc and B.Tech programmes in the first phase
- ✓ Subsequently, multiple entry/exit options may be provided in professional and general education programmes.
- ✓ Implementing the UGC Regulations on Academic Bank of Credits in a phased manner.
- ✓ Students will take an industrial internship with 2-4 credits as NTCC

2. Equity and inclusion in Higher Education:

- ✓ For Increasing employability potential of higher education programmes, would initiate programs sponsored by Industry, from AY 2022 in Chemistry
- ✓ From AY23 more focus on tech-oriented courses will be offered

3. Motivated, Energised and Capable Faculty:

- ✓ From AY 2022 Students: Teacher Ratio of 20:1
- ✓ *Autonomy of the Faculty for curriculum designing, pedagogy and assessment strategies*; Up to 20% of new updates are invited
- ✓ *Freedom to the teacher to review and amend the curriculum, periodically*-From AY 2023 will develop an SOP for contributing teachers
- ✓ *Empowering the teacher to devise and adopt appropriate strategies for formative and comprehensive assessment*-From AY 2023 will develop an SOP for a comprehensive assessment
- ✓ *Promoting the teachers to integrate research with teaching*-From AY 2023, all UG programs will have a compulsory research component.

4. Technology Use and Integration:

- ✓ Will conduct national/international conferences on modern technologies in education
- ✓ The software like Schrodinger, SAS, etc. will be implemented in the new curriculum from 2023
- ✓ Faculties will be promoted to undertake the orientation and refresher course organized by UGC and Academic Staff colleges on regular basis at SDSOS
- ✓ Research areas will be identified in consultation with industry partners from AY 2023
- ✓ Under skill development, 1 credit optional course on SDG and environment will be introduced from AY 2023
- ✓ In Clinical Psychology AI is adopted from 2022

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- ✓ Will adopt AI-based courses in other departments from 2023
- ✓ Few relevant courses in optional electives will be introduced from AY 2023
- ✓ Few open electives offered online by SWAYAM/Coursera etc. will be incorporated
- ✓ FDPs on online teaching/learning/content development will be conducted initially throughout to promote and adopt online education
- ✓ As per NEP two languages will be incorporated from 2023

5. Global Outreach of Higher Education:

- ✓ Credits for entrepreneurial/soft skills will be considered as per NEP
- ✓ Credit-based national/international summer internship will be adopted from 2023
- ✓ *Restructuring academic programmes with uniform and compatible credit patterns* - Will match the course with international institutions of repute for course mapping
- ✓ Extra BoS members from other subjects will be invited for course development as per NEP

6. Promotion of Indian Knowledge Systems, Languages, Culture, and Values:

- ✓ Skill base course with credit will be introduced in 2023
- ✓ Value-based optional course will be introduced in 2023
- ✓ Few modules in Ecological studies on tribal will be incorporated in 2023
- ✓ New Ph.D. registration will be promoted for interdisciplinary research work from AY 2022
- ✓ Minor Track subjects will be offered from AY 2023
- ✓ Sanskrit may be offered as one of the Language from AY 2023

7. Research, Innovation, and Rankings:

- ✓ Will incorporate credits for Entrepreneurial activities from AY 2023

8. Integrated Higher Education System:

- ✓ Module on pedagogy will be incorporated from AY 2023
- ✓ Teaching Assistantship as per course will be incorporated from AY 2023

NEP Implementation Plan | SPPSPTM

1. Multidisciplinary and Holistic Education:

- ✓ Curriculum will be revamped keeping in view the emerging trends in terms of skill sets, societal needs, employability of students, removal of obsolescence, lifelong learning, and also adhering to the requirements of the regulator Pharmacy Council of India in the 1-2-year plan
- ✓ Propose to review the success of the first-year plan and addition/deletion of the revised content will revisit in the 2-3-year plan

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- ✓ Propose to introduce new innovations and changes in skill sets based on previous years' experience in the 2-3 year
- ✓ In the 1-2-year plan, efforts will be made to restructure the course structure of all the academic programmes (at least 15 to 20%) keeping the above-mentioned points in view
- ✓ In the 2-3-year plan, efforts will be made to restructure the course structure of all the academic programmes (70%) keeping the above-mentioned points in view.
- ✓ Propose to introduce exit option after completion of two years of B.Pharm. with the award of Diploma in the 1-2-year plan
- ✓ The course structures of the Diploma program of 1st and 2nd-year B.Pharm. program needs to be brought at par to achieve this by strengthening the Diploma program in the 1-2-year plan
- ✓ Propose to introduce exit option in M.Pharm.+MBA (HCM & PT) programme after completion of two years with the award of M.Pharm. degree in the 2-3-year plan

In the 1-2-year plan:

- ✓ Propose to introduce a few pharma managements, biomedical engineering, IT, AI, and machine learning subjects as electives in B.Pharm. Programme.
- ✓ Propose to introduce a few electives linked to the sustainable development of the society and environment in UG/PG programmes.
- ✓ Propose to introduce a few topics pertaining to the History of Indian Medicine, Pharmacy, ethics, and human values.
- ✓ Propose to introduce internships under various schemes, working with NGOs and may be in a village and social sectors.
- ✓ Propose to conduct workshops pertaining to life skills such as finance management, mental health, and soft skills to navigate the professional and personal world. Inculcate skills for lifelong learning.
- ✓ Propose to give additional credits for co-curricular and extracurricular activities to encourage the all-round development of students.
- ✓ Propose to achieve this by training faculty to utilize innovative pedagogy.
- ✓ Propose to add relevant knowledge of ancient medicine and pharmacy in diploma and UG programmes.
- ✓ Propose to end fragmentation in the UG programme
- ✓ Propose to introduce a few electives in ethics, human values, and relevant Indian Knowledge System in all programmes.
- ✓ Multidisciplinary approach will be adopted in all existing programmes by adding relevant courses from management, engineering, and design.

2. Equity and Inclusion in Higher Education:

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In the 1-2-year plan:

- ✓ Propose to introduce exit option after completion of two years of B.Pharm. With the award of Diploma.
- ✓ The course structures of the Diploma program for 1st and 2nd-year B.Pharm. program need to be brought at par to achieve this by strengthening the Diploma program.
- ✓ Propose to accept students (from universities with NIRF ranked below 30) who completed Pre-Ph.D. course work from other Universities after mapping the course credits.
- ✓ Propose to accept students (from universities with NIRF ranked below 30) who completed part of Ph.D. work in other Universities and complete the same with the provision of a co-guide from the parent University.
- ✓ Propose to accept first-year passed M.Pharm. students* to the second year after mapping the credits
- ✓ Propose to identify emerging / new employable skills from the global markets and include the content to develop the skills in the students
- ✓ Propose to provide 5% scholarships to the meritorious and economically weak students in all programmes
- ✓ Propose to introduce a mentor system during the entire tenure of the student life to take care of professional, academic, psychological, and career counseling.
- ✓ Propose to conduct workshops / Seminars for maintaining the mental health of students.
- ✓ Review of the proposed activities at the end of the academic session.
- ✓ Based on our evaluation, stakeholder's feedback and students' comfort
- ✓ School website is being updated on regular basis. The same will be continued
- ✓ Students with state-level expertise will be encouraged through Sport Cell activities
- ✓ Guest lectures, webinars, and seminars at the state level and international level will be conducted.
- ✓ Propose to introduce a school blog for academic discussions
- ✓ Propose to introduce various informal platforms for support/interaction with senior students/alumni/industry mentors/parents related to the pharma industry for fast learners and weak students as per need and feedback from stakeholders.
- ✓ Propose to provide 5% scholarships to the meritorious and economically weak students in all programmes
- ✓ Propose to continue the scheme of earning while you learn for Ph.D. scholars in Pharmacy and Management. The same will be applicable to Post-Doc research fellow in the cadre eligibility.

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- ✓ For post-doc fellows with extraordinary research records with respect to publications, IPR, the residential facility may be given
- ✓ Propose to introduce a mentor system during the entire tenure of the student life to take care of professional, academic, and psycho-social.
- ✓ Services of mental health counselors are in place and will be continued.
- ✓ Propose to conduct workshops / Seminars for maintaining the mental health of students.
- ✓ Propose to introduce subsidies for health check-ups for students through Pharma Companies / Pathology Labs
- ✓ Soft skills/life skills courses are already in place to provide learning opportunities to linguistically weak students
- ✓ The system to support disadvantaged students academically and professional is already in place and will be continued
- ✓ Propose to provide fee waiver to one or two of the meritorious and economically weak students in all programmes
- ✓ The admission process is simplified considering all important points for students.
- ✓ The curriculum will be revisited every year to update the content based on emerging trends and employability.
- ✓ Propose to introduce the concept of the flipped classroom for Diploma students by providing bilingually recorded course sessions and discussing the same in the classroom with English as a medium of instruction.
- ✓ Propose to develop bridge courses for all programmes by identifying gaps in the educational background to bring all the students to the same level
- ✓ Propose to introduce a mentor system for SEDG students to take care of socio-emotional, academic support, and counseling.
- ✓ Propose to conduct workshops/seminars for achieving the above-mentioned goals
- ✓ The school has a gender sensitization cell. Propose to organize seminars/workshops by experts for gender-identity issues.
- ✓ Propose to introduce the concept of the flipped classroom for divyang students by providing bilingually recorded course sessions and discussing the same in the classroom with English as a medium of instruction.
- ✓ One on one interaction with such students with heads of all concerned areas to understand their issues for necessary action
- ✓ Propose to organize seminars/workshops to create a differently-abled sensitive eco-system.

In the 2-3-year plan:

- ✓ Propose to introduce exit option in M.Pharm.+MBA (HCM & PT) programme after completion of two years with the award of M.Pharm. degree.

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- ✓ The students may be allowed to enter the programme at any level with appropriate credits saved in the academic credit bank. These seats will be over and above the sanctioned intake. This will be applicable to all programmes
- ✓ Propose to conduct workshops / Seminars/yoga sessions for maintaining the mental health of students
- ✓ Review of the proposed activities at the end of the academic session

3. Motivated, Energised and Capable Faculty:

- ✓ University should introduce a fast-track promotion system for faculty with high-impact research contributions.
- ✓ Meritorious faculty with proven capabilities in research/teaching and industry connection i.e., extraordinary performance may be appointed/promoted with a waiver on regular recruitment norms. This will attract talented faculty and will reduce the attrition of faculty.
- ✓ Faculty at the Assistant / Associate Professor level with proven capabilities in delivering pharma education and conducting research may be given fast track promotion (Waiver for CAS conditions).
- ✓ Multi-disciplinary areas wherein person has capabilities to influence Pharma program and enhance employability without a basic degree in pharmacy but professional experience in Pharma industry or related areas to be considered.
- ✓ Extraordinary faculty existing / new must be given more increments/year or at the time of recruitment or renewal to retain/attract faculty.
- ✓ Residential facility may be provided to outside candidates (bachelor) having the extraordinary academic background and proven research record
- ✓ The university should introduce a tenure track system (for five years) for faculty with excellent teaching, research, and institutional building as per international standards. The performance may be reviewed at the end of five years and the faculty may be offered permanent employment.
- ✓ This shall be applicable to Associate Professor and above cadre.
- ✓ The University should also introduce a non-tenure-track system where the faculty with excellent teaching and research or institutional building may be offered a fixed number of years (Contract) of employment
- ✓ CAS application format should be revised to introduce more rigor in assessing the performance parameters by emphasizing more on research component inclusive of all important parameters of success
- ✓ Mechanism for incentivizing the excellence may be introduced by the following practices:
 - ✓ Excellent research faculty should be given workload remission in teaching.
 - ✓ Performance-based increments to faculty.
 - ✓ Performance-based fast track promotion/promotions to leadership positions.
 - ✓ Time to time recognition by the University authorities.

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- ✓ Awards, appreciation, certificates, display, and newsletter coverage should be provided for the work of all such faculty to increase the visibility and publicity of the school.
- ✓ Faculty should be permitted to do short-term training/courses at reputed national and international universities/research organizations.
- ✓ Faculty should be deputed to reputed national and international universities/research organizations to pursue qualifications/training in emerging areas for a period of one / two years with appropriate service conditions and academic leave.
- ✓ Faculty should be encouraged and funded by the University to attend an international seminar, conference, and meetings if funds from outside funding agencies are not available.
- ✓ Faculty should be permitted to attend national/international events using govt. / industry / University grant and stay for a longer period with international universities/industry to participate in skill-enhancing training / collaborative research with committed outcomes
- ✓ Seed grant amount should be increased to Rs. 2.00 lakhs.
- ✓ The school follows PCI prescribed syllabus. However, the faculty participates in enriching the curriculum by 15 to 20 % every year. Faculty have the autonomy to use appropriate pedagogy and assessment strategies (in the internal component).
- ✓ Propose to provide more autonomy to faculty in the above aspects as per NEP
- ✓ FDPs will be conducted for faculty to learn and adopt innovative pedagogical approaches
- ✓ University should provide incentives (to the extent of 5% of the total cost of the project) for consultancy projects and funded projects.
- ✓ The incentives for publications and patents are already in place.
- ✓ Paid access wherever required for research input must be sanctioned along with e-library/publication.
- ✓ For patents, all expenses are to be provided along with incentives at the time of submission, publication, and approval.
- ✓ Commercialization will be directly connected with industry and faculty as per University guidelines.
- ✓ Faculty having more than ten granted patents need to be recognized at all levels and may be given commuting and mobile expenses allowance over and above other incentives

4. Technology Use and Integration:

- ✓ Possibility of use of technology involving artificial intelligence, machine learning, and blockchains will be explored.
- ✓ Updating of technology through monthly seminars
- ✓ Personal subscription of e-access to be encouraged for all students

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- ✓ Faculty will be utilizing the DIKSHA platform
- ✓ Possibilities will be explored for incorporating disruptive technologies into the curriculum and educating students related to sustainable development goals. Priority areas will be healthcare, use of renewable energy and water conservation and environmental preservation in the healthcare sector, disposal of bio-waste
- ✓ Orientation on ethical issues surrounding the development and deployment of AI-based technologies; will be imparted to the students in workshop mode as an audit course
- ✓ Faculty will be provided rigorous training in learner-centric pedagogy at the earliest.

5. Global Outreach of Higher Education:

- ✓ Credits may be introduced for entrepreneurial competencies during a student's tenure
- ✓ Propose to increase existing research and teaching collaborations and add new ones

6. Promotion of Indian Knowledge Systems, Languages, Culture, and Values:

- ✓ Curriculum will be revamped to provide space for creative and critical thinking for holistic growth.
- ✓ Will explore and introduce the formative and continuous and comprehensive strategies for 360-degree evaluation and assessment.
- ✓ Workshops and seminars.
- ✓ Teachers are encouraged to undergo training and FDPs for holistic professional development
- ✓ Propose to introduce an audit course to understand the knowledge available in India.
- ✓ Will explore the possibility of including traditional/tribal knowledge in the area of healthcare in the curriculum.

7. Research, Innovation, and Rankings:

- ✓ Faculty will be encouraged to submit proposals to NRF for research funding
- ✓ Research Foundation should be established at the university level
- ✓ *Awarding 1-2 credits for Seva/Service/Community Service programmes*- This should be implemented as soon as possible for the activities carried out by the students of the social responsibility forum of the school.

8. Integrated Higher Education System:

- ✓ Propose to create a pool of experts in pharmacy and healthcare areas
- ✓ Healthcare teams from all sectors can have collaborative community engagement for societal healthcare
- ✓ Healthcare Awareness Certification for adults/housewives
- ✓ Seminars for school students and school teachers for a multidisciplinary experience

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- ✓ Propose to introduce credit-based courses on teaching/ education/ pedagogy/ writing for Ph.D. students during the Pre-Ph.D. course work
- ✓ Propose to provide a minimum of 50 hours of continuous Professional Development opportunity to each teacher every year by conducting FDPs, and workshops and allowing faculty to participate in training towards innovative curricular and pedagogical practices. It will be made mandatory for every teacher to update themselves every year
- ✓ Will explore the possibility of up-skilling the students in the area of healthcare (pathology/x-ray / OT / OPD related instrument handling)
- ✓ Will explore the possibility of providing short-term add-on Vocational Certificate/Diploma courses for the students enrolled in other UG programmes.

NEP Implementation Plan | SAMSOE

1. Multidisciplinary and Holistic Education:

In the 1-2-year plan:

- ✓ To introduce the 4th year B.Sc. Economics honours from 2022-23 which will focus on Research and practical training
- ✓ Restructuring of the first-year B.Sc. Economics and rationalizing credits
- ✓ Provide option to leave after 3 years and remaining to continue with B.Sc. Honours
- ✓ Offering 1 or 2 courses to external students for ABC

In the 2-3-year plan:

- ✓ To rationalize the B.Sc. Economics 3-year program and have the 4th year for Honours students
- ✓ To introduce the Ph.D. program
- ✓ Restructure 2 & 3 year B.Sc. Economics and rationalizing credits
- ✓ Provide a certificate for those leaving after 1 year of B.Sc. Economics
- ✓ Allowing skill-enhancing courses for ABC

In the 4-5-year plan:

- ✓ To have an integrated B.Sc. Honours and M.Sc. Economics programme of 4+1 year
- ✓ Restructure 4th year B.Sc. Economics honours
- ✓ Provide an option of leaving after 3 years & 4 years in the integrated 5 years M.Sc. programme
- ✓ Allowing lateral entry after mapping ABC

2. Equity and Inclusion in Higher Education:

In the 1-2-year plan:

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- ✓ Introduce practical training in 4th year B.Sc. Economics Honours
- ✓ Active reading and book club where students meet to discuss books and their research interests

In the 2-3-year plan:

- ✓ Offer B.Sc. Economics on other campuses
- ✓ Offering a Ph.D. program & Offering basic courses from SAMSOE for ABC
- ✓ Allow for multiple exit options
- ✓ To have 1 counsellor for every School
- ✓ To offer gender studies as an elective

In the 4-5-year plan:

- ✓ Offering certificate and diploma programmes, Integrated M.S. and Ph.D. Degree Programmes
- ✓ Allow for lateral entry with credit mapping and courses
- ✓ School to develop online course modules with help from the University
- ✓ School to develop online course modules with help from University & University to allocate a certain amount for Scholarships

3. Motivated, Energised and Capable Faculty:

In the 1-2-year plan:

- ✓ Conducting at least 1 FDP per year. Facilitating Faculty to attend domain-specific FDP in other reputed organizations
- ✓ Encouraging student research to be published in UGC approved journals
- ✓ Incentivizing faculty to go to conferences
- ✓ Mapping research interests of faculty with other International partner universities
- ✓ The incentive scheme both monetary and through recognition already exists
- ✓ The system of adjusting work schedules for faculty who have greater research output to continue
- ✓ Appointment of Program chair

In the 2-3-year plan:

- ✓ Continue with Teacher training Programmes in Pedagogy and domain-specific knowledge. Learn from International collaborations
- ✓ Reducing workload of faculty with greater research output
- ✓ International collaborations for faculty research
- ✓ Hiring faculty who are focused on research
- ✓ Improve the student-faculty ratio
- ✓ Give opportunities to get into a leadership role such as Associate Dean

In the 4-5-year plan:

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- ✓ Increased publication as a result of the doctoral program
- ✓ Forging international collaborations for research
- ✓ Faculty exchange programs

4. Technology Use and Integration:

- ✓ Give pre-reading through videos and online educational platforms along with articles and books

5. Global Outreach of Higher Education:

In the 1-2-year plan:

- ✓ Study and identify HEI
- ✓ Awarding 1-2 credits for Seva/Service/Community Service for B.Sc. Honours 4 year
- ✓ Restructure 1 year of B. Sc.

In the 2-3-year plan:

- ✓ Credit mapping and allowing identified HEI for credit transfer
- ✓ Allow Credit mapping of courses
- ✓ Restructure 2 & 3 years of B. Sc.

In the 4-5-year plan:

- ✓ Lateral entry with credit transfer
- ✓ Faculty exchange programs for Research and teaching collaborations with high-quality foreign institutions.

6. Promotion of Indian Knowledge Systems, Languages, Culture, and Values:

- ✓ Courses with special focus on India 2. value added courses
- ✓ Values are integrated in courses and through outside classroom learning
- ✓ Have courses in curriculum highlighting constitutional values and ethics

7. Research, Innovation, and Rankings:

In the 1-2-year plan:

- ✓ *Awarding 1-2 credits for Seva/Service/Community Service program* - Introduce for B.Sc. Honours 4 year

In the 2-3-year plan:

- ✓ collaborate with industry for project work

8. Integrated Higher Education System:

In the 1-2-year plan:

- ✓ Use the placements as 1 parameter

In the 2-3-year plan:

- ✓ Devise a measurable system that incorporates the feedback of industry and alumni

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- ✓ Collaborate on projects

In the 4-5-year plan:

- ✓ Collaborate on Research

NEP Implementation Plan | MPSTME | Goals

1. **Goal: To excel in teaching-learning by updating curricula and adopting innovative pedagogy techniques**

Strategies:

- ✓ Introducing inter-disciplinary courses in areas of emerging technology.
- ✓ Integrating Arts, Humanities, and Social Sciences with Science, Technology, Engineering, and Management (STEM).
- ✓ Revising the curricula of the existing courses with a focus on employability, entrepreneurship, and skill development.
- ✓ Attaining Student Faculty Ratio (SFR) of 15:1.
- ✓ Increasing academic flexibility by way of introducing a Choice-based Credit System (CBCS/Fast track B Tech).
- ✓ Creating pathways for students by introducing Industry relevant electives
- ✓ Adopting innovative pedagogy techniques with an emphasis on student learning

2. **Goal: To establish national and global linkages with the industries, research organizations, universities, and NGOs:**

Strategies:

- ✓ Strengthening the existing MoUs by increasing the collaborative activities
- ✓ Establishing new linkages with the premier national and global industries
- ✓ Offering tailor-made training programmes to the industries
- ✓ Contributing to the extension activities by joining hands with the NGOs
- ✓ Collaborations with national and international universities for credit transfer
- ✓ National and International ranking and accreditations

3. **Goal: To enhance research and innovation**

Strategies:

- ✓ Strengthening the infrastructure for research and innovation.
- ✓ Establishing new laboratories/Centre of excellence.
- ✓ Raising the standard of the PG & Ph.D. programmes and facilitating full-time scholars through an attractive stipend
- ✓ Increasing the research outcomes (funded projects, publications, patents, etc.).
- ✓ Facilitate and encourage active researchers

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- ✓ Encouraging research at the undergraduate level through Student Research Groups (SRG)

4. **Goal: To ensure all-round development of the students**

Strategies:

- ✓ Inculcating professional attitude and problem-solving skills among the students.
- ✓ Integrating professional and life skills in the curriculum.
- ✓ On-campus logistic and academic support.
- ✓ Increasing the placement opportunities for the students.
- ✓ Encouraging students for innovations, start-ups, and entrepreneurship.
- ✓ Improving the performance of the students in competitive and professional exams.
- ✓ Providing sports/recreation facilities, Clubs, cells, etc.
- ✓ Increasing the participation of students in co- and extra-curricular activities and competitions.
- ✓ Mechanism for students' wellness such as physical and mental health, psycho-social well-being, and sound ethical grooming.
- ✓ Integrating professional and life skills in the curriculum.
- ✓ On-campus logistic and academic support.
- ✓ Increasing the placement opportunities for the students.
- ✓ Encouraging students for innovations, start-ups, and entrepreneurship.
- ✓ Improving the performance of the students in competitive and professional exams.
- ✓ Providing sports/recreation facilities, Clubs, cells, etc.
- ✓ Increasing the participation of students in co- and extra-curricular activities and competitions.
- ✓ Mechanism for students' wellness such as physical and mental health, psycho-social well-being, and sound ethical grooming
- ✓ Single window facility for all student requirements
- ✓ Enhancing infrastructural facilities including Tinkering lab and exhibition halls. The fully residential facility at all campuses other than Mumbai by 2025. Improved hostel facility in Mumbai
- ✓ Indoor & Outdoor Sports facilities along with a gym and swimming pool
- ✓ Counselling centre to be developed

5. **Goal: To improve the qualification, skills, and professional competence of the faculty**

Strategies:

- ✓ Encouraging faculty members to complete the Ph.D. programme and enroll for post-doctoral.
- ✓ Facilitating faculty exchange programmes.

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- ✓ Enhancing participation in reputed conferences and training programmes.
- ✓ Incentivizing loyal faculty with high academic and service credentials.
- ✓ Motivating for applying for various awards, fellowships, and incentives schemes
- ✓ Motivating the faculty for quality publications and research by way of financial incentives, publicity, and recognition.
- ✓ Linking rewards/ other motivations to encourage individuals and Groups
- ✓ Utilizing collaborations with universities abroad for research joint PhD programs with reputed universities nationally and internationally.

NEP Implementation Plan | MPSTME | 8 Points Based

1. Multidisciplinary and Holistic Education:

In the 1-2-year plan:

- ✓ New structure has been initiated in AY 2020-21, keeping in mind choice, flexibility, and the relevance of curriculum with the Industry need
- ✓ Reduced the credit heavy structure to 153 credits leading to reduced contact hours
- ✓ More choice through interdisciplinary open electives
- ✓ Specialized pathways through department electives
- ✓ Introduction of critical thinking/design thinking/community service etc.
- ✓ Semester-long major project/internship in semester VIII
- ✓ *Restructuring the academic programmes in a phased manner*-Syllabi of all courses of Semester V and Semester VI of B Tech/BTI/MBA Tech.
- ✓ Introduction of 60 open electives in interdisciplinary domains - mixed-technical, management, humanities, social sciences, and basic sciences
- ✓ Training on solving Case studies, Personal grooming and Mentoring by Industry professionals, Strengthening Coding skills, and Soft Skills in Disaster preparedness
- ✓ Weightage is given to co-curricular activities in ICA. Courses such as "Management through theatre" etc. to be introduced
- ✓ Using Collaborative Technology Platforms for discussions among students across campuses as smaller study circles
- ✓ More interdisciplinary courses to be introduced. Combined degree programs in multidisciplinary areas. E.g. Engineering and Humanities/Finance

In the 2-3-year plan:

- ✓ Syllabi of all courses of Semester VII of B Tech/BTI/MBA Tech.
- ✓ Semester-long major project/Internship introduced in semester VIII leading to industry-ready graduates and increasing employment potential.

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- ✓ Introduction of interdisciplinary minors in Architecture/ Design/Robotics/ Automation/DevOps/Blockchain/IoT.
- ✓ Moving towards a choice based credit system
- ✓ Permitting academic break of one year for entrepreneurs/genuine cases.
- ✓ Credit transfers to be explored with institutes like Bits Pilani/IITs/NITs.
- ✓ Collaborating with universities abroad
- ✓ Permitting academic break of one year for entrepreneurs/genuine cases.
- ✓ Credit transfers to be explored with institutes like Bits Pilani/IITs/NITs.
- ✓ Also with collaborating universities abroad
- ✓ Implementing Real-life problem-solving projects that require students to develop personal commitment and result orientation capabilities. Eg. Technology Adoption in Rural areas
- ✓ Minors in performing arts/Music/Advertising/Literature/Creative writing to be introduced
- ✓ To add VEDIC Maths, YOGA, Meditation, etc.

In the 4-5-year plan:

- ✓ Implementation of a complete choice-based system. Fast track B Tech
- ✓ 2+2 dual degree programs with institutes of repute nationally and internationally
- ✓ Establishing a separate department of Humanities and social science
- ✓ Centre of excellence to be established in multidisciplinary Engineering research

2. Equity and Inclusion in Higher Education:

In the 1-2-year plan:

- ✓ Additional intake of 60 for B Tech Computer Engineering
- ✓ Summer certification programmes in emerging areas
- ✓ Strengthening the placement and training of cell
- ✓ Revamping institute website
- ✓ Steps to ensure robust IT support
- ✓ Strengthening professional students' associations
- ✓ Residential campus to be developed at Indore
- ✓ Introduced open elective on Gender communication. Strengthening the existing initiatives and conducting gender sensitization workshops, seminars during orientation and periodically

In the 2-3-year plan:

- ✓ To increase 60 seats with 02 PG Programs.



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- ✓ Renaming B Tech civil to B Tech Civil and Infrastructure Engineering with changes in curriculum
- ✓ B Tech Financial Engineering
- ✓ B Tech in Water and Environmental Engineering
- ✓ MBA Tech Digital Transformation
- ✓ One Year Master of Technology (Logistics & Supply Chain)
- ✓ One-year Master of Technology (Green Technology)
- ✓ Adding interdisciplinary minors in Architecture/ Design/Robotics/ Automation/DevOps/Blockchain/IoT
- ✓ Establishing a career counseling centre
- ✓ Enhancing IT infrastructure with increased bandwidth and advanced machines
- ✓ Single window facility to be developed for students

In the 4-5-year plan:

- ✓ 120 more seats to increase with two PG Programmes
- ✓ B Tech MLOps
- ✓ B Tech Business and Information systems
- ✓ B Tech Gaming Design
- ✓ B. Tech. Integrated (MXTC)
- ✓ Increasing micro-credentials

3. Motivated, Energised and Capable Faculty:

In the 1-2-year plan:

- ✓ 15-day induction programme for newly recruited faculty every summer followed by mentorship at the department level for one semester
- ✓ Regular STTPs/Workshops/Deputation to other institutes will be taken up on a regular basis
- ✓ Workshops on pedagogy and assessment techniques are being conducted regularly.
- ✓ Recommended establishment of an education technology center at the university level for regular training and refresher programs.
- ✓ Technical Papers Reading and Writing Courses included in AY 20-21
- ✓ Increasing the research component in final year projects
- ✓ Interdisciplinary Research projects as Intra organization collaboration
- ✓ Seed funding Policy level projects devised by the faculty
- ✓ Research Proposal submitted for external funding in collaboration with professors of other Institutions/universities"

In the 2-3-year plan:

- ✓ Fully paid leave for pursuing a Ph.D. at institutes of repute.
- ✓ Post-doctoral fellowships/sabbaticals for senior faculty based on years of service at MPSTME

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- ✓ Utilizing collaborations with universities abroad for research joint Ph.D. programs with reputed universities nationally and internationally.
- ✓ Year abroad paid program to enhance the quality of Ph.D.
- ✓ Recommended consideration of major research grants up to 30 lakhs
- ✓ Linking rewards/ other motivations to encourage individuals and Groups
- ✓ Establishing an audio-video recording facility for developing micro-credentials
- ✓ Create a platform to bring visibility to the research work done by the faculty at the department/ School level
- ✓ Promote/Motivate faculty for more collaborations

4. Technology Use and Integration:

In the 1-2-year plan:

- ✓ To promote other fields like blockchain, VR/AR
- ✓ Course introduced in relevant programs.
- ✓ Workshops/seminars planned for other programs
- ✓ Guest Lectures under "One Subject One Webinar" conducted
- ✓ Flipped classroom with MOOC courses as pre-reads/ pre-requisites
- ✓ Workshops for in-person actions

In the 2-3-year plan:

- ✓ To Establish Virtual Labs for teaching and learning.
- ✓ Audio/Video recording studio for developing content
- ✓ Initiate the process of Digital Transformation of the University
- ✓ To Start M Tech Program in a similar area of Data Science

In the 4-5-year plan:

- ✓ Planned bigger classrooms with a PA system and multiple video projectors
- ✓ To Record Lectures for complete Course.
- ✓ To Establish Digital Studio in Campus"

5. Global Outreach of Higher Education:

- ✓ *Research and teaching collaborations with high-quality foreign institutions-* Planned with German universities for core engineering disciplines

6. Promotion of Indian Knowledge Systems, Languages, Culture, and Values:

In the 1-2-year plan:

- ✓ Courses on Mobile App development, Block chain development, etc.
- ✓ Centre for Innovation & Tech Entrepreneurship
- ✓ Software development skills, Teamwork, Inter-personal skills, Creativity, Negotiation skill,
- ✓ Offering Credit-based and Non-Credit based bouquets of courses in the basket "Value-based education & Life skills"

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In the 2-3-year plan:

- ✓ Certificate courses in Financial Modelling, Digital Marketing, Coding in Java, Python etc.
- ✓ Course on "Spirituality" (after careful consideration that it should not have any religious connotations)
- ✓ Introduce Course in Indian Arts & Culture

7. Research, Innovation, and Rankings:

- ✓ Encouraging more faculty to scout for Research projects in their areas
- ✓ Provide training on how to apply for research projects
- ✓ Had received approval from MSME for grant and incubation centre.
- ✓ To identify more External support from Government/Private/NGO.

8. Integrated Higher Education System

- ✓ Recommended establishment of teacher training institute

NEP Implementation Plan | SOHM

1. Multidisciplinary and Holistic Education:

In the 1-2-year plan:

- ✓ Revamping the current BBA in Hospitality Operations and Management bearing in mind the NEP strategy
- ✓ Creating skill rich modules with credits
- ✓ Designing Industry connect to sync with curriculum
- ✓ Reviewing Indian values and ethos
- ✓ Reviewing current hierarchies and roadblocks
- ✓ Working on a credit-based system to choose one of the General/Open electives
- ✓

In the 2-3-year plan:

- ✓ Incorporating Industry connections within the curriculum
- ✓ Including business ethics in the curriculum with a wider approach
- ✓ Training faculty on new pedagogical techniques
- ✓ Incorporating ancient Indian, Greek, and Confucian ethos
- ✓ Simplifying structure and Paperwork
- ✓ Redesigning our admission process to accommodate
- ✓ Development of a Sensitivity training programme

2. Equity and Inclusion in Higher Education:

In the 1-2-year plan:

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- ✓ Bridging Industry and students
- ✓ Planning to create an inter-school exchange program
- ✓ Development of a Sensitivity training programme

In the 2-3-year plan:

- ✓ Implementing Module based credit system
- ✓ combining mentoring with professional expertise
- ✓ Improving the exchange program
- ✓ Remedial training for Faculty

In the 4-5-year plan:

- ✓ Students solving real Industry challenges
- ✓ Adding technical tools for supporting mentoring

3. Motivated, Energised and Capable Faculty:

In the 1-2-year plan:

- ✓ Planning need-based FDPs
- ✓ Training Faculty on innovative pedagogical approaches through experts
- ✓ Will work on a recognition and reward program

4. Technology Use and Integration:

In the 1-2-year plan:

- ✓ Remedial training for teachers to use DIKSHA
- ✓ Reviewing sustainable developments in the Industry
- ✓ Understanding the ethical issues surrounding
- ✓ Creating awareness about SWAYAM
- ✓ FDPs on teaching-learning platforms and tools
- ✓ Creating a hybrid model for certain topics

In the 2-3-year plan:

- ✓ Procuring relevant tech tools
- ✓ Incorporating sustainability into the curriculum
- ✓ Implement new technologies in one of the labs

5. Global Outreach of Higher Education: (No Data)

6. Promotion of Indian Knowledge Systems, Languages, Culture, and Values:

In the 1-2-year plan:

- ✓ Workshops for creative and critical thinking
- ✓ Encouraging sports involvement
- ✓ Provide Opportunities for holistic learning
- ✓ FDPs on holistic Professional development
- ✓ Mentoring students and identifying skills
- ✓ Networking with local industries
- ✓ Reviewing cutting edge requirements in the Industry

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- ✓ Incorporating value-based education
- ✓ Guest lectures on Indian values, ethos, art, and traditions

In the 2-3-year plan:

- ✓ Involving teachers and parents in the process to promote the holistic development of the student
- ✓ Incorporating multidisciplinary value-adding holistic education
- ✓ Restructuring to impart holistic education
- ✓ Networking for employability
- ✓ Creating more programmes
- ✓ Imparting employability skills
- ✓ Skill building on Cutting edge technologies
- ✓ Integrating skills and values

7. Research, Innovation, and Rankings:

In the 1-2-year plan:

- ✓ Identifying seva opportunities
- ✓ Building a network of neighboring
- ✓ Identifying the local industry who are ready to collaborate

In the 2-3-year plan:

- ✓ Incorporating credits in the curriculum for Seva/Service/Community Service programmes
- ✓ Coordinating teaching internships
- ✓ MoU for collaboration

In the 4-5-year plan:

- ✓ Implementing earn while you learn programs for economically weak students

8. Integrated Higher Education System: (No Data)

NEP Implementation Plan | SBM, Mumbai/PDSEFBM, Mumbai

1. Multidisciplinary and Holistic Education:

In the 1-2-year plan:

- ✓ Revamping curriculum and restructuring the academic programme done in 2022
- ✓ Complying with the UGC requirements of the ABC scheme
- ✓ For Integrating Arts, Humanities, and Social Sciences with Science, Technology, Engineering, and Management (STEM)- School level courses on a pilot basis

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- ✓ Using contemporary and time tested pedagogical tools like case studies and simulation games
- ✓ Develop one innovative workshop to integrate Indian ethos with modern business approaches
- ✓ Courses on Leadership Communication & Leadership and Storytelling for Business

In the 2-3-year plan:

- ✓ Revisiting for revamping curriculum and restructuring the academic programme
- ✓ For multiple entry/exit options may be provided in professional and general education programmes, Master's programme like the E-MBA* programme
- ✓ For Integrating Arts, Humanities, and Social Sciences with Science, Technology, Engineering, and Management (STEM)- One-fourth of the curriculum to be integrated with technology
- ✓ Develop two innovative workshops to integrate Indian ethos with modern business approaches
- ✓ Continue offering multidisciplinary courses using time tested pedagogical tools
- ✓ One multidisciplinary research centre around Indian consumers and market

2. Equity and Inclusion in Higher Education:

In the 1-2-year plan:

- ✓ The Institute works on a clear non-discriminatory model, anyone with up to the mark quality standards get an equal chance of selection

In the 2-3-year plan:

- ✓ Based on the market demand, the career-oriented professional programs shall be added
- ✓ With new Batches coming in, as per the interest areas of students and as per need new clubs will be added in to the existing structure
- ✓ Incremental increase in scholarships

3. Motivated, Energised and Capable Faculty:

In the 1-2-year plan:

- ✓ The institute is a research-focused institute, and has a research incentive policy further the excellence is well rewarded through promotions at appropriate places for the contributors
- ✓ Seed money of INR 2 Lakhs for faculty

In the 2-3-year plan:

- ✓ Two FDP's with a focus on skill upgradation are planned

In the 4-5-year plan:

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- ✓ Efforts in the direction to make the Thursday seminars a well-recognized event for quality researchers across Management institutes beyond the boundaries of the University

4. Technology Use and Integration:

In the 1-2-year plan:

- ✓ Digital initiatives in line with NETF will be planned and executed once NETF is operational
- ✓ ESG added into the curriculum

In the 2-3-year plan:

More such experiential learning tools to be adopted as a part of pedagogy in subjects like Retail marketing etc.

Professional distinctive online courses to be designed

Continues up-gradation in software and hardware used with newly launched and suitable software with enhanced technological features

5. Global Outreach of Higher Education:

In the 2-3-year plan:

- ✓ Tie-up with 3 more universities for student exchange programs

In the 4-5-year plan:

- ✓ Tie up with 5 more universities for student exchange programs

6. Promotion of Indian Knowledge Systems, Languages, Culture, and Values:

(No Data)

7. Research, Innovation, and Rankings:

In the 1-2-year plan:

- ✓ WE Care Civic Engagement Programme

In the 2-3-year plan:

- ✓ To bid for one funded project

8. Integrated Higher Education System:

In the 1-2-year plan:

- ✓ Ph.D scholars promoted to teach in various programmes of SBM
- ✓ Board of studies meetings in each Area to identify the needs and design the courses according to the market demand for professional and life skills
- ✓ Skill-based courses part of the curriculum as compulsory courses
- ✓ Collaborations with industry for Summer internships, Guest lectures, Seminars and is in a few courses for course delivery as well
- ✓ Collaborations with industry for Summer internships for students

In the 2-3-year plan:

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- ✓ Workshops to be organized incorporating management education lessons from mythology and literature
- ✓ Continuous enhancement in the courses offering skill enhancement based on the market needs
- ✓ Continuous improvement in the parameters for measuring assessment
- ✓ Increase the collaborations for more inputs in curriculum enhancement and better internship opportunities for students

NEP Implementation Plan | KPMSOL

1. Multidisciplinary and Holistic Education:

In the 1-2-year plan:

- ✓ To incorporate flexibility in the course structure, needs to be within the parameters of the BCI regulation for UG/PG /Doctoral programs. However, greater flexibility is possible with Diploma and Certificate Programs if CIPS is revived, which is much needed after the closure of one Year LL.M. Program.
- ✓ *Revamping curriculum*: Possible to some extent within BCI and NMIMS framework.
- ✓ *Adoption of UGC (Establishment and Operationalization of Academic Bank of Credits (ABC) Scheme in Higher Education*: This will get implemented only when UGC notifies. However, the School of Law can adopt a digital repository system so that the transition to such practice of UGC will be easy. For this compatible software is needed to be developed. Students wise all records must be developed on basis of credits earned. For the implementation of ABC, we need to work in tune with a software programmer.
- ✓ *Integrating Arts, Humanities, and Social Sciences with Science, Technology, Engineering, and Management (STEM)*:
 - At the LL.M., Law, Science, and Technology specialization can be started to meet this objective.
 - SOL can start diploma/certificate courses in medical & forensic jurisprudence intended to acquaint the doctors and multi-specialty hospitals with the legal perspectives of their profession. This course can be run in collaboration with a medical institute/multi-specialty hospital.
 - The stakeholders in the medical profession must possess workable knowledge of legal aspects that are relevant and indispensable for day to day working of the medical profession.

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- Management institutes can be trained in human resource/ employment Laws and Best practices.
- ✓ Human Rights Duty Education programme/ Introduction to the Constitution of India, Professional and Research Ethics, Consumer Rights Awareness Programme, Environment Law Awareness, etc. can be included as additional paper [not based on conventional evaluation method and not part of the grade (soft paper)] across all disciplines under the NMIMS University.
- ✓ *Integrating professional and life skills:*
 - To introduce training for efficient use of technology and techniques in the respective disciplines should be done on a periodic basis. This will help to work efficiently.
 - Conduct awareness and training programmes to help staff, faculty, and students to deal with stress and health management and to cater to their mental health and physical health well-being, must be designed and executed.
 - Physical training/ cultural activities/ sports etc. must be made mandatory for all students as an inherent part of time table.
 - Street play for legal awareness, Law based movie club, storytelling (Law based), training in developing online legal content or blogs, scriptwriting reflecting an understanding of Law, etc. can be a joyful way of learning the law and also spread awareness of Law. This will enable them to refine their co and extra-curricular skills and abilities.
 - Clinical Legal Education as propounded by Late. Dr. Madhava Menon, training students in judgment analysis, client counseling, trial advocacy, etc. will enable them to achieve the objectives mentioned in the NEP2020.
- ✓ Innovative pedagogy can be to motivate students to develop critical thinking of all legal literature including the teachers' version delivered in the classrooms, in a reasoned and logical manner.
- ✓ Every subject must include a submodule in the introductory part to introduce the students to the ancient Indian culture and the Laws and the regulatory aspects prevailing at that time.
- ✓ Elimination of harmful hierarchies will be possible if classrooms adopt discussion methods in teaching and give scope to students to express their viewpoint which is the basis of legal education so that they develop all dimensional approaches and critical skills. The democratic way of teaching

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will help in eliminating hierarchies. The various approaches to legal education can be adopted here in a robust manner.

- ✓ The NMIMS University has the potential to achieve the objectives of MERU due to a number of schools working under one umbrella. A policy and strategy in this direction need to be formulated and executed. With reference to the School of Law, due to its inherent intra and inter-disciplinary nature, it can collaborate with not only faculties such as social science and humanities but also with science and technology. In this regard, as stated above interdisciplinary subjects and research areas can be identified.
- ✓ Dharmashashtra Laws, Ancient Indian Legal systems, Study of Buddhism, Jainism, and Islamic ancient legal philosophies and orders, their reflections and relevance in a modern context can be introduced in teaching and research. This must be directed towards introducing to the students the classical literature and glorious past of India in a critical manner. In this respect, contextualizing the past to the present Legal system in India is also essential, especially in the light of the well-established values enshrined in the Constitution of India. Based upon the expertise available in the faculty, each teacher shall be asked to frame courses of 2-3 credits. These elective courses shall be unique and the modules must be based upon the thrust area of research of the teachers, wherein they possess the expertise and contemporary knowledge.

- ✓ It is essential to establish an interdisciplinary centre at the University (NMIMS) level coordination among schools. The concerned Centre can coordinate and execute the said objectives of NEP 2020. The collaboration of the School of Law can be with every other school functioning under the umbrella of NMIMS. Each teacher, under the supervision of the Dean, can be directed to explore the area of their research and specialization to achieve the objective of NEP's multidisciplinary vision. For the purpose of Multidisciplinary research, institutions funding multidisciplinary research (GOVT, Non-GOV.) can be approached. The faculties must explore and try their best to take up such research projects for which some incentives (non-monetary) must be given by the University.

2. Equity and Inclusion in Higher Education:

In the 1-2-year plan:

- ✓ *Mechanism for professional, academic, psychological, and career counseling:* policy decision, KPMSOL can identify a team of teachers for grievances of students which can be met periodically

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- ✓ *Students' discussion forums for engaging learning environments: A specific day and time in a week can be identified by each teacher for this purpose.*

3. **Motivated, Energised and Capable Faculty:** (No Data)

4. **Technology Use and Integration:**

In the 1-2-year plan:

- ✓ *National Educational Technology Forum (NETF) and other appropriate bodies shall set up standards of content, technology, and pedagogy for online/digital teaching learning ICT infrastructure and digital initiatives in sync with the Digital India Campaign and the University shall plan its digital initiatives, accordingly: teachers can be given incentives to develop digital content.*

5. **Global Outreach of Higher Education:**

In the 1-2-year plan:

- ✓ *Considering universities/HEIs with equal or higher NAAC/NAC grades as equivalent for credit transfer: In Legal education, all law subjects will not have universal application e.g. in International Law and allied subjects it can be done at a global level but not others like Labour Laws, Criminal Laws, Constitutional Laws, etc.*
- ✓ *Credits in the courses of related streams, entrepreneurial competencies, communication, soft skills, etc.: This can be done on the basis of training and teaching in **competence development courses** to improve the skills and knowledge of the law and to train students to handle the challenges of the legal profession.*
- ✓ *More freedom for the student to earn the credits from institutes of higher learning located in India and abroad: For this purpose, compulsory courses required to acquire a Law degree and sanad as prescribed by BCI, cannot be ignored.*

6. **Promotion of Indian Knowledge Systems, Languages, Culture, and Values:**

In the 1-2-year plan:

- ✓ well-structured faculty pyramid is needed. Student-teacher ratio shall be made more suitable so experimental and holistic teaching can be adopted. Best practices of Legal education of multifaceted and multi-dimensional can be adopted.
- ✓ teaching all ICA activities must be based on contemporary legal issues and teaching and ICA must be to introduce students to different perspectives and

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challenges around the issues. Debate competitions, Moot courts, quizzes, etc. shall be based upon issues requiring critical thinking.

- ✓ Extra-curricular activities like sports, dance, NCC, NSS, etc. shall be a mandatory requirement in Law courses. The institution shall provide Physical Training, Yoga, Sports teachers, and a gymkhana to cater to this requirement.
- ✓ This is already provided in the curriculum of the SOL but must be implemented in true spirit.
- ✓ Stress management, meditation, yoga, and similar activities must be part of the timetable and experts must be called for this purpose.
- ✓ periodic meetings must be held between teachers and parents and a strategic agenda must be executed for this purpose. This must be for achieving complete wellness of every student as per their individual need.
- ✓ Faculty development program for this purpose must be designed and executed.
- ✓ teaching and assessment must be based on the Mapping of skills for better employability.
- ✓ introducing competence and skills needed for the legal profession must be made part of the curriculum.

7. Research, Innovation, and Rankings:

In the 1-2-year plan:

- ✓ *Awarding 1-2 credits for Seva/Service/Community Service programmes:* legal aid, and clinical research programmes as a part of the curriculum can serve this purpose

8. Integrated Higher Education System:

In the 1-2-year plan:

- ✓ *Only multidisciplinary and integrated Teacher Education programmes by 2030:* NEP 2020 excludes legal education from its purview. However, can be achieved without violating BCI regulations.
- ✓ *Liaising with neighboring government/private schools for teaching internships, collaborative community engagement, adult and vocational education-related activities:* Law students can engage in various legal awareness programmes. This can be part of the ICA
- ✓ *Credit-based courses on teaching/ education/ pedagogy/ writing for Ph.D students, irrespective of discipline, for exposure to pedagogical practices, designing curriculum, credible evaluation systems, communication, etc.:* This is a part of pre-Ph.D. coursework in KPMSOL
- ✓ *Credit-based courses on teaching/ education/ pedagogy/ writing for Ph.D. students, irrespective of discipline, for exposure to pedagogical practices,*

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designing curriculum, credible evaluation systems, communication, etc.: This is a part of pre-Ph.D. coursework in KPMSOL

- ✓ *Projects in collaboration with industry:* yes, can be by faculties and/or Students as a part of ICA.

NEP 2020 Institutional Development Plan | Navi Mumbai -SOC

1. Multidisciplinary and Holistic Education

- ✓ Imaginative/flexible Curriculum Structure and Length of Programmes-NA
- ✓ Multiple Entry/Exit-NA
- ✓ Credit-Based System- Academic Bank of Credits (ABC)-Proposing that credits be provided for a summer internship
- ✓ Ending Fragmentation-Introduction of Major & Minor subjects
- ✓ A wide range of Elective Courses of multidisciplinary Nature-Proposed Value-added courses like Design Thinking, Converging Communication, Literature, and Cinema, ESG, and Life skills be introduced
- ✓ Multidisciplinary Research-Students should write research papers under the guidance of the faculty and they are given Credits for every such Research Paper published in UGC Listed Journal. It should be ensured that they write papers across disciplines in order to promote multidisciplinary research

2. Equity and Inclusion in Higher Education

- ✓ Increase Enrolment (GER)
- ✓ Student Support (Technology, Disadvantaged Groups, Gender Diversity)-Inclusion of Other Gender in Faculty recruitment and strengthening alumni engagement through workshops conducted by Alumni.

3. Motivated, Energised and Capable Faculty

- ✓ Service Condition and Career Progression-Monthly FDP to be organized, Faculty have to undertake a compulsory Industry Internship of a minimum of 15 days
- ✓ Professional Development-Faculty to undertake one minimum UGC Refresher course, ICSSR Refresher course in an academic term
- ✓ Student-Teacher Ratio.
- ✓ Role of Faculty in Curricular Design, Pedagogy, Research, Student Engagement-NA
- ✓ Institutional Development Plan-Already the work is being done through campus committees
- ✓ Autonomy in conducting research projects/collaborative
- ✓ researches/extension activities/Consultancies- Live projects are emphasized

4. Technology Use and Integration

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- ✓ Technology use in the educational process and outcomes
- ✓ Use of rich databases and software (utilization)-Proposed introduction of R-programming, Tableau, Jamovi (Currently the school uses Bloomberg and capital line extensively)
- ✓ Technology-Enabled Teaching, Learning, and Governance
 - ✓ Development of new programs and Courses-Faculty should develop MOOCs on contemporary topics and the same should be used in classroom teaching
 - ✓ Creation of digital content

5. Global Outreach of Higher Education

- ✓ Credit Recognition/ Transfer-NA
- ✓ Awarding credits for Civic Engagement-Letter of appreciation and credit of 0.5 for students doing Internship in NGO be provided
- ✓ International Students' Office at each HEI, role and planned activities-NA
- ✓ Program expansion - in India and abroad-NA

6. Promotion of Indian Knowledge Systems, Languages, Culture and Values- Value added courses in Indian Ethos (Spearheading Culture ethics in management, Inter-Cultural Sensitivity), Foreign Language and Yoga be incorporated

- ✓ Holistic Individuals (experiential and holistic education, character building)-
- ✓ Skills and Values (short- and long-duration programs, clubs)-NA
- ✓ Culture and Arts (Indian knowledge, culture of cross-disciplinary thinking)-NA
- ✓ Indian Language-NA

7. Research, Innovation, and Rankings

- ✓ Obtaining grant Support-Obtaining grants from Funding agencies such as ICSSR and AICTE
- ✓ Internships with credits- Proposed Summer Internship Credit
- ✓ Promoting start-ups-Speaker series on Angel Investing for promoting start-ups and building an entrepreneurial culture

8. Integrated Higher Education System

- Faculty Development-Proposed Faculty exchange program/HEF (HEF-Higher Education Forum: Collaborative partnership with HEF)
 - ✓ One-way study abroad program to promote student exchange
 - ✓ Two-way study abroad program to promote student exchange
 - ✓ International education week
 - ✓ International seminar series to be delivered by eminent faculty from abroad

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- ✓ Pedagogical Reforms, Multi-Disciplinary-Implementation of co-teaching, and the practice of faculty teaching across schools in workshop mode
- ✓ Vocational education, Skills, and Employability-Already mentioned earlier
- Professional education
 - ✓ integration of professional and life skills in Education-Industry experts should be invited to sit through faculty sessions based on competency mapping of the related module.
 - ✓ projects in collaboration with industry
 - ✓ periodic assessment of professional Competency-Panel of industry experts to evaluate students in internships and other engagements.

NEP 2020 Institutional Development Plan | Navi Mumbai -STME

1. Multidisciplinary and Holistic Education

- ✓ In STME, open electives (based on humanities and social sciences) are now offered in semester VI onwards for the students to be aware of real-world problems
- ✓ A compulsory 3-week community service audit course at the beginning of the 2nd year is introduced to give the students a perspective before they begin their core courses. This will encourage students to take up projects that help social causes.
- ✓ We can organize free meditation/yoga workshops offered by many spiritual institutions.

2. Equity and Inclusion in Higher Education

3. Motivated, Energized, and Capable Faculty

- ✓ Regular internal research seminars by the faculty on upcoming topics
- ✓ Increase enrolment in online courses (Like Coursera) for regular updating of knowledge

4. Technology Use and Integration

- ✓ Faculty is already using simulation-based teaching as most of our courses incorporate different programming languages or simulation tools.

5. Global Outreach of Higher Education

- ✓ International linkages existing via the parent institute (MPSTME)

6. Promotion of Indian Knowledge Systems, Languages, Culture, and Values

- ✓ A credit course on "Essence of Indian Traditional Knowledge" is already being conducted for 3rd-year students.
- ✓ Can promote Hindi club, Spic Macay, Vedic Chanting club, etc.
- ✓ Conduct Universal Human Values Student development program during first-year induction. At least 1 faculty has already completed AICTE UHV1 FDP. More will do in due course of time.

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7. Research, Innovation, and Rankings

- ✓ Access to Scopus, Web of Science publications
- ✓ Increase involvement of final year students in research through their projects
- ✓ TEQUIP FDPs on higher concepts
- ✓ Entrepreneurship workshops for 2nd-year students via e-cell. This will aid in building an early entrepreneurship spirit.

8. Integrated Higher Education System

- ✓ MBA tech is an integrated program run at STME

9. Professional education

- ✓ Encourage live projects for students
- ✓ Offer "Life Skills" elective wherein they learn from cooking to basic household wiring, fire safety, etc.
- ✓ Take alumni feedback on skills required for different job profiles and help existing students imbibe those skills.

NEP 2020 Institutional Development Plan | Navi Mumbai - School of Law

1. Multidisciplinary and Holistic Education –

- ✓ Wide variety of interdisciplinary courses (electives) during 5 years of Law School
- ✓ Law and medicine
- ✓ Law and hospitality
- ✓ Law and Engineering – techno-legal initiatives toward Environmental protection and IPR
- ✓ Organise an International Conference on an interdisciplinary theme.

2. Equity and Inclusion in Higher Education –

- ✓ Course on multiculturalism
- ✓ Important to encourage gender-neutral spaces

3. Motivated, Energised and Capable Faculty -

- ✓ Faculty exchange programmes
- ✓ Summer school initiatives for faculty members
- ✓ International faculty tie-ups as visiting professors for specialized workshops

4. Global Outreach of Higher Education-

- ✓ Student exchange programmes
- ✓ Summer school for students
- ✓ Encourage the students to participate in international moot court competitions
- ✓ International cell for School of Law

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- ✓ Offering specialized courses in International Trade Law and International Environmental law
- 5. Promotion of Indian Knowledge Systems, Languages, Culture, and Values –**
- ✓ A full credit compulsory course on Yoga and meditation during Law School
 - ✓ Academic courses on Law and spirituality
 - ✓ Exploring Legal history (architecture, culture) of the city and suburbs through educational tours

Professional education – Law is already a stream of professional education. It can be further enhanced in its professional value by encouraging students to undertake internships in law firms and under senior advocates.

NEP 2020 Institutional Development Plan | Navi Mumbai - School of Science

5. Global Outreach of Higher Education:

- ✓ Keeping the student exchange program open to all courses.
- ✓ Students can take up social projects like working with disabled children, old age homes, and disease awareness campaigns, and earn credits for the same.

6. Promotion of Indian Knowledge Systems, Languages, Culture, and Values

- ✓ Introducing value-based courses in the curriculum
- ✓ Workshops for students on Life Skills Training, Mindfulness Training
- ✓ Including papers like Indian Psychology in the curriculum
- ✓ Including Indian Language papers in the curriculum like Hindi, Sanskrit, etc.
- ✓ Celebrating 'Culture/Traditional Day' - a day dedicated to showcasing one's cultural attire, fine art, performing art, and food.
- ✓ Giving students opportunities to learn Indian Classical Music and Dance on campus.

7. Research, innovation, and Rankings

- ✓ Internships to be included in the curriculum with credits.

8. Integrated Higher Education System

- ✓ Conducting workshops for students to train them in employability skills, e.g. psychology students can have training programs on specific therapies like Cognitive-Behaviour Therapy, Art Therapy, etc.

NEP 2020 Institutional Development Plan | Navi Mumbai - SoE

1. Multidisciplinary and Holistic Education

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- ✓ Introduction of the credit-based scheme of learning where students can choose horizontally across different schools.
 - ✓ Multiple entry-exit systems can be introduced like BS economics with an option for exit after 2 years be awarded a diploma in economics.
2. **Equity and Inclusion in higher education**
- ✓ Multi-layered reservation policy can be implemented so that bright students from weaker sections of society can be provided with opportunities.
 - ✓ Students with different disabilities can be incentivized to crowd in for higher learning by providing a level playing field.
3. **Motivated, Energised and Capable Faculties**
- ✓ Faculties to mandatorily participate in faculty development programmes.
 - ✓ Multi-disciplinary workshops proposed by ICSSR and UGC to be made mandatory for faculties
4. **Technology use and Integration**
- ✓ A separate course can be introduced where the software's like E-views, R, and STATA can be made a part of our curriculum
 - ✓ A repository of content creation can be proposed for long-term development.
 - ✓ A separate elective like the economics of governance can be introduced at the undergraduate level.
5. **Global outreach of Education:**
- ✓ Students exchange programme can be introduced with international reputed colleges.
 - ✓ Faculty exchange programme can also be experimented with
6. **Promotion of Indian Knowledge system, Languages, Cultures, and Values**
- ✓ Integration of Ayurveda and its potential economic impacts in terms of revenue generation and employment can be an area of extension.
7. **Research, Innovation, and Rankings**
- ✓ Faculties to be encouraged to pay more attention to research.
 - ✓ Research can be incentivized by reducing the academic workload in return
8. **Integrated Higher education system**
- ✓ Skill-based and employment-oriented models of teaching can be tested.
9. **Professional Education**
- ✓ Industry-Academia mix in learning can be an area of special attention

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