SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

SVKM'S NARSEE MONJEE INSTITUTE OF MANAGEMENT STUDIES

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Narsee Monjee Institute of Management Studies (NMIMS), Deemed-to-be-University under Section 3 of the UGC Act, 1956, was established by Shri Vile Parle Kelavani Mandal (SVKM), a renowned public charitable trust and society in Mumbai with a legacy of over 90 years. The University, strategically located close to both the domestic airport and a bustling business hub, with a built-up area of 115764 sq. meters. It is committed to offering state-of-the-art facilities designed to enhance the learning and teaching experience for both students and faculty members.

SVKM, known for its dedication to quality education, operates 22 institutions across Mumbai, including NMIMS Deemed-to-be-University, which upholds the values of equal opportunity. NMIMS began its journey in 1981 as a Management Institute affiliated with the University of Mumbai. After 15 years of excellence in education, it received its first accreditation from NAAC in 1999 with a Five-Star rating and was reaccredited in 2006 with an 'A' Grade. In 2017, during the third cycle of NAAC assessment, NMIMS was awarded a CGPA of 3.59, leading to its classification as a Category 1 institution under the UGC's Graded Autonomy Regulations of 2018.

NMIMS was conferred Deemed-to-be-University status on January 13, 2003, further based on its outstanding performance, the status was reaffirmed and made permanent by the Govt. of India in October 2007. Following a review by UGC in 2006, NMIMS expanded its focus beyond management education, diversifying into multiple disciplines.Today, NMIMS has evolved into a multidisciplinary institution, offering a wide range of programs across seven broad faculties:

- Management
- Engineering and Technology
- Science
- Commerce
- Architecture & Design
- Liberal Arts, Humanities and Behavioural Science
- Law

Over the years, NMIMS has expanded to 13 schools within its Mumbai campus, offering a total of 50 programs with a student-to-faculty ratio of 19:1. Recognized both nationally and internationally, NMIMS holds prestigious accreditations from NAAC, EQUIS, AACSB, and consistently ranked among the top 50 institutions in the NIRF Rankings.

Vision

To be a globally admired University by 2030.

Mission

Emerge as a Centre of excellence, best in class in India and Asia and yearning to be the best in the world by 2030. This will be achieved by:

a. Promoting faculty scholarship at the global level

b. Benchmarking academic programs and processes, best in India, Asia and the world

c. Creating a global learning experience through a mix of student and faculty community from the world market

d. Developing institutional level partnership with one of the top 100 global universities recognized for its academic and research excellence

e. Strengthening the bond with industry and community or social organizations at a global level

f. Pursuing the agenda of innovation across all Schools and Faculty

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- **Strong Systems and Governance**: Well-established governance framework - PRACTICE ensuring smooth functioning and transparency.
- **Brand Reputation – NMIMS**: A prestigious name in higher education, known for academic excellence and strong market presence.
- **Multidisciplinary Programs:** A wide range of programs across diverse disciplines, offering flexibility and comprehensive learning experiences for students.
- **State-of-the-art physical infrastructure:** cutting-edge laboratories, and a modern learning management system integrated with advanced technology, creating an enriched learning environment.
- **Competent and Committed Faculty**: A dedicated team of qualified faculty members, fostering academic rigor, Research and innovation across disciplines.

Institutional Weakness

- **Limited Internationality**: A relatively small number of full-time international students and faculty, restricting global exposure.
- **Campus Expansion Constraints**: Physical space limitations hinder further campus development and expansion.
- **Financial Dependency on Tuition Fees**: The institution's financial model is majorly reliant on tuition fees.
- **Insufficient Residential Facilities:** Inadequate housing options for faculty, staff, and students affect the overall campus experience.

Institutional Opportunity

- **Implementation of NEP 2020**: The National Education Policy offers a pathway to reshape curriculum

and pedagogy, aligning with contemporary educational needs.

- **Leveraging Program Diversity:** The mix of academic programs across schools and departments creates opportunities to introduce innovative areas of study, degree combinations, and interdisciplinary research.
- **Diversification of Income Streams:** Opportunities to generate new revenue through program expansion, increased research funding, and strategic partnerships/alliances.
- **International Collaborations:** Strengthening existing programs and developing new ones in collaboration with international institutions to enhance global engagement.

Institutional Challenge

- **High Program Delivery Costs**: Balancing affordability while maintaining high standards in academic delivery is a continuous challenge.
- **Adapting to Emerging Technologies:** Integrating new technologies like generative AI in education while maintaining the human touch presents a dual challenge.
- **Revenue Generation from Non-Traditional Sources**: The need to explore alternative revenue models beyond traditional tuition fees to ensure financial sustainability.
- **Rising Competition:** The emergence of new institutions such as IITs, IIMs, and other Institutes of National Importance in metropolitan areas intensifies the competitive landscape.
- **Dynamic Placement Market:** Navigating fluctuating industry demands and economic conditions to ensure robust placement outcomes for students.
- Harmonizing the guidelines between different regulatory bodies (UGC, AICTE, BCI, etc.) and maintaining consistent quality and compliance across all tiers poses a significant challenge.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The curriculum at NMIMS is meticulously crafted to align with national educational policies and address developmental needs at local, national, regional, and global levels. With over 2,500 unique courses offered across 50 programs (UG, PG, and integrated), the curriculum follows the model guidelines established by various higher education bodies, ensuring a well-rounded and comprehensive learning experience.

NMIMS integrates employability, lifelong learning, and entrepreneurship skills within its curriculum to prepare students for higher education and the evolving industry workforce. Each school has a dedicated Board of Studies, composed of experts from academia and industry, which recommends curriculum updates in response to industry trends to the Academic Council for seamless implementation. The university employs innovative pedagogical methods such as experiential learning, ICT-enhanced teaching, blended classroom approaches, internship programs, capstone projects, and community-based learning for a more effective teaching-learning process.

In line with the university's commitment to holistic development, the curriculum includes courses emphasizing gender sensitivity, professional ethics, human values, employability, entrepreneurship, and skill enhancement. Academic flexibility is further ensured through initiatives like the Choice Based Credit System (CBCS), domain-specific and open electives, and value-added courses, which cater to individual student preferences under the mentorship of faculty. In the past five years, more than 60 value-added courses have been pursued by

students.

Student-centricity lies at the core of NMIMS' ecosystem, where continuous improvement is driven by 360-degree feedback from students. This feedback is analyzed and reviewed by statutory bodies to ensure their growth and development. To maintain the curriculum's relevance and contemporary edge, it undergoes regular review, incorporating feedback from all key stakeholders, including students, faculty, alumni, academic peers, and employers.

Through its dynamic, industry-relevant, and student-centered curriculum, NMIMS effectively prepares its students to meet the challenges of higher education and the professional world.

Teaching-learning and Evaluation

NMIMS hosts a vibrant community of over 18,000 students across UG, PG, and Integrated programs, representing diverse academic and cultural backgrounds. The university's admission process is well-structured and transparent, based on students' interests and academic achievements. Upon joining, students participate in orientation programs designed to familiarize them with university rules, introduce them to peers, and provide insight into various departments and student activities, including clubs.

A strong emphasis is placed on student-centered experiential learning, participative methodologies, and problem-solving approaches. Techniques such as project-based assignments, group discussions, flipped classrooms, case studies, and quizzes help students cultivate critical thinking and effective communication skills. The integration of e-resources like databases, MOOCs, Bloomberg terminals, and advanced software tools further enhances the learning experience.

With over 80% of faculty members holding Ph.D.s and possessing rich industry experience, students benefit from real-world insights and high-quality education. A faculty-student ratio of 1:19 ensures personalized mentoring and support. NMIMS employs a transparent and systematic approach to evaluating student performance, aligned with Program Outcomes (POs), Program Specific Outcomes (PSOs), Course Outcomes (COs), and Bloom's Taxonomy levels. Assessments are conducted through mid-term, end-term, and continuous evaluations, ensuring a comprehensive understanding of student progress.

The university's examination system is fully automated and undergoes annual reviews to maintain fairness, improve processes, and ensure timely result declarations, which minimizes exam-related grievances. With a pass rate exceeding 98% across programs, NMIMS consistently demonstrates successful attainment of learning outcomes and academic excellence.

Research, Innovations and Extension

Research is a key component of NMIMS University's strategic vision, with a strong focus on fostering a supportive environment for research and innovation. To encourage high-quality research efforts, the university provides a range of incentives, including seed funding, fellowships, travel grants, financial assistance for paper presentations, and resources to support intellectual property development. The University consistently enhances its research infrastructure by establishing new laboratories, acquiring cutting-edge software, high-performance computing systems, databases, and other essential tools.

Research is deeply integrated into the academic curriculum, with courses such as capstone projects, dissertations, and internships designed to engage students in research activities. NMIMS faculty members have published 1,447 papers in UGC Care-listed journals, while numerous book chapters and conference proceedings were also published. In terms of intellectual property, 23 patents were granted. The University's research impact is reflected in its citation records, with an average of 14,139 citations from Scopus and 10,035 from Web of Science (WoS). The university's h-index stands at 48 in Scopus and 43 in WoS.

During the assessment period, several students earned their Ph.D.s. Additionally, NMIMS received Rs. 25 crore in research grants and consultancy projects and sanctioned Rs. 3041.59 lakhs as seed money for faculty research projects. Both faculty members and students have been recognized with numerous awards for their contributions to research and innovation. Furthermore, faculty members have developed e-content for platforms such as SWAYAMPRABHA, Udemy, the institutional LMS, and SWAYAM Portal. NMIMS has also established 40 MOUs with prestigious global institutions and corporate partners. The university has actively participated in more than 100 extension and social outreach initiatives, working with its Student Council, NGOs, and local organizations.

Infrastructure and Learning Resources

SVKM's NMIMS has excellent facilities for teaching, learning, research and recreation, including a modern and well-equipped library. The University offers ICT-enabled classrooms with Learning Management Systems (LMS) and Wi-Fi, auditoriums, and seminar halls furnished with the latest software and hardware to meet the specific requirements of various disciplines.

The campus also features amphitheaters, faculty lounges, food courts, cafeterias, computing equipment, a Central Instrumentation Centre. Noteworthy facilities include state-of-the-art robotics, pneumatics, and finance labs, among others.

NMIMS's library system, comprising multiple libraries, caters to the broader academic community with subscriptions to several high-quality electronic databases. A fully integrated IT-ERP system, and other business modules, centralizes data control across the university for administration, planning, finance, and admissions.

Systems and procedures for maintaining and utilizing physical, academic, and support facilities such as laboratories, libraries, sports complexes, computers, and classrooms are well-established. The Technical Department follows Standard Operating Procedures (SOPs) for maintaining these facilities, with major maintenance conducted during summer and winter breaks. Repairs are performed regularly, driven by Management Information Systems (MIS).

Statistical Highlights:

- Well-equipped ICT, LMS, and Wi-Fi-enabled classrooms and laboratories (total number to be specified).
- 43 % of the total expenditure excluding salary was on infrastructure augmentation over the past five years.
- The library holds 95935 print titles, including rare books published before 1960, special reports, and collections, with subscriptions to e-Shodhganga, e-ShodhSindhu, e-books, databases, and e-journals.
- E-content developed by NMIMS faculty members is available on ILMS, Udemy, and Swayam platforms.

- 2.5 GBPS of internet bandwidth, with facilities for e-content development.

Student Support and Progression

SVKM's NMIMS offers a vibrant, intellectually stimulating, and culturally enriching environment, providing numerous opportunities for the holistic development of its students. The University has a well-established student support system that includes financial assistance and career progression services. NMIMS awards scholarships and freeships to meritorious students, ensuring access to education for those in need. The university also provides avenues for skill enhancement through various capability development schemes, including guidance for competitive exams. Each school at NMIMS conducts soft skills development workshops to further enhance students' employability and personal growth.

Student Councils and various clubs across the schools actively organize events and activities that foster the all-round development of students.Cultural and sports activities are regularly held to nurture character and instill positive attitudes.

Students are encouraged to take part in university governance by serving as representatives on bodies such as the Internal Quality Assurance Cell (IQAC), Career Services, and other student-led organizations.

NMIMS also has an Anti-Ragging Committee, an Internal Complaints Committee to prevent sexual harassment, and a Student Grievance Redressal Committee, all in compliance with UGC regulations.

Statistical Highlights:

- On average more than 70% students have benefited from scholarships and freeships provided by NMIMS over the last five years, with a total disbursement of more than Rs 20 crores.
- 100% of students receive guidance for competitive exams and attend career counseling sessions.
- An average of above 75% of outgoing students have been placed, and 2.25 % have qualified in state, national, and international-level exams.
- NMIMS students have won 137 awards/medals for excellence in sports and cultural activities at national and international levels.

Governance, Leadership and Management

SVKM's NMIMS has marked an invaluable impact in Indian Higher Education landscape following four key principles; creation of knowledge, quality teaching and learning, meeting aspirations of stakeholders and creating a positive perception through academic excellence. These four principles are aligned with the University's Vision and Mission and inherited in governance structure.

NMIMS has created several policies, mechanisms, systems, processes, guidelines, regulations, SOPs under broad framework of governance to achieve excellence. Governance structure of NMIMS is based on moral values, ethics, legal and principles.

Digital empowerment is also a key factor of NMIMS's governance philosophy. Robust ERP system, In-house LMS, Dashboards are highly supportive to shift towards paperless administration. Internal Quality Assurance Cell (IQAC) has been coordinating among all stakeholders to implement quality parameters and ensure

incremental development in all aspects of academic, research and administration. Annual audit process supports to take corrective measures in time.

NMIMS fosters participative management and employee empowerment. It is well reflected through well-defined delegation of power, strategic roadmap of NEP 2020 implementation, Institutional Development Plan and process of decentralization.

NMIMS follows a structured and transparent process for annual appraisal and promotion for teaching and non-teaching staff members. Many incentive schemes and financial support are in place to promote quality research and significant outcome. NMIMS promotes life-long learning among faculty and staff members through conduction of various faculty development programmes and short-term training.

Empowering faculty members through the creation of different leadership positions like Associate Dean, Programme Chair, and Head of the Department is one such good practice as adopted by NMIMS. Holding many University level key positions by female teaching and non-teaching staff depicts the women empowerment at NMIMS. The University leadership team is well aligned with the University's objectives and goals and has been working in coordination with faculty, staff, and other stakeholders under the guidance of the Executive Council and other regulatory and statutory bodies for the overall development of the organization. More than 60% of the faculty members weregiven financial support to attend conferences and workshops during the last five years.

Institutional Values and Best Practices

NMIMS Deemed-to-be University takes a proactive approach in raising awareness among staff and faculty on gender equity through various initiatives and programs, including workshops on Gender Sensitization and Emotional Well-being for students. In addition to these efforts, the university offers several facilities such as counselling services, common rooms, and transport arrangements for women employees working late hours.

The university follows a sustainable and eco-friendly waste management system, ensuring that waste generated is managed efficiently from the point of generation to disposal. NMIMS emphasizes individual responsibility in this process, encouraging active participation from all members of the campus.

In its commitment to environmental conservation, NMIMS and its faculties/departments implement green practices to conserve energy, reduce fuel consumption, minimize paper usage, and protect the environment. These efforts are regularly audited by Greenvio to ensure compliance and effectiveness.

NMIMS campuses are designed to be disabled-friendly, featuring accessible physical facilities such as ramps, lifts, restrooms, and specialized resources like braille software and scribes for exams, ensuring inclusivity for all.

To foster national pride and civic consciousness, NMIMS frequently organizes events to celebrate national festivals and the birth or death anniversaries of prominent national figures. In the past five years, more than 50 such events have been conducted, focusing on raising awareness about national symbols, identities, fundamental duties, and constitutional rights among students and faculty.

The promotion of human values and ethics is also a priority at NMIMS, with over 300 activities such as workshops, seminars, lectures, and student-led events being organized in the last five years to inculcate a strong

value system in the university community.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	SVKM'S NARSEE MONJEE INSTITUTE OF MANAGEMENT STUDIES
Address	V. L. Mehta Road, Vile Parle (West)
City	Mumbai
State	Maharashtra
Pin	400056
Website	www.nmims.edu

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	Ramesh Bhat	022-42355550	9920150060	-	registrar@nmims.edu
Registrar	Ashish Daptardar	022-423555945	9820790886	-	ashish.daptardar1@nmims.edu

Nature of University	
Nature of University	Deemed University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	13-01-2003
Status Prior to Establishment,If applicable	Affiliated College
Establishment Date	01-01-1981

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	**Date**	**View Document**
2f of UGC	13-01-2003	[View Document](#)
12B of UGC	27-11-2018	[View Document](#)

University with Potential for Excellence	
Is the University Recognised as a University with Potential for Excellence (UPE) by the UGC?	No

Location, Area and Activity of Campus							
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**	**Programmes Offered**	**Date of Establishment**	**Date of Recognition by UGC/MHRD**
Main campus	V. L. Mehta Road, Vile Parle (West)	Urban	5.95	115764	Fifty Seven		

2.2 ACADEMIC INFORMATION

Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	0
Affiliated Colleges	0
Colleges Under 2(f)	0
Colleges Under 2(f) and 12B	0
NAAC Accredited Colleges	0
Colleges with Potential for Excellence(UGC)	0
Autonomous Colleges	0
Colleges with Postgraduate Departments	0
Colleges with Research Departments	0
University Recognized Research Institutes/Centers	0

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)		: Yes
SRA program	Document	
AICTE	104831_16081_1_1719051922.pdf	
PCI	104831_16081_6_1719051929.pdf	
BCI	104831_16081_8_1719471794.pdf	
COA	104831_16081_18_1719472959.pdf	

Details Of Teaching & Non-Teaching Staff Of University

Teaching Faculty											
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	71				114				451			
Recruited	41	25	0	66	57	51	0	108	231	220	0	451
Yet to Recruit	5				6				0			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned				650
Recruited	260	373	0	633
Yet to Recruit				17
On Contract	133	143	0	276

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned				85
Recruited	54	24	0	78
Yet to Recruit				7
On Contract	13	1	0	14

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	40	23	0	55	50	0	174	173	0	515
M.Phil.	0	0	0	0	0	0	0	3	0	3
PG	1	2	0	2	1	0	57	44	0	107
UG	0	0	0	0	0	0	0	0	0	0

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

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

Distinguished Academicians Appointed As

	Male	**Female**	**Others**	**Total**
Emeritus Professor	0	0	0	0
Adjunct Professor	0	0	0	0
Visiting Professor	78	68	0	146

Chairs Instituted by the University

Sl.No	**Name of the Department**	**Name of the Chair**	**Name of the Sponsor Organisation/Agency**
1	Humanities	Sarla Anil Modi	Shri Vile Parle Kelavani Mandal
2	Management	Pravin Dalal	Pravin Dalal Trust

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

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	2812	1611	0	0	4423
	Female	1888	1338	2	0	3228
	Others	0	0	0	0	0
PG	Male	638	1017	1	0	1656
	Female	487	705	0	0	1192
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	56	24	0	0	80
	Female	75	50	0	0	125
	Others	0	0	0	0	0
Diploma	Male	35	0	0	0	35
	Female	19	0	0	0	19
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	Yes
Total Number of Integrated Programme	5

Integrated Programme	From the State where university is located	From other States of India	NRI students	Foreign Students	Total
Male	618	286	0	0	904
Female	440	173	0	0	613
Others	0	0	0	0	0

Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	Nill
Number of UGC Orientation Programmes	0
Number of UGC Refresher Course	0
Number of University's own Programmes	0
Total Number of Programmes Conducted (last five years)	0

Accreditation Details

Cycle Info	Accreditation	Grade	CGPA	Upload Peer Team Report
Cycle 1	Accreditation	Five Star	75.25	NAAC 5 Star.pdf
Cycle 2	Accreditation	A	86.6	NAAC Certificate 2006.pdf
Cycle 3	Accreditation	A+	3.59	NAAC 2017.pdf

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Architecture And Design	View Document
Commerce	View Document
Doctoral	View Document
Engineering And Technology	View Document
Law	View Document
Liberal Arts	View Document
Management	View Document
Science	View Document

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	SVKM's NMIMS, Mumbai offers over a bucket of unique programs across a wide range of disciplines. At NMIMS, we foster innovation and adopt a holistic approach in designing our curriculum, emphasizing

	multidisciplinary learning, employability, and critical thinking. Starting from the academic year 2024-25, the University is offering few undergraduate programs aligned with the curriculum framework prescribed by the National Education Policy 2020 (NEP 2020). These programs feature an overhauled curriculum with various components such as major, minor, open elective, skill-based and vocational courses, Indian Knowledge System (IKS), on-the-job training, internships, community engagement, and research-based projects. Additionally, the curriculum includes multiple exit options after the first, second, or third year, as outlined in the NEP 2020 guidelines. Students enrolled in these programs have the opportunity to earn an Honours degree with research in their major discipline and an interdisciplinary minor upon successful completion of the four-year program. Our program focuses on employability and experiential learning, strengthened by robust industry linkages, while the curriculum is enriched with regional and national design processes and community-based pedagogy.
2. Academic bank of credits (ABC):	NMIMS promotes credit transfer, student mobility, and flexible learning through a structured framework. To enhance student registration in the Academic Bank of Credit (ABC), an initiative by the UGC, we have implemented the following measures: • Organized registration camps • Monitored school-wise registration to maximize participation • Regularly updated the University Leadership Team on registration status
3. Skill development:	Since its inception, NMIMS has taken numerous initiatives to enhance employability and prepare students for the industry. Across all schools, the University organizes various activities focused on skill development, including AI training, communication workshops, and business etiquette workshops. In line with NEP 2020 framework, several skill-based courses under the broad banner of Vocational and Skill Enhancement Courses have been included in the curriculum.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Although NMIMS has long offered courses on Indian socio-political and cultural aspects, we have revamped our curriculum to include some intriguing IKS courses under the NEP 2020 framework. These courses include Selective Exploration of Indian

	Economic Thinking and Practice, Indian Culture and Civilization, Indian Thought and Management.
5. Focus on Outcome based education (OBE):	NMIMS has long adhered to an Outcome-Based Education (OBE) approach, encompassing Course Outcomes (CO) and Programme Outcomes (PO) aligned with the revised Bloom's Taxonomy. NMIMS has established a systematic process to reassess and revise program learning goals, design and enhance curricula, and achieve these learning goals. The NEP 2020 guidelines, which promote a student/learner-centric approach, are integrated into our curriculum, reinforcing our implementation of OBE or Assurance of Learning (AoL).
6. Distance education/online education:	The University has received permission to deliver four programs in ODL mode. The University has developed its own technology platform to deliver online programs using the four-quadrant approach. In alignment with NEP 2020, the University has introduced value-added courses and courses on the Indian Knowledge System (IKS) across all four programs offered in ODL mode.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	In accordance with the Election Commission of India's circular and directives from the University of Mumbai, the institution has established an Electoral Literacy Club (ELC) as of October 28, 2021. The objectives of the Club are as follows: • Enhancing Electoral Literacy: Increase awareness among university students about the significance of voting. • Promoting Civic Responsibility: Encourage civic responsibility and community engagement among university students, particularly those aged 18 to 21, to become active participants in the democratic process. • Fostering Diversity and Inclusivity: Promote diversity, inclusivity, and multiculturalism by involving students from various academic fields, diverse socioeconomic backgrounds, and cultural communities. • Creating Educational Resources: Develop and distribute educational materials and resources to effectively educate students and the broader community about electoral literacy. • Ensuring Ethical Practices: Uphold ethical and

	transparent practices in the democratic process, ensuring free and fair elections. Membership in the Electoral Literacy Club is open to students from all departments, encouraging contributions and participation in activities aligned with these objectives.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Coordinators and coordinating faculty members have been appointed for the Electoral Literacy Club. The committee is constituted for a two-year term, covering the academic years 2022-23 and 2023-24.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The Electoral Literacy Club (ELC) has undertaken several innovative programs and initiatives to engage students and the broader community in the electoral process. These include: • An EVM and VVPAT Awareness Programme, which educates students on the functioning and importance of Electronic Voting Machines (EVMs) and Voter Verifiable Paper Audit Trail (VVPAT) systems. • An Awareness Rally focused on the importance of voting and encouraging young individuals to enrol their names in the voters' list. • A Voter Awareness Drive, where students assist voters on polling day, providing necessary guidance and support. • Webinars on National Voters' Day, • A Voters Day Pledge Ceremony, where participants commit to ethical voting practices and active civic engagement. These initiatives highlight the voluntary contributions of students in various aspects of the electoral process.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The University has undertaken several socially relevant projects and initiatives related to electoral issues, significantly contributing to the advancement of democratic values and participation in electoral processes. Key activities include the Shambhar Takke Shahi-Voter Awareness Drive, which aims to educate and engage the community about the importance of voting. The University also organizes an Awareness Rally to highlight the significance of voting and encourage young individuals, especially those aged 18, to enroll in the voters' list. On National Voters' Day, the University conducts webinars to promote voter awareness and participation. Additionally, the Voter Registration Drive Orientation and the subsequent 4-day Voter Registration Drive ensure that students and community members are registered to vote. Through these comprehensive and repeated efforts, the University aimed at enhancing democratic

	engagement and electoral participation within the community.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The Electoral Literacy Club (ELC) has been proactive in ensuring that every student above 18 years is enrolled as a voter. This is achieved through a series of awareness programs, registration drives, and various events. The ELC conducts electoral registration activities in a coordinated manner, currently processing the enrolment of up to 250 first-year degree students.

Extended Profile

1 Students

1.1

Number of students on rolls year wise during last five years

2023-24	2022-23	2021-22	2020-21	2019-20
12016	11591	11024	10197	9421
File Description		Document		
Institutional Data in prescribed format		[View Document](#)		

1.2

Number of final year outgoing students year wise during last five years

2023-24	2022-23	2021-22	2020-21	2019-20
3379	3287	3043	3069	2714
File Description		Document		
Institutional data in prescribed format		[View Document](#)		

2 Teachers

2.1

Number of full time teachers in the institution year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
625	590	503	450	417
File Description		Document		
Institutional data in prescribed format		[View Document](#)		

2.2

Total number of full time Teachers worked/working in the institution (without repeat count) during last five years:

Response: 644

File Description	Document
Institutional data in prescribed fomat	**View Document**

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years   (INR in lakhs)

2023-24	2022-23	2021-22	2020-21	2019-20
27327.46	65455.63	40571.56	26529.52	25486.38

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

Curricula developed and implemented have relevance to the local, regional, national, and global developmental needs, which is reflected in the Programme outcomes (POs), and Course Outcomes(COs) of the Programmes offered by the University

Response:

NMIMS strives to serve value-based quality education and outcome-based learning to the students across its Schools in Departments of Engineering and Technology, Science, Design and Architecture, Law, Commerce, Liberal Arts, Management, that offers 30 UG, 5 UG Integrated, 15 PG, and PhD programs.

The vision and mission of the University emphasizes on holistic development of students through value based education that addresses the needs of the modern society. The curriculum and syllabi are framed based on the guidelines of NEP, PCI, Bar Council, and Stakeholder's Feedback.

The curriculum is designed and developed as per National Educational Policy (NEP) 2020 to ensure that the students have the required domain knowledge, skills to make most of the technology and opportunities available at the local, regional, national, and global levels. Taking into consideration the current trends, elective courses are offered in most of the UG/PG programs.

The University has a systematic procedure for the development, revision, and implementation of the curriculum for all Schools that involves draft preparation based on stakeholders' feedback, deliberations and finalization by Board of Studies (BoS), approval by University Academic Council and endorsement by the Board of Management / Executive Council.

International Accreditation by AACSB signifies commitment to strategic management, learner success, thought leadership, and societal impact. ABET accreditation for Engineering programs reflects the commitment of providing quality education that meets standards of the profession.

Committed to Local, Regional and National Development Needs:

NMIMS offers courses that focus on local expertise and needs and plans activities that help in sensitization of learners towards the social, economic, and legal needs of the local communities.

To cater to the national mission of Atmanirbhar Bharat and Viksit Bharat, the curricula incorporates innovation and skill developing activities including field projects and internships as reflected in the POs and PSOs of UG and PG Programmes. New programs and courses in the field of Artificial Intelligence, Cyber security, reflect the commitment of the University to include emerging technology for national development needs.

Further courses like Health Psychology, Developmental Psychology, Environmental Psychology and

Positive Psychology equip students with the skills to navigate social and mental health concerns. Moot Court and legal aid Clinic help in spreading legal awareness among the local communities. Students undertake projects with hospitals, and NGOs contributing to societal and national needs.

Programmes are regularly updated to ensure a robust connection with the industry and domain requirements. Existence of Incubation Centre for Innovation and Entrepreneurship emphasizes the commitment to nurturing students' inventive ideas and empowering their entrepreneurial endeavours.

Shaping Global Future:

NMIMS provides globally recognized educational programs that focus on 21st-century skills and cross cultural competencies. These are cultivated through collaborative efforts such as global immersion programs, establishment of multiple MoUs, and research partnerships with esteemed international institutions, facilitating mutual visits, event organization, and collaborative research endeavours. Additionally, the curriculum is structured to align with Sustainable Development Goals (SDGs), aiming to instil global competencies in students. This approach ensures that students are equipped to thrive in both national and international educational contexts.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.1.2

The Programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements

Response:

NMIMS is dedicated to maintaining a conducive learning atmosphere to sustain, enrich and foster the student centric methods such as experiential learning, participative learning, and problem-solving methodologies.

The curriculum is incorporated with employability, lifelong learning skills, and entrepreneurship skills to prepare students for higher education and industry workforce.

1. Employability skills

- Courses Offered: Aligned with the objectives of Skill India Movement and the demands of the job market, there is a pressing demand for skilled professionals. Several courses like Advanced Industry Certification, Career Programming Skills, Industry Research Projects, Human Resource Management, Finance, Marketing, Corporate Governance, Application Development, Cyber security, Artificial Intelligence, Data Analytics, Architectural Design, are offered by the Schools

to students for strengthening their employability skills.

- **Internships:** The Schools facilitate experiential learning through various projects/assignment and offer skill training through internship opportunity in both academia and industry at the culmination of the final year.
- **Industry Collaboration in Teaching-Learning:** To promote Academia Industry interface, the Schools invite experts, scientists from academia, research institutes and industry to interact with students through talks, group discussions, panel discussions thereby enhancing the employability opportunities.
- **Industry Trips:** Through field and industrial visits students are exposed to essential skills necessary for real-life work.
- **Placement Cell**: The University aids in grooming the students according to industry standards and provides excellent placement opportunities for the students in esteemed companies.

2. Entrepreneurship/Skill Development

- **NMIMS Incubation Centre:** The Incubation Centre at NMIMS promotes an entrepreneurial mind-set and opportunities amongst the students by conducting workshops, seminars, and guest lectures on entrepreneurship throughout the year. Students are provided opportunities to directly interact with outstanding entrepreneurs excelling in their field. Selected ideas are taken ahead by pitching to venture capitilists and handhold them for first one year.
- **Industry Connect :** Departments engage with industry representatives to identify areas where the curriculum may need enhancement. Regularly scheduled visits to industrial sites, fields, and other relevant locations are also arranged for students.
- **Courses Offered (Entrepreneurship):** Courses like Fostering Innovation, Creative Entrepreneurship, Entrepreneurship Management, Business Strategy, International Business, International Finance, Marketing Management are offered by various Schools to generate awareness and promote innovation and entrepreneurship among students.
- **Courses Offered (Skill Development):** Courses like Cloud Security, Block chain, DevSecOps, Algorithmic Trading, Predictive Modelling, Marketing Analytics, Managing Uncertainty, Digital Marketing, Emotional Intelligence, Financial Risk Management, Visual Analytics, Photography, Digital Design, Interior Design, are offered by various schools to develop skills required for career advancement, personal development, and staying relevant in a rapidly changing job market.
- **Dynamic Curriculum to incorporate Contemporary Requirements:** Skill development programs are imperative to hone the skills of students and enable them to keep pace with the changing needs of the society. NMIMS periodically revises its course curricula incorporating feedback from stakeholders including students, alumni, faculty, employers, industry experts, academic experts/peers. This process ensures the integration of both academic and industry skill sets, facilitating the future career advancement of students.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1

Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years

Response: 43.82

1.2.1.1 **Number of new courses introduced during the last five years:**

Response: 1134

1.2.1.2 **Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years :**

Response: 2588

File Description	Document
Subsequent Academic Council meeting extracts endorsing the decision of BOS	[View Document](#)
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum

Response:

NMIMS has been following the curricular framework which has adequate emphasis on several cross-cutting issues related to professional ethics, gender sensitization, human values, environment and sustainability. National Education Policy (NEP) - 2020 highlights the importance of several core values that are intended to guide the educational system towards holistic development and a more inclusive society. These key values as emphasized in NEP 2020 are appropriately integrated in the curriculum.

Human Values & Professional Ethics

- NMIMS offers a plethora of courses which distinctly address professional ethics and human values. A number of course titles likely 'Human Rights', 'International Humanitarian Law and Refugee Law', 'Humanities-01', 'Humanities-02',' Human and Legal Aspects of Cybersecurity',' Human Centered Cybersecurity', 'Critical Thinking in Humanities', 'International Humanitarian Law and Refugee Law', 'Ethics & Governance', 'Indian Ethos and Business Ethics in Pharma', 'Business Ethics', 'Professional Ethics', 'Professional Ethics and Legal Aspects', 'Data Science Ethics', 'Creativity and ethics in Marketing', 'Ethics for IT Users & IT Organizations' describe various aspects on Human Values and Professional Ethics.

- Social Responsibility Forum of each school and the Jasani Center for Social Entrepreneurship and Sustainability Management play a pivotal role to engage the students in several civic and societal issues. In this connection, it is pertinent to mention about the WeCare Program which accelerates the transformation of the students towards becoming more socially responsive.

- Course work of the Ph D programme of NMIMS has a component of research ethics in terms of the course titled 'Research and Publication Ethics'. The course imparts the values and professional ethics to the budding researchers.

Gender

- In order to abreast our students on gender equity, a number of courses are being offered across all the programmes. Courses like 'Gender Justice and Feminist Jurisprudence', 'Sociology of Gender & Sexuality', 'Gender & Sexuality Studies', 'Psychology of Gender Studies', 'Gender Communication' provide ample opportunities to our students to learn about gender equity and equality.

- Additionally, NMIMS regularly organizes events like- panel discussion, annual health check-up and educational session on women's health, session on combating domestic violence and abuse, to sensitize the students, faculty and staff members about gender equity.

- In order to promote congenial environment free from gender discrimination, NMIMS provides equal opportunities for both the genders at different level committees and leadership positions.

Environment & Sustainability

- Adequate components on environmental issues and sustainability are appropriately integrated in NMIMS's curriculum. The students can educate themselves about these cross-cutting issues through several courses like; 'Law on Infrastructure Development including environmental compliances', 'Environmental Law', 'Environmental Study', 'Environmental Management & Corporate Social Responsibility', 'Environmental sciences – Theory', 'Supplementary Instructions on Water Resources and Environmental Engineering', 'Economics of Environment and Sustainable Development', 'Corporate Sustainability', 'Governance & Sustainability Issues in Healthcare'.

- Environmental awareness is also inculcated through the programmes like tree plantation, usage of eco-friendly materials in campus, industrial visits.

- As a unique practice, NMIMS has started to administer 'Sustainability Oath' for all graduating students in annual convocation ceremony.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.3.2

Number of certificate/value added courses/Diploma Programme offered by the institutions and online courses of MOOCs, SWAYAM/e Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years

Response: 62

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
List of students and the attendance sheet for the above mentioned programs	[View Document](#)
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Evidence of course completion, like course completion certificate etc.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

1.3.3

Percentage of programmes that have components of field projects / research projects / internships during the last five years.

Response: 98

1.3.3.1 **Total Number of programmes that have components of field projects / research projects / internships (without repeat count) during the last five years**

Response: 49

1.3.3.2 **Total Number of programmes offered (without repeat count) during the last five years**

Response: 50

File Description	Document
Sample Internship completion letter provided by host institutions	[View Document](#)
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Program and course contents having element of field projects / research projects / internships as approved by BOS	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

1.4 Feedback System

1.4.1

Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 90.73

2.1.1.1 **Number of sanctioned seats year wise during last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
4127	4290	4215	3960	3570

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

2023-24	2022-23	2021-22	2020-21	2019-20
3751	3897	3850	3575	3219

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Document relating to sanction of intake as approved by competent authority	[View Document](#)
Admission extract signed by the competent authority (only fresh admissions to be considered)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 92.05

2.1.2.1 **Number of actual students admitted against the reserved categories in the first year of the programme year-wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
393	281	294	284	160

2.1.2.2 **Total number of seats earmarked for reserved category as per GOI or State Government rule year-wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
434	307	325	301	167

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

2.2 Catering to Student Diversity

2.2.1

The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student

Response:

NMIMS (Deemed to be University) believes in imparting learning which is learner centric, based on

continuous improvement and caters to different learning styles and differential learning pace.

This is achieved by involving students actively in the learning process. The student involvement in learning is through the following ways:

- Pedagogy that involves active engagement of the student through games, experiments and role plays.
- Peer learning through academic groups that are made for every cohort. In some schools tutorials are conducted by senior students under the supervision of a faculty.
- Project based learning
- Guided self-learning in the form of a research paper or project.

University has adopted the Assurance of Learning process whereby in every course the learning objectives are specified and mapped with the program learning objectives. The course outcomes are specified and mapped with all the evaluation components. The University follows a process of continuous evaluation where the student is assessed through internal assessment and term end exams through the year. For each outcome attainment the 60:60 rule is followed. If 60 % of the students get 60% or more, then the outcome is deemed to have been met. In this way the students who have not met the course outcomes are identified for every evaluation component.

The following measures are taken to help students who have not met the course outcomes and identified by the above process:

- Faculty meets with the students and identifies their problem areas.
- Gives them additional help through solving their doubts either individually or in groups.
- Giving additional online resources like videos, additional readings etc.
- If it is a mental block or fear of evaluation refers them to the University counsellor.
- Remedial sessions are conducted for those students who have failed in the term end exam before the re-exams are held.
- Tutorials are conducted in smaller batches for better understanding.
- After the summative assessment, the student progress is tracked. The learning outcome is assesed to evaluate the impact of intervention.

For fast learners who are looking to explore in greater depth and learn at a faster pace the following measures are taken:

- They have the resources to learn at a faster pace as all academic resources are shared on the University Learning Management System 'The student's portal' to enable learning at a differential pace.
- Faculty gives additional readings in each course for the fast learners.
- Fast learners given opportunity to work with senior students on Research Projects. They are also encouraged to take additional value added courses from various platforms.

Thus the University tries to ensure that learning is effective, learner centric and at the learner's pace.

File Description	Document
Upload Any additional information	[View Document](#)
Provide link for additional information	[View Document](#)

2.2.2

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

Response: 19.23

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	[View Document](#)
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experience and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

At NMIMS, education transcends the traditional boundaries of learning, embracing a comprehensive approach that combines experiential learning, participative engagement, and problem-solving methodologies. This ensures that students not only understand theoretical concepts but can also adeptly apply them in real-life situations.

1. Experiential Learning:

NMIMS places strong emphasis on hands-on learning as a foundational element of its curriculum. Students are immersed in a variety of practical activities, including:

- Laboratory Work: Across various fields, from engineering to biotechnology, and management to law, our advanced labs offer invaluable practical experiences.
- Mandatory Internships and Industry Collaborations: We ensure our students gain real-world

insights and professional skills through direct engagements with leading companies

- Global Exposure through Field Trips and Study Abroad Programs: Such opportunities expand our students' horizons, offering them a deeper understanding of global practices and diverse cultures
- Engagement in Research Projects and Competitions: We actively encourage student participation in research and competitions, like the Smart India Hackathon, to foster innovation and develop problem-solving skills.

2. Participative Learning:

We cultivate a learning environment where student participation is paramount. This includes:

- Interactive Classroom Techniques: We employ case studies, group discussions, role-play, and think-pair-share exercises to stimulate active participation and critical thought. The smart board in every classroom also enables teachers to enhance teaching - learning experience.
- Technology-Enriched Learning: Our use of Learning Management Systems, virtual labs, and online collaboration tools supports an engaging and interactive learning experience.
- Industry Workshops and Seminars: With sessions led by industry experts, students gain insights into current trends and practical applications of their coursework.
- Peer Learning and Mentorship Programs: Our commitment to collaborative learning and knowledge sharing is evident through our peer-to-peer initiatives and faculty-led mentorship programs.

3. Problem-Based Learning (PBL):

Central to the NMIMS educational philosophy, PBL guides students through the resolution of intricate, real-world challenges:

- Capstone Projects: These projects task students with identifying and solving industry-relevant problems, allowing for the practical application of their academic insights.
- Case Methodology: Especially relevant in management and law courses, this approach sharpens students' analytical and decision-making capabilities.
- Real-World Simulations and Mock Trials: In disciplines like business management and law, these practical exercises offer a deeper comprehension of complex theoretical principles.
- Interdisciplinary Projects: Encouraging cross-disciplinary collaboration, these projects enhance our students' ability to tackle problems from multiple perspectives.

NMIMS underpins these innovative learning methodologies with a solid infrastructure, including modern labs, an extensive library equipped with digital resources, and a comprehensive Learning Management System. Our faculty are well-versed in the latest teaching techniques, enabling them to effectively facilitate these diverse learning experiences. Moreover, NMIMS enriches the academic journey with various co-curricular activities, including entrepreneurship cells, incubation centers, and technical clubs, further broadening the educational experience and expereitial learning.

File Description	Document
Upload any additional information	[View Document](#)
Provide Link for Additional Information	[View Document](#)

2.3.2

The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues

Response:

The University has adopted an effective mentor-mentee system to address both academic progression and psychological issues faced by the students. One faculty member is assigned a group of 20 students. A mentorship form is provided to all the students. The students fill these forms which include personal, academic, hobbies, areas of their interest, etc. The responsibilities of the mentees include the following:

1. **Meet the mentees at least once a week:** To build a strong mentor-mentee relationship, it is imperative that regular interaction takes place at least once a week.
2. **Discuss their activities / issues related to academics as well as extra-curricular activities:** Regular interaction and discussions with the mentees regarding curricular, co-curricular and extracurricular activities helps mentors understand their interests and challenges that their mentees are facing.
3. **Inform the Chairperson/Section Head the Problems, if any:** The intervention of higher authorities will ensure that the problems are addressed at the right time before they become aggravated.
4. **Counsel the mentee so that they do not feel neglected:** Talking to mentee one on one and addressing their concerns compassionately ensures that they do not feel neglected.
5. **Make the mentee understand about his / her responsibilities in the school:** The mentors help the mentees understand their roles and responsibilities within the institute and be accountable.
6. **Inculcate a Sense of belongingness and pride within the mentee:** Mentors should ensure that the mentees engage themselves continuously and positively in their academic and extracurricular activities.
7. **Report good suggestions to the chairperson/HOD:** Mentees often have valuable suggestions. The mentor should forward such suggestions to the Head of the Department so that they may be implemented.
8. **Identify and record strengths and weaknesses:** If the mentors are well aware about the strengths and weaknesses of their mentees then they can provide tailored support so that the mentees overcome their shortcomings and make the best of their strengths.
9. **Provide feedback to concerned teachers:** This coordinated approach will help in addressing the academic issues of the mentees and ensure an effective overall learning experience.
10. **Identify peer pressure:** This will help the mentors to offer advice and strategies to help mentees navigate social dynamics and take informed decisions.
11. **Encourage brainstorming discussions:** This will help mentees develop critical thinking and problem-solving skills which may lead to increased creativity and innovation.
12. **Encourage mentees to Self-Evaluate:** Self-assessment of their performance and reflection on their experiences by the mentees will promote self-awareness and help them take

appropriate steps.

13. **Tell mentee exactly what the school expects them to do, and make sure that your requirements and 'ground rules' are properly adhered to:** It is important that the mentees understand what is expected of them and the rules and regulations they need to follow. This will ensure discipline.

14. **Monitor overall performance:** Regular monitoring of the performance of the academic results and participation in extracurricular activities will help the mentors in identifying the potential areas where the mentees need to work upon.

Margdarshak:

Few schools have also started with the Alumni-Student Mentorship Program 'Margdarshak' wherein each student may be provided with three alumni mentors, segregated as senior-level, middle-level and entry-level MARGDARSHAKS who will mentor the students based on their experience level.

File Description	Document
Upload any additional information	[View Document](#)
List of Active mentors	[View Document](#)
Provide Link for Additional Information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1

Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years

Response: 95

2.4.1.1 **Total Number of Sanctioned year wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
636	619	536	478	444

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	[View Document](#)
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.4.2

Percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt. during the last five years

Response: 84.32

2.4.2.1 **Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt Superspecialist during the last five years**

Response: 543

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
List of faculty having Ph.D./D.M/M.Ch./D.N. Superspeciality/ along with particulars of the degree awarding university, subject and the year of award per academic year.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Copies of Ph.D./D.M/M.Ch./D.N.B Superspeciality awarded by UGC recognized universities	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.4.3

Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)

Response: 16.18

2.4.3.1 **Total teaching experience of full-time teachers as of latest completed academic year**

Response: 10113

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1

Average number of days from the date of last semester-end/ year- end examination till the last date of declaration of results during the last five years

Response: 17.4

2.5.1.1 **Number of days from the date of last semester-end/ year- end examination till the last date of declaration of results year wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
19	18	20	17	13

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.5.2

Percentage of student complaints/grievances about evaluation against total number of students appeared in the examinations during the last five years

Response: 0.2

2.5.2.1 Number of complaints/grievances about evaluation year-wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
13	8	8	0	2

2.5.2.2 **Number of students appeared in the examination conducted by the institution year wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
3379	3316	3065	3085	2733

File Description	Document
List the number of students who have applied for re- valuation/re-totalling program wise and the total certified by the Controller of Examinations year-wise for the assessment period.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.5.3

Status of automation of Examination division along with approved Examination Manual/ordinance

Response: A. 100% automation of entire division & implementation of Examination Management System (EMS)

File Description	Document
The screenshot should reflect the HEI name and the name of the module.	[View Document](#)
The report on the present status of automation of examination division including screenshots of various modules of the software.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
If the EMS is outsourced, copy of the relevant contract and copies of bills of payment to be provided.	[View Document](#)
Copies of the purchase order and bills/AMC of the software.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1

The institution has stated learning outcomes (Program and Course outcomes)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution

Response:

At NMIMS, the focus is on identifying skill sets/ graduate attributes for each program being offered. Subsequently, the program outcomes are framed. The course outcomes for every course is articulated, which form the base of assesing the attainment levels. All program outcomes framed are aligned to the mission and Program Specific Objectives (PSO's). All professional, technical and Non technical programs at the University adheres to the philosophy mentioned above. The Management programs at the University follow the AOL (Assurance of Learning) Process.This journey of following OBE is recognised by the reaccreditation of Management programs by AACSB. Five programs in the Engineering and Technology department are ABET accredited.

Learning Outcomes Integration:

- Curriculum Design: During the curriculum design phase, POs and PSOs are developed in collaboration with industry experts, professional society and academic stakeholders. These outcomes are regularly reviewed and updated to ensure relevance and alignment with industry standards and emerging trends.
- Course Outcomes (COs): At the course level, COs are articulated to reflect higher-order thinking skills and competencies. Faculty members formulate COs in alignment with POs and PSOs,

ensuring that all aspects of the syllabus contribute to the desired learning outcomes.

Documentation and Publicizing Learning Outcomes:

- Documentation and Transparency: The POs, PSOs, and COs for each program are published on the NMIMS school's website and included in program brochures. This ensures transparency and accessibility for students and faculty.
- Orientation and Training: New students are introduced to the learning outcomes during orientation programs. Faculty members receive training on OBE principles and the implementation of CO-PO mapping through workshops and seminars.

Mapping and Assessment:

- Mapping and Analysis: Detailed mapping matrices are used to link assessments to COs and POs. This mapping is included in course syllabi and is reviewed regularly to ensure accuracy and alignment with educational goals.
- Assessment Tools: A variety of assessment tools, including exams, assignments, projects,and surveys are utilized to evaluate student performance against COs. Each assessment is mapped to specific COs, which are then linked to POs and PSOs to gauge overall attainment.

Continuous Improvement:

- Feedback from students and stakeholders is used to continuously improve the curriculum and assessment methods. Regular reviews and updates are conducted to enhance the alignment of learning outcomes with industry expectations and academic standards.

By integrating these practices, NMIMS ensures that its programs effectively support the achievement of learning outcomes and contribute to the overall development of students' knowledge and skills.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	[View Document](#)
Upload any additional information	[View Document](#)
Provide links as Additional Information	[View Document](#)

2.6.2

Pass percentage of students (excluding backlog students) (Data to be provided only for the latest completed academic year)

Response: 98.58

2.6.2.1 **Total number of final year students who passed the examination conducted by Institution.**

Response: 3331

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response:

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

The institution's Research facilities are frequently updated and there are well defined policy for promotion of research which is uploaded on the institutional website and implemented

Response:

Research Facilities at NMIMS University

SVKM's NMIMS fosters a strong research culture by creating a robust ecosystem and well-defined policies and guidelines. To promote research activities and to acheive significant research outcomes, the University has created a conducive environment for research and a cutting-edge research facility including high-end equipment, databases, laboratories and computing facility. NMIMS emphasizes the research activities which have either strong industry connect or significant impact to address any challenges related to community.

Research Facility: University boasts its **finance lab with 12 Bloomberg terminals** that allow its faculty members and students to perform research on global financial markets or commodity markets and provide deep analytics to undertake insightful research projects.

High performance **computing facility** is being used to address complex problems in various domains such as Computer vision, Medical Imaging, Generative AI, Biometrics and Finance. Polarizing Microscope and GIS software are used to study rock and concrete thin sections which is a part of funded research projects supported by Department of Science and Technology and Balipada Foundation project.

The **hydraulics lab** houses the industrial hydraulics valves such as solenoid operated, proportional, and priority. The **pneumatics lab** houses the equipment for building pneumatic circuits. The **PLC and Sensorics lab** have the facility to build inspection and real-time control circuits. The **Automation Lab** has advanced-level equipment for demonstrating PLC-controlled systems. The **Robotics Lab** houses the robots for offline programming and control, and **AR VR lab** houses the workstations and headsets for designing applications in Augmented and Virtual Reality.

Central Instrumentation facility houses high end equipment like HPLC, HPTLC, LCMS and other equipments to support analytical research in Chemical Sciences. In addition advanced nanotechnology lab promotes research in emerging areas. Animal tissue culture facility, molecular biology, biochemistry, and microbiology laboratory are in place to undertake advanced research work in cancer biology, microbiology, glycobiology, immunology, and biotechnology.

An animal house facility is available to undertake animal studies to perform physiological, and toxicity studies and test the safety and efficacy of new drugs/molecules/formulations.

Strategies to Promote Quality Research: There is a provision and process to review the available research facilities of the University periodically and update the equipment and facilities on basis of requirement. The University has a well-defined policy guidelines to promote research across all the

schools along with several incentive schemes to motivate the faculty members carrying out quality research. Research activity of the faculty members are well recognized through annual appraisal process, faculty career advancement scheme and faculty annual reward scheme. Every school has its own **research committee** which interacts regularly with the faculty members to understand their requirements and support them accordingly. Research Seminars are held regularly in management, engineering and pharmacy which helps faculty and research scholars exchange ideas, collaborate in their areas of research.

The thrust areas in reserach is identified and displayed on website which helps faculty network and connect with outside world. Five schools of the University currently are offering Ph.D. programs where scholarships are awarded to all full-time Ph.D. students.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	[View Document](#)
Upload any additional information	[View Document](#)
Provide links as Additional Information	[View Document](#)

3.1.2

The institution provides seed money to its teachers for research (average per year)

Response: 52.88

3.1.2.1 **Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)**

2023-24	2022-23	2021-22	2020-21	2019-20
49.24	50.28	57.77	53.18	53.94

File Description	Document
Sanction letters of seed money to the teachers is mandatory	**View Document**
List of faculty who have been provided with seed money for research along with the title of the project, duration and amount year-wise	**View Document**
Institutional data in the prescribed format (data template)	**View Document**
Audited Income-Expenditure statement highlighting the expenditure towards seed money endorsed by the Finance Officer	**View Document**
Provide Links for any other relevant document to support the claim (if any)	**View Document**

3.1.3

Percentage of teachers receiving national / international fellowship / financial support by various agencies for advanced studies / research during the last five years.

Response: 21.58

3.1.3.1 **Number of teachers who received national/ international fellowship/financial support from various agencies, for advanced studies / research; year-wise during the last five years**

Response: 139

File Description	Document
List of teachers who have received the awards along with the nature of award, the awarding agency etc.	**View Document**
Institutional data in the prescribed format (data template)	**View Document**
E-copies of the award letters of the teachers.	**View Document**
Provide Links for any other relevant document to support the claim (if any)	**View Document**

3.1.4

Percentage of JRFs, SRFs among the enrolled PhD scholars in the institution during the last five years

Response: 71.22

3.1.4.1 **The Number of JRFs, SRFs among the enrolled PhD scholars in the institution during the last five years**

Response: 146

3.1.4.2 **Number of PhD Scholars enrolled during last five years**

Response: 205

File Description	Document
List of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows along with the details of the funding agency is to be provided.	**View Document**
Institutional data in the prescribed format (data template)	**View Document**
E copies of fellowship award letters (mandatory)	**View Document**
Provide Links for any other relevant document to support the claim (if any)	**View Document**

3.2 Resource Mobilization for Research

3.2.1

Total Grants research funding received by the institution and its faculties through Governme006Et and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)

Response: 3039.64

File Description	Document
List of Extramural funding received for research, Endowment Research Chairs received during the last five years along with the nature of award, the awarding agency and the amount.	**View Document**
Institutional data in the prescribed format (data template)	**View Document**
E-copies of the letters of award for research, endowments, Chairs sponsored by non-government sources	**View Document**
Provide Links for any other relevant document to support the claim (if any)	**View Document**

3.2.2

Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years

Response: 2.85

3.2.2.1 **Number of research projects funded by government and non-government agencies during the last five years**

Response: 1833

File Description	Document
List of project titles with details of Principal Investigator, amount sanctioned and sanctioning agency etc.	**View Document**
Institutional data in the prescribed format (data template merged with 3.2.1)	**View Document**
E-copies of the grant award letters for research projects sponsored by government agencies.	**View Document**
Provide Links for any other relevant document to support the claim (if any)	**View Document**

3.3 Innovation Ecosystem

3.3.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS),including awareness   about IPR, establishment of IPR cell, Incubation centre and other initiatives for the

creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

The **Indian Knowledge System (IKS)** at NMIMS focuses on integrating traditional Indian knowledge with contemporary education. This initiative aims to enrich the curriculum by incorporating aspects of Indian philosophy, culture, and practices, making it relevant to modern contexts.

Key Features of IKS at NMIMS:

- **Curriculum Integration**: IKS is included in various programs, emphasizing subjects like Indian management thoughts and environmental studies.
- **Holistic Learning**: The approach encourages students to explore and appreciate India's rich heritage while applying it to current global challenges.
- **Skill Development**: Courses under IKS aim to enhance critical thinking and analytical skills, preparing students for diverse career paths.

This initiative reflects NMIMS's commitment to providing a well-rounded education that respects and utilizes India's historical and cultural context.

IPR Cell:

NMIMS has set up an Intellectual Property Rights (IPR) Cell to protect the Intellectual Property (which includes primarily Patents, Trademarks, Copyright, and Designs) created/generated by the University (employees or research scholars).

Objectives:

- To raise awareness about IPR protection, provide information material and orientation, and offer services to faculties and students.
- To obtain the essential clearances from appropriate authorities for filing patents and other IPRs, such as copyright and design registrations, through the IPR Cell.
- To facilitate the commercialization of patented technologies.
- To organize various IPR awareness programs in association with research entities.

Intellectual property is a key responsibility of the Intellectual Property Rights cell, which includes support for filing and obtaining patents of inventions created by the faculty members and students. While filing the IP the applicant will be at SVKM'S NMIMS and the inventor (s) name (s) will be furnished in the appropriate places in prescribed forms. The IPR cell assists the inventor/creators and also file at the Office of the Controller General of Patents, Designs & Trade Marks (CGPDTM) Office for any compliance as may be required. Research at NMIMS has been successfully able to generate 23 patents.

Incubation Centre:

IC-NMIMS Incubation Centre is an example of innovation and entrepreneurship within the vibrant environment of NMIMS. The incubation centre was founded with the goal of creating a culture of innovation, acts as a catalyst for aspiring entrepreneurs, businesses, and inventors. IC-NMIMS is sector agnostic and its principal objective is to provide a supportive ecosystem for budding entrepreneurs to

turn their ideas into sustainable businesses. IC-NMIMS has supported more than 208 startups and funded over INR 2.05 Crores in the startups growth. Launchpad is an entrepreneurship training and development program for the student community. In the last 2 years, 130+ students have been trained for Entrepreneurship and Innovation. Corporate Innovation Connect Program is our another flagship program focused on bridging the gap between startups and corporates. As of now, over 120 startups have been showcased to our 10 Corporate partners in the BFSI sector like (ICICI Prudential, ICICI Lombard, HDFC Life, Tata AIG, Canara HSBC, Star Union Dai-chi, PNB Metlife, etc.).

In conclusion, the IC-NMIMS Incubation Centre stands as a testament to the commitment of NMIMS in nurturing the entrepreneurial spirit.

File Description	Document
Upload any additional information	[View Document](#)
Link for Additional Informationa	[View Document](#)

3.3.2

Total number of awards received for *research/*innovations by institution/teachers/research scholars/students during the last five years

Response: 58

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
e- Copies of award letters issued by the awarding agency	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4 Research Publications and Awards

3.4.1

The institution ensures implementation of its stated Code of Ethics for research

The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following:

1. Inclusion of research ethics in the research methodology course work
2. Presence of institutional Ethics committees (Animal, chemical,bio-ethics etc.,)
3. Plagiarism check through sofware

4. Research Advisory Committee

Response: A. All of the above

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of the syllabus of the research methodology course work to indicate if research ethics is included	[View Document](#)
Constitution of the ethics committee and its proceedings as approved by the appropriate body.	[View Document](#)
Constitution of research advisory committee and its proceedings as approved by the appropriate body.	[View Document](#)
Bills of purchase of licensed plagiarism check software in the name of the HEI.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4.2

Total number of Patents awarded during the last five years

Response: 23

File Description	Document
Patents granted / published in the name of the faculty with the institutional affiliation to the university working during the assessment period only to be given.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
e-copies of letter of patent grant	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Other Upload Files	
1	[View Document](#)

3.4.3

Number of Ph.Ds awarded per recognized guide during the last five years

Response: 2.6

3.4.3.1 **How many Ph.D s were awarded during last 5 years**

Response: 135

3.4.3.2 *Number of teachers recognized as guides during the last five years*

Response: 52

File Description	Document
PhD Award letters to PhD students.	[View Document](#)
Letter from the university indicating name of the PhD student with title of the doctoral study and the name of the guide.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4.4

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

Response: 2.25

3.4.4.1 **Number of research papers published in the Journals as notified on UGC CARE list during the last five years**

Response: 1446

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

3.4.5

Number of books and chapters in edited volumes published per teacher during the last five years

Response: 1.69

3.4.5.1 **Total Number of books and chapters in edited volumes published during the last five years**

Response: 1090

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

3.4.6

E-content is developed by teachers :

> *1.For e-PG-Pathshala*
> *2.For CEC (Under Graduate)*
> *3.For SWAYAM*

4. For other MOOCs platform
5. Any other Government initiative
6. For institutional LMS

Response: A. Any 5 of the above

File Description	Document
Supporting documents from the sponsoring agency for the e- content developed by the teachers need to be provided.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Give links to upload document of e-content developed showing the authorship/contribution	[View Document](#)
For institution LMS a summary of the e-content developed and the links to the e-content should be provided	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4.7

Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science

Response: 0

File Description	Document
Bibliometrics of the publications during the last five years	[View Document](#)

3.4.8

Bibliometrics of the publications during the last five years based on Scopus/ Web of Science – h-index of the Institution

Response: 0

File Description	Document
Bibiliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	[View Document](#)

3.5 Consultancy

3.5.1

Revenue generated from consultancy and corporate training during the last five years

Response: 1415.8

3.5.1.1 **Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).**

2023-24	2022-23	2021-22	2020-21	2019-20
209.89	138.33	177.35	333.75	556.48

File Description	Document
Letter from the corporate to whom training was imparted along with the fee paid	[View Document](#)
Letter from the beneficiary of the consultancy along with details of the consultancy fee.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
CA certified copy of statement of accounts as attested by head of the institution.	[View Document](#)
Audited statements of accounts indicating the revenue generated through and corporate training/consultancy.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.6 Extension Activities

3.6.1

Outcomes of extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues and holistic development, and awards received if any during the last five years (Showcase at least four case studies to the peer team)

Response:

SVKM's NMIMS has been encouraging holistic development of students through community connect activities. With a vision to work on the challenges of the society and provide the path towards sustainable

society, Jasani Centre for Social Entrepreneurship was established in NMIMS in year 2005. Jasani Centre for Social Entrepreneurship in partnership with the Social Responsibility Forum (SRF) of students undertakes social development activities broadly in the areas of promoting education, health, economic empowerment of the marginalized, skill development, resource mobilization, and creating awareness on impacts of climate change. To undertake community development activities, annual plan is designed. Short-term events include organization of blood donation camp, toy / clothes donation, marathons, visits to homes for the elderly, awareness camps for Dengue, prevention of Covid 19, mental health, and so on.

Other Community Engagament projects include;

a) **Educational mentorship project (We Care)** through which MBA students provide educational mentorship for underprivileged Sector.

b) **Market-connect project** for developing the capacities of NGOs to market their products / services.

c) **Conducting skill projects** to develop computer literacy skills amongst the NGO staff and women entrepreneurs.

d) **Management support project** for developing information systems, marketing, and communications system for NGOs.

e) **Sadbhavana festival** to celebrate the spirit of NGOs for addressing social issues.

In addition to the above, the students of School of Business Management need to complete three weeks **We Care Civic Engagement internship** as part of their MBA programme. Students are placed in social sector organizations at the pan-India level to strengthen the service delivery system of the organizations. Students work on projects such as developing management plans, strategies, digitization, resource mobilization, research, etc., and align their work to relevant SDGs.

Impact

- The societal exposure enables students to examine the ground realities and engage their creative energy to address a few social issues; specifically in the domains of education, gender discrimination, energy conservation, poverty, etc.
- Students develop feelings of empathy and respect for marginalized groups when they witness their grit to overcome their barriers. Interactions with beneficiaries and social sector professionals assists in developing a feeling of compassion and value for social inclusion. For instance, while working with 'Safai Karmacharis' and rag pickers students begin to appreciate their role in maintaining the sanitation of the city.
- In the process of working with the NGOs, students get exposed to managerial challenges faced by the NGOs due to the paucity of resources. To strengthen the functioning of the NGOs, students leverage their technical and managerial skills in the areas of digitization, resource mobilization, designing functional systems, and developing technical capacities of the staff.
- This type of experience helps the students to build / develop their capacities of applying their knowledge and skills to new scenarios and triggers their citizenship responsibilities.
- On the whole, engagement of students in the social sector helps in developing appropriate social perspectives and competencies in applying management tools to address societal challenges. It

augurs students' optimism to build an inclusive and sustainable global economy.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

3.6.2

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

Response: 114

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

2023-24	2022-23	2021-22	2020-21	2019-20
32	25	19	11	27

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

3.7 Collaboration

3.7.1

Number of functional MoUs/linkages with institutions/ industries in India and abroad for

internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years

Response: 60

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The institution has adequate infrastructure facilities for

a. teaching - learning. viz., classrooms, laboratories,

b. ICT enabled facilities such as smart classes, LMS etc.

c. Facilities for cultural and sports activities , yoga centre, games (indoor and outdoor) gymnasium, auditorium etc.

Describe the adequacy of facilities within a maximum of 500 words

Response:

NMIMS with a built-up area of 115764 sq. mts and 10.52 Sq Mt area per Student, is strategically located in proximity to both the domestic airport and a bustling business district, prides itself on offering a comprehensive and meticulously designed array of facilities that are tailor-made to enhance the teaching and learning experience for students and faculty alike. The campus is comprised of impressive classrooms, with a combination of lecture classrooms, case study classrooms, and interactive computer classrooms. It's a deliberate effort to foster a conducive environment for participative learning and role-play activities.

All the classrooms are equipped with smart boards as an interactive tool, and also accessible to differently-abled individuals, reflecting the university's commitment to ensuring that education is accessible to everyone.

In its pursuit of academic excellence, the campus dedicates an entire wing to a modern library and learning resource centre, with reading rooms that provide a quiet and focused space for students.

The institute provides ample space for all student activities. Moreover,recognizing the value of fostering collaboration and growth outside the formal academic setting, a student lounge is incorporated into the design and encourages group activities and team exercises.

The campus is more than just a hub of academic activities; it also caters to the recreational needs of the students. A spacious cafeteria ensures that students have a place to unwind and socialize while enjoying a variety of culinary delights from 7:30 AM to 10:00 PM.

NMIMS,enhancing technology penetration in to all the functions of student life cycle, has introduced an ERP (SAP) to integrate all functionalities (Material Management, Admission, Finance and accounts HR, Student life cycle) since last two decades.This integration has significantly streamlined operations and processes, enhanced efficiency, and ultimately contributed to a smoother academic experience. NMIMS has developed an Institutional Learning Management system(ILMS) in order to support student academic activities & engaged learning.

In addition to academic prowess, the campus places a strong emphasis on holistic development. It seamlessly integrates sports and extracurricular activities into the academic schedule, recognizing the value of a well-rounded education. The university offers facilities for a diverse range of sports and games, both indoor and outdoor. Chess, Carom, Table Tennis, Lawn Tennis, Badminton, and Cricket are just a few examples of the wide range of sporting activities available. The university also has multiple auditoriums , an in-house gymnasium, and a yoga centre, ensuring that students have ample opportunities for physical and mental well-being.

Safety and security : The campus is equipped with Building management sysytem (BMS) with an extensive CCTV surveillance system and turnstiles at entry/exit points, ensuring a secure environment. Trained security personnel are stationed strategically across the campus to maintain a vigilant watch.

In conclusion, NMIMS University's well-planned facilities, deeply rooted in a commitment to academic excellence, inclusivity, and sustainability, create a remarkable and enriching educational environment for all stakeholders.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

4.1.2

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

Response: 43.38

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

2023-24	2022-23	2021-22	2020-21	2019-20
458.14	30700.55	22986.07	13939.10	12328.32

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

NMIMS Library, plays a vital role in the University's teaching, learning, and research. The University regularly upgrades its library facilities and services by adhering to the various guidelines and regulations as prescribed by the Statutory and Regulatory Councils.

NMIMS library has fully embraced the Integrated Library Management System (ILMS), leveraging open-source software Koha version 16.11.05.000. Koha is standard throughout NMIMS and combined with the SAP system, student portal, and RFID. The integration of Koha and RFID facilitates library users for a self-driven book circulation process, i.e. having a Self-issue Kiosk and Self-Book-Drop Machine.

NMIMS library's curated collection includes **95935 books, 217 periodicals, 57000+ e-books, 15000+online journals, 27 online** databases including JSTOR, Pearson E-Books, Capitaline AWS, newspapers, and many more. For the case study based teaching pedagogy, the library has an agreement with Harvard and uses Capstone and Marketplace Simulations. To enrich the academic pursuits of library users, all these resources are accessible through the campus-wide network. The digital resources of the library are accessible to users remotely using Mapmyaccess. The library offers access to the databases under categories such as E-Journals, E-Books, Research, Statistical, Engineering, and Law. The NMIMS library is a registered member under NDLI, SWAYAM, NPTEL, and DELNEL, allowing users to access their resources seamlessly.

Moreover, users also have access to Open Access Resources , Web-OPAC for 24/7 bibliographic search. Dedicated digital labs are available. The Central Library has a **Bloomberg lab with 12 terminals.** For visually impaired users, **SuperNova and NVDA** software were installed. Also subscribed to statistical softwares like SPSS, SAS & Eviews. To augment the research process at the university, the library subscribes to Grammarly, a digital writing assistant tool, and Turnitin, a plagiarism checker.

The NMIMS Library is an active member of INFLIBNET. As part of our commitment to academic excellence, we regularly upload Ph.D. theses and synopses approved by the university to Shodhganga and Shodhgangotri repositories. Additionally, NMIMS participate in e-resource negotiations through e-ShodhSindhu. The library has initiated uploading the faculty and staff member profiles on the IRINS portal.It supports them to showcase their research contribution to the peer group and provides an opportunity to create a scholarly network.

The regular library timings are from 8.30 AM morning to 11.00 PM daily and during exams, the library remains open until 6:00 AM the next day.

Library Security: RFID Technology, Electronic gates from 3M technologies, and 24x7 Surveillance through CCTV cameras help to prevent the loss of library materials.

The library offers unique services such as active reference desks, user orientations, etc. Complete digitization facilities are offered, along with services like printing and scanning of reprographics.

File Description	Document
Upload any additional information	[View Document](#)
Provide the Paste link for additional information	[View Document](#)

4.2.2

Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years

Response: 4.72

4.2.2.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2023-24	2022-23	2021-22	2020-21	2019-20
1416.14	2567.08	2139.59	1377.67	1247.28

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for purchase of books/ e-books and subscription to journals/e-journals should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)	

4.3 IT Infrastructure

4.3.1

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

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

Response:

NMIMS has deployed best-in-class IT infrastructure for Academic and Research support. The campus is secure, and WiFi enabled, providing anytime access to knowledge and learning resources, and is constantly updated keeping in line with the latest technology and demand from students and faculty.

The campus backbone network is gradually upgraded from 100 MBPS to 2.5 GBPS and 1500+ WiFi access points are deployed across the campus in academic blocks for 24X7 internet service. 600 + state-of-the-art Smartboards are also installed for collaborative learning in all the classrooms. A Data Centre with an uninterrupted electricity supply is built with an area of 900 sq.Ft, to manage and monitor IT operations efficiently. Server infrastructure includes high-power computing with 5 Smart Racks and 4 Blade Servers with 35 TB capacity of SAN storage. Active Directory Domain Structure is used for effective control and sharing.

The FortiGate 1200D Firewall has been deployed for handling security of enhanced load on the Network, and Applications catering to academic and administrative processes, thereby providing a secure campus Network. Over 2500 Desktops are placed in the computer labs across the Campus to give Computing facilities to the Students and Faculty for Hands-on practical sessions.

Implemented VMware virtualization solution to enhance the Server availability for the various applications hosted on Campus, to increase the Server's space and performance on the fly as and when needed.

The entry within the premises is through access control (Biometric Systems) for faculty, staff and

students. An exclusive centralized Service Desk named CMC (Computer Maintenance Cell) that takes care of the Network, Hardware, Software, Projector, and UPS maintenance activities of the Institution Annual Maintenance Contract (AMC) for IT equipment and UPS also in place. An approved IT policy governs the asset management and usage of IT Resources from the user's perspective.

The University equips all its academic departments, centers, and offices with appropriate hardware and software. The entire process of IT management and utilization is integrated with the ERP system.

An in-house team of software engineers constantly upgrades, supports, and provides customization and integration to the Enterprise Resource Planning (ERP) software of the University. The IT maintenance team assists the departments and the offices in installing open-source resources in the office systems and personal laptops.

The IT Systems have in-built procedures for the security and protection of data and a Disaster Recovery site. The University provides measures to control and manage the effective use of IT infrastructure through Firewall, Antivirus, Central Software for software deployment, hardware and software installation, reporting and tracking user activities, and a Dashboard for effective monitoring and management of IT services.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

4.3.2

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

Response: 4.37

4.3.2.1 **Number of computers available for students usage during the latest completed academic year:**

Response: 2750

File Description	Document
Stock register/extracts highlighting the computers issued to respective departments for student's usage	[View Document](#)
Purchased Bills/Copies	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.3.3

Institution has the following Facilities for e-content development and other resource development

1. **Audio visual center, mixing equipment, editing facilities and Media Studio**
2. **Lecture Capturing System(LCS)**
3. **Central Instrumentation Centre**
4. **Animal House**
5. **Museum**
6. **Business Lab**
7. **Research/statistical database**
8. **Moot court**
9. **Theatre**
10. **Art Gallery**
11. **Any other facility to support research**

Response: A. Any 7 or more of the above

File Description	Document
Videos and geo-tagged photographs of each of the facilities available in the HEI. Details of the structures of each of the facilities available in the HEI.	[View Document](#)
Purchase Bill / stock register, entry for lecture capturing system, mixing equipment, software for editing	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of the subscription letter for database is essential for Option Research/Statistical Databases	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 34.28

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

2023-24	2022-23	2021-22	2020-21	2019-20
15336.88	23749.50	13219.27	1137.23	10109.21

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

4.4.2

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

Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities within a maximum of 500 words

Response:

NMIMS has meticulously established and implemented robust systems and procedures governing the maintenance and utilization of its physical, academic, and support facilities. The institution's unwavering commitment to excellence, ensuring the seamless management of crucial assets such as laboratories, libraries, sports complexes, computers, and classrooms.

Laboratories: NMIMS laboratories are integral components of its academic infrastructure. The institution employs a structured and comprehensive maintenance schedule, designed to preserve the functionality of laboratory equipment and the physical infrastructure. Regular inspections are conducted to identify and rectify any discrepancies promptly. Furthermore, the institution has instituted a culture of continuous improvement, actively seeking feedback from faculty and students to enhance laboratory functionality and incorporate cutting-edge technological advancements. Annual Audit is conducted.

Library: NMIMS library, serving as a hub of academic resources, is governed by a set of protocols. A sophisticated cataloging system has been implemented, facilitating easy access to an extensive array of books, journals, and digital resources. Regular inventory checks and updates are conducted to ensure the collection remains contemporary and aligned with the evolving needs of various academic disciplines. The institution also places a premium on inclusivity, soliciting feedback from both students and faculty to inform strategic acquisitions and service enhancements.

Sports Lounge: A comprehensive policy framework dictates the maintenance and utilization of these facilities, encompassing routine equipment checks and safety audits. The sports lounge is designed to ensure that students with diverse interests have access to world-class facilities.

Computing Facilities: NMIMS prioritizes the meticulous upkeep of its computing facilities. Stringent security protocols are implemented to safeguard against cyber threats, complemented by regular software updates to ensure systems are equipped with the latest tools and features. The institution has articulated a well-defined policy governing the allocation and usage of computer resources, carefully balancing the disparate needs of various academic departments. Moreover, provisions for technical support and assistance are in place to guarantee prompt resolution of any issues.

Classrooms: NMIMS recognizes classrooms as the crucible of academic discourse and intellectual exchange. These spaces are equipped with modern teaching aids, and a proactive maintenance approach ensures that facilities such as Smartboards, audio-visual equipment, Air conditioning systems, and seating arrangements are consistently maintained. Regular solicitation of feedback from faculty and students ensures that any concerns are promptly addressed, and necessary improvements are made to further elevate the quality of the learning environment.

Annual Maintainence contracts and service level agreements for are in place.

In summation, NMIMS unwavering commitment to maintaining and utilizing its physical, academic, and support facilities is exemplified through the institution's meticulous systems and procedures. The proactive approach to facility management, coupled with a culture of continuous improvement, positions NMIMS as a paragon of excellence in higher education.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 71.11

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

2023-24	2022-23	2021-22	2020-21	2019-20
6247	5629	11516	9986	5199

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority	[View Document](#)
Upload Sanction letter of scholarship and free ships (in English).	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.2

Efforts taken by the institution to provide career counselling including e-counselling and guidance for competitive examinations during the last five years

Response:

SVKM's NMIMS Deemed-to-be-University is dedicated to support students in their academic and professional journeys. The University conducts career counselling sessions to guide students in preparing for competitive examinations, securing admission to higher studies, and getting placed in reputed organizations. More than 2 % of the total student strength during last five years have cleared national and

international competitive examinations. We organize Career Orientation Camps and Group Discussions throughout the year for our students. The University also organizes Career Orientation Workshops, Personality Development, and Soft Skill Training Programs. Expert teachers from different schools within the University are deputed from time to time for career counselling sessions. The summary of the activities / events includes:.

The International Linkage department at NMIMS collaborates with other universities for student exchange programs. They arrange career guidance sessions to expose students to global career opportunities and enable them to network with international universities. The Department also invites international faculty to conduct guest sessions, offering students valuable insights into global career trends. These initiatives help students clear competitive exams and secure admissions to international programs. NMIMS organizes interactive sessions with successful alumni from various fields. share doubts, discuss challenging topics, and exchange study tips.

Walk-in Faculty Mentoring: NMIMS encourages walk-in mentoring by faculty members, offering an informal and accessible method of guidance. They provide advice on a range of topics, from academic challenges to career advice, helping students navigate their educational and professional paths.

Skill Development Workshops: University has established a separate Department of Soft Skills to develop students' overall soft skills and employability skills. This Department strives towards developing our students' soft skills, corporate readiness and career initiation skills. The University conducts workshops to boost students' skill sets, equipping them with the interpersonal and professional skills needed to thrive in the workplace. Topics covered include team building, communication skills, time management, presentation skills, and professional etiquette. These workshops prepare students for the multifaceted demands of the modern workplace, helping them develop strong communication, leadership, and interpersonal skills to achieve their professional goals.

Guest Lectures and Industry Insights: NMIMS organizes guest lectures by industry experts and academicians, bringing real-world experience and knowledge to students. These sessions provide up-to-date information about current industry trends and introduce students to a range of career options, broadening their horizons and helping them make informed career choices.

Expert talks by various organizations are organized to provide students with insights into potential employers and the sectors they are interested in. These talks help students understand how organizations operate on a day-to-day basis and the expectations for executive-level employees. It help students select the right career path, identify future upskilling requirements, build confidence, and aid in decision-making.

With these comprehensive support systems, NMIMS has achieved a significant success which is evident by students securing admissions to national and international Universities of repute for higher studies.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

5.1.3

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

1. **Soft skills**
2. **Language and communication skills**
3. **Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)**
4. **Awareness of trends in technology**

Response: A. All of the above

File Description	Document
Report with photographs on soft skills enhancement programs	[View Document](#)
Report with photographs on Life skills (Yoga, physical fitness, health and hygiene) enhancement programs	[View Document](#)
Report with photographs on Language & communication skills enhancement programs	[View Document](#)
Report with photographs on ICT/computing skills enhancement programs	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.4

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

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

Response: A. All of the above

File Description	Document
Report of Organisation wide awareness and undertakings on policies with zero tolerance	[View Document](#)
Proof related to Mechanisms for submission of online/offline students' grievances	[View Document](#)
Proof for Implementation of guidelines of statutory/regulatory bodies	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Details of statutory/regulatory Committees (to be notified in institutional website also)	[View Document](#)
Annual report of the committee monitoring the activities and number of grievances	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students during the last five years

Response: 78.04

5.2.1.1 *Number of outgoing students placed year wise during the last five years*

2023-24	2022-23	2021-22	2020-21	2019-20
2098	2232	2289	2088	1776

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order (the above list should be available in institutional website)	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.2.2

Percentage of graduated students who have progressed to higher education year-wise during last five years

Response: 41.13

5.2.2.1 **Number of outgoing students progressing to higher education**

2023-24	2022-23	2021-22	2020-21	2019-20
460	456	400	393	351

File Description	Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education. (the above list should be available in institutional website)	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.2.3

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

(eg: NET/SLET/ Civil Services/State government examinations etc.)

Response: 2.25

5.2.3.1 *Number of students qualifying in state/National/International level Examination during last five years (eg. SLET, NET, UPSC etc)*

Response: 349

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

5.3 Student Participation and Activities

5.3.1

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

Response: 137

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

2023-24	2022-23	2021-22	2020-21	2019-20
64	51	13	3	6

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3.2

Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution.

Describe the Student Council activity and students' role in academic & administrative bodies within a maximum of 500 words

Response:

The NMIMS University Students' Council (NUSC) is the student body representing the interests of students across all Schools. It functions as the bridge between the student community and the University administration, playing a crucial role in fostering student engagement and organizing a diverse range of cultural, academic, social, and sporting activities. The NUSC is composed of representatives from different schools and programs, ensuring that the diverse student population has a voice at the institutional level. Additionally, each school within NMIMS has its own Student Council that operates autonomously, coordinating various events and initiatives independently from the NUSC. The student council is responsible for the various activities conducted round the year. Being the apex student body it acts as a common link between students and leadership team to ensure smooth functioning of student driven activities.

The key objectives of the NUSC are:

1. **Organizing and Managing Student Activities**: The council takes charge of a wide range of activities aimed at student development, including health and wellness programs, academic support initiatives, and career development workshops. These events are designed to support students in both their personal and professional growth.
2. **Promoting Mental Health, Diversity, and Inclusion**: The council works actively to create a framework for addressing critical issues such as mental health, diversity, equity, and inclusion.
3. **Encouraging Academic and Cultural Initiatives**: NUSC provides a platform for students across campuses to propose, design, and execute academic and cultural projects. These initiatives are aimed at enhancing the intellectual growth of the student body, contributing to a well-rounded university experience.
4. **Collaborating with External Organizations**: To provide students with resources for holistic

growth, the NUSC partners with external organizations and professionals for skill development, networking, and exposure to industry practices.

5. **Philanthropic Engagement**: The council encourages student participation in philanthropic endeavors, with the goal of contributing positively to the local community and society at large.

6. **Maintaining Transparency and Communication**: NUSC is committed to maintain transparency in all its operations. Regular communication with individual school council ensures that the council's activities align with the broader goals of student progress and development.

Beyond these core objectives, the NUSC strives to build a strong sense of community among students. It organizes a variety of sports, cultural, and extracurricular events, facilitating interactions that often lead to long-lasting friendships.

The NUSC also plays a critical role in representing student concerns and needs, to the University administration. Regular meetings between the council and University leadership ensure that student voices are heard and that their concerns are addressed. The council's operational structure is highly organized, with different teams handling public relations, event management, and other key functions and council ensures that all the activities are done in accordance with the University culture, traditions and regulations.

In addition, the NUSC extends its support to various school-level associations, including sports club, Moot Court, Social Impact Cell, MUN (Model United Nations), Pehchaan, and many others. Through these efforts, the NUSC continues to enhance the learning environment and ensure that NMIMS remains a dynamic and inclusive institution .

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

5.3.3

The institution conducts / organizes following activities:

1. **Sports competitions/events**
2. **Cultural competitions/events**
3. **Technical fest/Academic fest**
4. **Any other events through Active clubs and forums**

Response: A. All four of the above

File Description	Document
Report of the Technical fest/academic fests along with photographs appropriately dated and captioned year- wise.	[View Document](#)
Report of the Sports competitions/events along with photographs appropriately dated and captioned year- wise.	[View Document](#)
Report of the Cultural competitions/events along with photographs appropriately dated and captioned year- wise.	[View Document](#)
Report of the Any other events through active clubs and forums along with photographs appropriately dated and captioned year- wise.	[View Document](#)
List of students participated in different events year wise signed by the head of the Institution.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of circular/brochure indicating such kind of activities	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.4 Alumni Engagement

5.4.1

Alumni contribution during the last five years to the University through registered Alumni Association

Response: 803.7

5.4.1.1 **Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:**

2023-24	2022-23	2021-22	2020-21	2019-20
206.39	161.24	161.24	161.14	113.69

File Description	Document
List of alumnus/alumni with the amount contributed year-wise	[View Document](#)
Annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)	

5.4.2

Alumni contributes and engages significantly to the development of institution through academic and other support system

Describe the alumni contributions and engagements within a maximum of 500 words

Response:

NMIMS Alumni Associations aim to foster alumni engagement and professional development through networking platforms, mentorship programs, and feedback mechanisms. They seek to enhance institutional growth by facilitating student-alumni interactions, scholarship opportunities, and industry collaborations. The association promotes holistic well-being, initiatives and provide guidance on higher education and career pathways, ensuring a supportive and thriving community for both current students and alumni.

The registered Alumni Associations of NMIMS have made significant contributions to the development of the institution. The associations' networking events have helped to create a strong alumni connect that benefits both the alumni and the institute, all the while aiding students' career development initiatives that have helped members to advance their progress and craft effective professional plans.

Some of the significant contributions are:

Networking: The associations arrange frequent networking gatherings for its members, including alumni gatherings, online seminars, and talks by guest speakers. These events enable alumni to forge connections, exchange insights, and contribute to the institution. Moreover, the sessions are not confined to physical venues but also conducted virtually to enhance accessibility and broaden participation.

Mentoring Opportunities: The associations offer Alumni-Student Mentorship Programme, through which alumni members can volunteer for mentorship to the existing batch of students.

Philanthropy: The associations are dedicated to support numerous social causes and extend financial aid and guidance to deserving students seeking scholarships or engaging in research projects endorsed by the institution's department heads.

Orientation for First year Students: Alumni are invited to the University during orientation

programme of the first year students. They share their valuable experiences with the students and make them feel at home at the University. They also orient the fresher with various opportunities to avail by participating into school activities.

Resource Person: Alumni also contribute to their schools by offering their services as resource person for delivering a guest talk, judging a competition or chairing a panel discussion at conclave and seminars. NMIMS is proud to host some of its prestigious alumni as Chief Guests at Convocation Ceremony of various schools and University Day celebration.

Author / Editors of School Magazine: Alumni contribute to the annual magazine and E-Newsletter of the School by writing editorial and contributing article, life stories etc.

NMIMS Alumni have significantly upheld the ethos of NMIMS, extending its influence beyond academia and facilitating a symbiotic relationship between the professional world and the university. This collaboration has cultivated a more practical and application-oriented learning environment, elevating educational standards overall.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Vision and Mission:

With a vision to be a globally admired University by 2030, SVKM's NMIMS has strategically positioned itself as a leader in higher education, driven by a core commitment to excellence. The University has formulated the strategies, policies, guidelines and aligned the organizational structure to achieve its Vision and Mission.

Institutional Practices:

Governance:

In SVKM's NMIMS, Governance structure plays a pivotal role to achieve Vision, Mission and Objectives of the University. Organization hierarchy is well-defined and academic and administrative power has been delegated to different officials as per the UGC regulations, pertaining to Institutions deemed to be Universities; and University Bye-Laws.

NEP Implementation:

SVKM's NMIMS has adopted a systematic approach to implement National Education Policy (NEP) 2020. A strategic roadmap has been framed to execute the recommendations of NEP in phase wise. The University has prioritized following domains in line with NEP 2020:

- Multidisciplinary cutting-edge curriculum for holistic development of the students without losing academic rigor
- Hons / Hons with Research degree with flexible, student centric-approach
- Academia-industry integration
- Promoting research with an outcome towards societal development
- Nurturing students' innovation and incubation

Sustained Institutional Growth:

All the faculty and staff members of NMIMS, along with the leadership team, have been relentlessly working towards the development of the organization. Institutional growth is quite evident in terms of an increasing number of students and programmes, diversity in human resources, quality research outcomes with an enhancement in publication and patent, expanded state-of-the-art infrastructure, cutting-edge

research equipment, and overall revenue generation.

Decentralization & Participation in the Institutional Governance:

SVKM's NMIMS fosters employee empowerment and participative management. Financial and administrative delegation is well-defined and it promotes the concept of decentralization. Different Committees are in place to ensure the participation and involvement of different stakeholders in decision taking processes.

Short-term / Long term Institutional Perspective Plan:

Through a number of deliberations between different stakeholders and leadership team, NMIMS has framed a strategic roadmap and plan to achieve short-term and long-term goals which are aligned with Institutional Vision and Mission. Following major initiatives are carried out by the University for effective implementation of the Institutional Perspective Plan:

- Building up strong perception about NMIMS through international accreditation
- Promoting inclusivity and diversity
- Strengthening international linkages
- Fostering industry-academia relationship
- Encouraging faculty members and students for quality research
- Providing facility for life-long learning and personal development
- Nurturing students' innovation and incubation
- Instilling values and ethics through curriculum and activities
- Undertaking community connect activities

Short term and long term institutional perspective plan along with Vision and Mission Statement of the University is displayed on the University website for external stakeholders' reference.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1

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

Response:

NMIMS is committed to ensuring the effective deployment of its perspective plan through efficient

governance, robust administrative structures, and clear service rules.

1. Perspective/Strategic Plan Framework:

The university's strategic plan revolves around four key pillars:

1. **Research**
2. **Teaching Excellence**
3. **Stakeholder Engagement**
4. **Branding**

2. Institutional Structure and Governance:

To ensure the effective implementation of the strategic plan, NMIMS has established a strong governance structure:

- **Chancellor:** Sets the overall vision and provides strategic direction.
- **Vice-Chancellor & Pro-Vice Chancellors:** Manage academic programs, faculty affairs, and ensure compliance with accreditation standards.

2.1 Administrative Leadership:

- **Deans and Heads of Departments:** Lead individual academic units, ensuring curriculum implementation and accreditation processes are effectively managed.
- **Registrar's Office:** Oversees academic records, student enrollment, and graduation certification.
- **Finance and Administration:** Manages budgeting, resource allocation, and financial oversight.

2.2 Operational Support:

- **HR:** Manages staff recruitment, training, and compliance with employment laws.
- **Information Technology Department:** Oversees the campus technology infrastructure, supports e-governance, and ensures cybersecurity.
- **Admissions:** Coordinates student recruitment, enrollment processes, and candidate evaluations.
- **Examinations:** Implements robust examination systems, including online modules and continuous assessments, to enhance the efficiency and transparency of academic evaluations.

3. Policies, Procedures, and Compliance:

NMIMS follows a comprehensive set of policies, procedures, and service rules for both teaching and non-teaching staff, as outlined in the **SVKM's NMIMS University Employees Service Bye-Laws 2009**?. These policies ensure smooth recruitment, appointment, promotion, and service conditions and adherence to statutory regulations and guidelines from bodies such as UGC and AICTE.

4. Resource Allocation and Data-Driven Decision-Making:

Effective resource allocation is a cornerstone of NMIMS's strategy. The university uses **ERP systems (SAP)** to monitor and adjust the distribution of financial, human, and technological resources, ensuring that institutional goals are met.

5. Continuous Improvement and Training:

NMIMS fosters continuous improvement through regular feedback loops, professional development programs for faculty and staff for skill enhancement and innovation in teaching and administration.

6. Monitoring, Evaluation, and Stakeholder Engagement:

Regular monitoring and evaluation are conducted through various committees (such as **Academic Council**, **Board of Studies**, and **Research Committees)** and ERP systems, ensuring that institutional goals are met. NMIMS engages stakeholders, including faculty and staff in the planning and decision-making processes.

7. Research and Innovation:

NMIMS encourages research and innovation through policy frameworks that promote consultancy services, plagiarism checks, and collaboration with external institutions. Significant emphasis is placed on enhancing research infrastructure, securing funding, and fostering interdisciplinary studies? with budgetary provisions.

NMIMS aims to support innovation by establishing incubation centers and fostering an entrepreneurial mindset among students and faculty?.

8. Outcome-Based Education and Quality Assurance:

NMIMS is committed to implementing **Outcome-Based Education (OBE)** to improve teaching quality and student outcomes. NMIMS promotes a culture of continuous quality improvement through initiatives led by the **Internal Quality Assurance Cell (IQAC)**, ensuring that academic programs meet the highest standards.NMIMS's institutional perspective plan demonstrates a commitment to academic excellence, stakeholder engagement, and operational efficiency.

By aligning its vision and mission with clear policies, procedures, and data-driven decision-making, NMIMS ensures that it remains at the forefront of higher education.

File Description	Document
Upload any additional information	[View Document](#)
Strategic Plan and deployment documents on the website	[View Document](#)
Provide the link for additional information	[View Document](#)

6.2.2

Institution implements e-governance in its operations. e-governance is implemented covering the following areas of operations:

1. **Administration including complaint management**
2. **Finance and Accounts**
3. **Student Admission and Support**
4. **Examinations**

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Performance Appraisal System:

SVKM's NMIMS (Deemed to be University) has implemented a comprehensive and transparent performance appraisal system. This system is processed digitally through Oracle platform, where all employees submit their detailed self-appraisal forms. These forms allow individuals to reflect on their achievements, set goals, and highlight areas for growth. Once completed, the self-appraisal moves to the reporting manager for an in-depth review. The manager assesses the submissions, offering constructive feedback and ensuring alignment with institutional goals.

For faculty members, the appraisal system is more multifaceted, incorporating several other critical performance indicators in addition to self-appraisal and research productivity. Moreover, student feedback plays an essential role in assessing teaching effectiveness. The final appraisal decisions for both

teaching and non-teaching staff are made by the HR Review Committee, which considers inputs from self-appraisals, managerial reviews, and institutional feedback to ensure a fair and equitable process.

Effective Employee Welfare Measures:

- Pension scheme for teaching and non-teaching staff members
- Festival advance
- Gym facility for faculty and staff members
- Special allowance for teaching staff having additional responsibility like Programme Chair / Area Chair / Associate Deanship / Vice Deanship
- Differential teaching load for research faculty
- Reduction in weekly teaching load for the faculty members having Ph D research scholars
- Leave encashment on retirement
- Mediclaim Insurance is INR 2 lakhs per annum for self, spouse and up to two children (up to 25 years). Provision of additional medical coverage on need basis.
- Accidental Insurance is INR 10,00,000 for self
- LTA/LTC once in 2 yrs.for home town & once in 4 yrs. anywhere in India on confirmation as per University rules.
- Maternity and Paternity leave for eligible staff members
- Flexible attendance system / Timing for staff members with Biometric system
- Concessional fee for teaching staff pursuing higher studies; 50% course fee waiver in Ph D programme for the faculty members who are pursuing Ph D in SVKM's NMIMS.
- Faculty and Staff wards are offered 25% of tuition fee waiver if they pursue studies in SVKM's NMIMS
- Dedicated fund for Faculty Development Programme
- Free comprehensive medical check-up for University Leadership Team
- Cash incentives for faculty members for research publications and financial support for patent application and filing
- Total amount of gratuity paid in last five financial years is 8.90 crores

Avenues for Career Development/Progression:

Promotional avenues at NMIMS are structured to reward both merit and seniority. For teaching staff, promotions are conducted in line with the University Grants Commission (UGC) guidelines, ensuring that academic rigor, research contributions, and teaching excellence are prioritized. The system also ensures that seniority is acknowledged, offering a balanced approach where faculty members can progress based on both their years of service and their individual contributions. During last five years, total 50 faculty members and 146 staff members have got promoted based on their performance.

NMIMS also has a robust system of recognizing the efforts and contributions of its employees. These measures reflect NMIMS' commitment to create a supportive and growth-oriented work environment for all its staff.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

6.3.2

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

Response: 64.06

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

2023-24	2022-23	2021-22	2020-21	2019-20
537	520	146	114	339

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

6.3.3

Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years

Response: 63.06

6.3.3.1 **Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/** *Management Development Programs (MDP)* **during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
453	455	330	273	119

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

6.4 Financial Management and Resource Mobilization

6.4.1

Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources

Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words

Response:

NMIMS Deemed-to-be University employs a variety of strategic approaches at the institutional level to effectively mobilize funds and optimize the use of resources. As a fully self-financed institution, it is predominantly dependent on tuition fees. However, NMIMS has also developed a strategy to secure necessary funds from a diverse set of sources.

- **Student Fees**: The revenue from student fees has shown a consistent upward trend, depending on the academic expenses and also to comply with the UGC regulations.

- **Parental Infusion**: Our parent body, SVKM, infuses funds specifically for infrastructure development, supporting our continuous growth and expansion.

- **Interest on Corpus Fund**: By enhancing our corpus funds in alignment with UGC regulations 2023, we have seen an increase in interest income, providing a stable financial buffer.
- **Consultancy and Professional Programs**: Over the past five years, NMIMS has generated more than 25 crores from consultancy services, Management Development Programs, and Leadership Programs.
- **Sponsored Events**: The organization of plenaries, symposiums, conferences, seminars, and workshops, supported by corporate sponsorships and delegate fees, further contributes to our financial base.
- **Alumni Contributions**: Our registered alumni association consistently contributes to the university annually, playing a vital role in our financial strategy.
- **Donations and Endowments**: We receive generous donations from philanthropists and have established named endowments, enhancing our resource mobilization efforts.
- **Research Grants**: The university faculty have secured research grants from various government and non-government organizations, totaling more than 30 crores over the last five years from both national and international agencies.

These diversified funding strategies ensure NMIMS can sustainably finance its programs and initiatives, maintaining high standards of excellence and innovation.

Optimum Utilization of Resources

NMIMS leads the way in implementing technology solutions to reduce costs and enhance operational efficiency. The University focuses on minimizing low-value activities, streamlining processes, and cutting overheads. Efficient procurement policies are in place to take advantage of economies of scale, and a decentralized management structure enhances operational efficiency, allowing for swift expenditure decisions through consensus-driven committees. These initiatives support a more cost-effective and efficiently managed institution.

The University has spent more than 40% on infrastructure augmentation and development, more than 30% on maintenance of the physical and academic infrastructure and spent considerable amount on implementing technology across various operations of the University.

An example of this efficiency is the university's budget planning process, which starts at the School level. Here, needs for research, infrastructure, non-recurring expenditures, salaries, honorariums, contingency expenses, and projected income—mainly from fees—are considered. The proposed budget is reviewed by the Finance Committee, established according to UGC Regulations, and the Planning Monitoring Board, with final approval from the Executive Council / Board of Management. Once approved, budgets are entered into our ERP system, SAP, which features separate modules for Income (Student Lifecycle) and Expenses (Materials Management) that integrate with the Finance Module. The University uses net banking for collecting fees and making payments, ensuring real-time monitoring of resource availability against budgets. The Finance Committee meets four times annually to monitor the use of financial resources and evaluate the university's financial performance.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

6.4.2

Funds / Grants received from government bodies/non government and philanthropists during the last five years for development and maintenance of infrastructure (not covered under Criteria III and V)

Response: 120

6.4.2.1 **Total Grants received from government and non-government bodies and philanthropists for development and maintenance of infrastructure (not covered under Criteria III and V) year-wise during the last five years (INR in *Lakhs*)**

2023-24	2022-23	2021-22	2020-21	2019-20
120	0	0	0	0

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of the sanction letters received from government/ nongovernment bodies and philanthropists for development and maintenance of infrastructure	[View Document](#)
Annual audited statements of accounts highlighting the grants received.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.4.3

Institution regularly conducts internal and external financial audits regularly

Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections within a maximum of 500 words

Response:

Internal Audit:

The University has established a robust system of internal audit and control within the Finance department, ensuring that all expenses across various categories are thoroughly reviewed and verified. Specific rules and spending limits have been defined, requiring authorization from designated officials and the University's Managing Committee. Before any payments are made, bills and vouchers are meticulously checked in accordance with established accounting practices to ensure proper approvals and documentation. Any discrepancies, objections, or gaps identified are addressed prior to the release of payments.

External Audit:

For several years, M/s Kishore A Parikh & Co., a Chartered Accountancy firm, has served as the University's statutory auditor. The University's accounts are regularly audited to ensure proper maintenance of financial records, compliance with statutory requirements, and adherence to relevant accounting policies and standards. Any queries raised during the audit process are promptly addressed with appropriate documentation to the auditors' satisfaction. The auditors have not raised any significant objections. The final financial statements, including the Balance Sheet and Income & Expenditure account, are duly signed by the Management and the Statutory Auditors. These finalized statements, along with the Auditors' Report and Notes to Accounts, are then submitted to the Finance Committee for review and subsequent approval by the Board of Management.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC)/ Internal Quality Assurance System (IQAS) has contributed significantly for institutionalizing the quality assurance strategies and processes, by constantly reviewing the teaching-learning process, structures & methodologies of operations and learning outcomes, at periodic intervals

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of –

- **Incremental improvements made for the preceding five years with regard to quality (in case of first cycle)**
- **Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)**

Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500

words

Response:

NMIMS is committed to ensure quality in all its academic and research programs across various levels.The establishment of (IQAC), has played a pivotal role in driving numerous quality assurance and enhancement initiatives. The IQAC, chaired by the Vice-Chancellor, serves as the primary decision-making body for major academic and co-curricular activities. It's composition includes faculty and staff from all Schools, along with current students, alumni, and industry experts.

Process -1 Technology integration to Monitor Academic Processes; Development of Dashboards

The University across its schools implemented Dashboards as an IQAC initiative by Power BI System a valuable tool to monitor academic processes on a real-time basis.

Context

The Vice Chancellor and Chairperson of IQAC at NMIMS has led this initiative with a clear focus on ensuring that academic processes deliver tangible value while staying at the forefront of innovation. This approach is designed to enhance our operations, improve decision-making, and ultimately offer greater value to our students and stakeholders.

Through this initiative, University has been able to make informed decisions, streamline operations, and elevate the overall quality of academic programs. NMIMS's steadfast commitment to expanding our digital capabilities and harnessing cutting-edge AI technology to enrich our educational offerings is unwavering. To empower students to achieve their full potential, Deans, Directors, and Faculty have been actively engaged with these nine dashboards, ensuring their optimal use and providing valuable insights that will guide future improvements.

Outcome

Deeper insights to the University datasets and continuous monitoring of key metrics, and drive data-driven strategies, leading more informed and effective decision-making processes.

Process -2 : Implementation of Outcome-Based Education (OBE)

NMIMS adopted OBE for all its technical programs since 2015. The other non technical and professional programs at the University also adopted this shift from input – output model to OBE. The focus has drifted from teacher centric to learner centric.

The School of Business Management adopted process of assurance of learning and the school was accredited and reaccredited by AACSB, an international gold standard in management schools. **The School of Engineering had three of its programs accredited among the initial 35 accredited programs by the NBA at the time of signing with Washington Accord.**

At the School of Science and Pharmacy, Program Outcomes (POs) are articulated as defined by the National Board of Accreditation (NBA). For all other Programs, POs, have been defined by a Committee of senior faculty headed by the Dean of the respective School. In addition to these POs,

which are generic, we have also defined 2-4 Program Specific Outcomes (PSOs) for each Program. All programs have identified and articulated the graduate attributes and drafted POs and PEOs in alignment with the University's vision and mission.

NMIMS IQAC regularly holds 'OBE Workshops' to educate and train the faculty on various aspects of OBE implementation, i.e., formulation of POs, PSOs, PEOs, and COs for their respective Programs/Courses, CO, PO Attainment, etc.

Flow Chart for processes carried out for the attainment of COs, POs-PSOs is given in the link below:

https://upload.nmims.edu/naac/naac%202024/C6/Flow Chart.pdf

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

6.5.2

Institution has adopted the following for Quality assurance*:*

1. **Academic and Administrative Audit (AAA) and follow up action taken**
2. **Conferences, Seminars, Workshops on quality conducted**
3. **Collaborative quality initiatives with other institution(s)**
4. **Orientation programme on quality issues for teachers and students**
5. **Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc**
6. **Any other quality audit recognized by state, national or international agencies**

Response: A. Any 5 or more of the above

File Description	Document
Supporting documents pertaining to NIRF (along with link to the HEI's ranking in the NIRF portal) / NBA / ISO as applicable and valid for the assessment period.	[View Document](#)
List of Orientation programmes conducted on quality issues for teachers and students along with geotagged photos and supporting documents	[View Document](#)
List of Conferences / Seminars / Workshops on quality conducted along with brochures and geo-tagged photos with caption and date.	[View Document](#)
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.5.3

Incremental improvements made for the preceding five years with regard to quality (in case of first cycle NAAC A/A)

Post accreditation quality initiatives (second and subsequent cycles of NAAC A/A)

Response:

NMIMS has adopted various effective measures of Quality Improvement post NAAC Accreditation (2016-2017) as follows.

Area of Improvement	Improvements
Quality Accreditations, Rankings & Certifications	- SBM received International Accreditation AACSB and EQUIS for SBM Programs. - School of Business ranked within100 in global FT Rankings for three consecutive years. - Green Audit, Environment Audit and Energy Audit conducted. - NIRF Rankings within 50 last two years, and School of Pharmacy ranked 10th in NIRF 2024.
Academic Infrastructure	NMIMS has begun implementing the NEP

	curriculum structure across all its programs, aligning with the latest educational reforms. 62 value-added courses have been introduced during last five years and transited Outcome-Based Teaching and Learning (OBTL).
Internationalization	Establishment of Centre of International Studies with 34 International active MoU's for student/faculty exchanges, internships, on the job trainings and semester exchanges. University level internalization strategy have been devised for offering joint/ dual degree programs/twinning programs.
Research	NMIMS has seen a substantial increase in Ph.D. enrollments, research publications, and projects, reflecting its growing emphasis on academic research. The quality of publications has also significantly improved, with higher H-index scores and increased citations. The statistical data for the last five years: H-Index: 48 (Scopus) and 43 (WoS) No. of Citations: 14139 (Scopus) and 10035 (WoS) Publications: 1446 PhD enrollments: 205 In addition, the university has formulated a research promotion, a financial support, and a research reward policy. The University provides seed money to encourage innovative research. The institution has also enhanced its research infrastructure by establishing specialized labs Analytics Lab, Bloomberg Lab, Nano Lab, Cell Culture Lab, AI Lab, and a 3D Printing Lab, equipped with advanced instruments such as RTPCR and LCMS. Furthermore, NMIMS has set up a Central Instrumentation Centre to support research initiatives across the campus, promoting a robust research ecosystem.
Student Support and Career Counselling	More than 200 activities and events including academic and non-academic are organized by Schools, student driven clubs and placement office of the University for the holistic development of students. As a result, more than 2% of the outgoing

	students has cleared national and international level of competitive examinations during last five years and 68% of the students were provided Scholarships. The University has three full time counsellors ensuring mental wellbeing of students.
Alumni Relations	University has registered Alumni Associations
Examination & Evaluation	100 % Automation of Examination & Evaluation System using ERP Solution and Migration of data to ABC portal
Sources of Revenue	Total revenue of more than 25 Cr has been generated through MDPs and Consulting by faculty members of the University during the last five years.
Human Resources	NMIMS has implemented Oracle/ERP systems to streamline and optimize its HR operations, enhancing efficiency and management of human resources processes across the institution. Recruitment of Professor of Practice, appointment of chair.
Infrastructure Facilities	NMIMS provides a well-equipped gym on campus and offers separate common rooms for girls and boys. For health emergencies, NMIMS has an ambulance service on call and maintains a tie-up with Nanavati Hospital, ensuring prompt medical assistance when needed.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

NMIMS (Narsee Monjee Institute of Management Studies) has consistently promoted gender equity and sensitization within its curricular and co-curricular activities, fostering an inclusive and supportive environment for all students, particularly women. The institution's commitment to these values is evident through various initiatives, policies, and facilities.

Curricular and Co-Curricular Activities

1. **Inclusive Curriculum**:
   - **Diverse Course Offerings**: NMIMS incorporates gender studies and related topics into its curriculum, promoting awareness and understanding of gender issues among students.
   - **Case Studies and Projects**: Courses often include case studies that address gender dynamics in business and society, encouraging students to think critically about these issues.
2. **Workshops and Seminars**:
   - **Gender Sensitization Workshops**: Regular workshops are conducted to educate students about gender sensitivity, equality, and the importance of a respectful and inclusive environment.
   - **Guest Lectures**: Experts from various fields are invited to speak on topics related to gender equity, offering students diverse perspectives and deeper insights.
3. **Student Organizations and Clubs**:
   - **Clubs**: NMIMS has several clubs which organizes activities focused on women's issues, such as the Women in Business, debates, panel discussions, and awareness campaigns to promote gender equality and also provides a platform for female students to network, share experiences, and support each other.

Facilities for Women on Campus

1. **Safety and Security**:
   - **24/7 Security**: The campus is equipped with robust security measures, including CCTV surveillance and security personnel, ensuring the safety of all students.
2. **Support Services**:
   - **Counselling and Support**: The institution offers counselling services where trained professionals provide support to students facing gender-based issues or any other personal challenges.

- **Grievance Redressal Mechanisms**: NMIMS has established grievance cell and Internal Complain Committee to address and resolve complaints promptly and fairly.

3. **Infrastructure**:
   - **Dedicated Spaces**: There are designated areas for women, such as common rooms and restrooms, sanitary pad vending machine installed in washrooms which are well-maintained and easily accessible.
   - **Healthcare Facilities**: On-campus healthcare services are available to all students, with special provisions for women's health and wellness.

Conclusion

NMIMS's commitment to gender equity and sensitization is reflected in its comprehensive approach to curricular and co-curricular activities, coupled with robust support facilities for women on campus. NMIMS encourages women in leadership roles at school and University level. By fostering an environment that values respect, inclusion, and equality, NMIMS not only empowers its female students but also prepares all its students to contribute positively to a diverse and inclusive society.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

7.1.2

The Institution has facilities for alternate sources of energy and energy conservation measures
1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment
6. Wind mill or any other clean green energy

Response: A. Any 4 or more of the above

File Description	Document
Permission document for connecting to the grid from the Government/ Electricity authority.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Geo-tagged photographs of the facilities.	[View Document](#)
Bills for the purchase of equipment's for the facilities created under this metric	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.3

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

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

Response:

SVKM's NMIMS has facilities for effective management of all types of degradable and non-degradable waste.

Solid Waste Management:

At NMIMS, Solid waste is carefully segregated into biodegradable and non-biodegradable categories and handed over to the municipal waste disposal facility for proper management. The institution has also signed a Letter of Agreement (LoA) with Bisleri International Ltd. under their "Bottles for Change" CSR initiative, further enhancing its waste management efforts. The campus is equipped with over 1,000 recycling bins designated for the collection of dry and wet waste, including food waste, paper waste, general solid and liquid waste, fallen flowers and leaves, plastic packaging, food wrappers, and plastic bags. NMIMS works closely with waste collection agencies, particularly Shah Trading and Company, to ensure the proper segregation and disposal of various types of waste, reinforcing its commitment to sustainable practices.

Liquid Waste Management:

The liquid waste generated at the institute is safely disposed using standard procedures. The institute is equipped with a Sewage Treatment Plant (STP) to manage wastewater. Additionally, advanced

wastewater treatment plants have been installed to further process and treat the wastewater produced on campus, ensuring safe and efficient disposal in line with environmental standards.

Water Recycling and Reuse:

At the institute, treated water is recycled and reused for various purposes, such as flushing, and landscaping, significantly reducing the demand for fresh water. An efficient and well-maintained sewage system ensures the proper collection and transportation of wastewater to treatment facilities. Regular monitoring of water quality and compliance with environmental regulations guarantee that treated water meets safety standards, including reporting on potability. To promote water conservation, the institute runs awareness and education programs for students and staff, emphasizing the importance of responsible water use and proper waste disposal to reduce pollution. Additionally, sustainable practices, such as the use of eco-friendly cleaning products and minimizing water wastage, are implemented to enhance overall water management. The institute also collaborates with local water management authorities to ensure that campus efforts are aligned with broader municipal water management strategies.

Biological Waste Management

SVKM's NMIMS partnered with SMS Envoclean, an authorized organization for biomedical waste disposal, to ensure proper management of waste generated at the animal house. SMS Envoclean sends personnel to the facility twice a week for the collection of biomedical waste, maintaining a consistent and safe disposal process. Within the animal facility, sacrificed laboratory animals and related experimental materials are disposed of as biomedical waste in designated yellow bags provided by the organization, ensuring compliance with biomedical waste management protocols.

E-waste Management

The institution has implemented a comprehensive approach to electronic waste (e-waste) management, starting with designated collection points on campus to ensure the proper segregation of e-waste from other types of waste. This is further strengthened through a partnership with Green Life E-waste Recycling Pvt. Ltd., an authorized recycler, ensuring that all e-waste is disposed of safely and responsibly.

File Description	Document
Geo-tagged photographs of the facilities	[View Document](#)
Any other relevant information	[View Document](#)
Relevant documents like agreements/MoUs with Government and other approved agencies	[View Document](#)

7.1.4

Water conservation facilities available in the Institution:

1. **Rain water harvesting**

> **2.** Borewell /Open well recharge
> **3.** Construction of tanks and bunds
> **4.** Waste water recycling
> **5.** Maintenance of water bodies and distribution system in the campus

Response: A. Any 4 or more of the above

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Green audit reports on water conservation by recognised bodies	[View Document](#)
Geo-tagged photographs of the facilities.	[View Document](#)
Bills for the purchase of equipment's for the facilities created under this metric.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.5

Green campus initiatives include

Describe the Green campus initiative of the institution including Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic, landscaping with trees and plants etc in 500 words

Response:

At NMIMS, Green campus initiatives aim to create sustainable and environmentally friendly educational environments by reducing the ecological footprints, promoting sustainability. NMIMS has taken significant steps in implementing various green initiatives that reflect its commitment to environmental stewardship.

One of the key components of these initiatives is the **restricted entry of automobiles**. To reduce environmental pollution, the institute encourages the use of public transport and has restricted automobile access at the main entrances. Only selected vehicles are granted parking privileges on the university premises. To enforce this, strategic notices are placed around the campus, and vehicle entry is monitored by issuing passes to those permitted on campus.

In line with promoting sustainable transportation, NMIMS has introduced **battery-powered vehicles** for the use of security staff, which ensures low emissions and efficient commuting. The campus also promotes the use of bicycles to further reduce carbon footprints and encourage healthier modes of transport.

To complement the restrictions on vehicle entry, NMIMS offers **pedestrian-friendly pathways** throughout the campus. With fewer cars on campus, these pathways provide a safe and pleasant environment for students, staff, and faculty.

Another critical initiative is the **ban on single-use plastics**. The use of plastic products like bottles, bags, spoons, straws, and cups is strictly prohibited on campus. Awareness campaigns are held, and orientation sessions are conducted to educate staff and students on the importance of reducing plastic waste. Display boards are also installed across the campus to reinforce the message of eliminating single-use plastics, contributing to a cleaner environment.

NMIMS also focuses on **landscaping with trees and plants** to create a cleaner and greener atmosphere. Tree plantation activity is a regular feature of the University. Trees and plants are carefully planted around the campus to provide a serene environment for learning while improving air quality. The landscaping initiative not only adds aesthetic value but also helps in reducing the campus's carbon footprint.

In its effort to adopt **renewable energy**, NMIMS has installed solar panels to power campus facilities, significantly reducing its dependence on non-renewable energy sources. To further conserve energy, NMIMS has implemented **energy-saving practices** such as using LED lighting, energy-efficient appliances, and optimizing heating, ventilation, and air conditioning (HVAC) systems.

Waste management is another cornerstone of the green campus initiatives. NMIMS has partnered with Bisleri under its "Bottles for Change" program to recycle plastic bottles. In addition, the campus provides recycling bins across its facilities, encouraging the segregation of recyclables like paper, plastic, glass, and metal. This ensures that waste is managed responsibly and that recyclable materials are repurposed efficiently.

Efficient water usage is promoted through the installation of low-flow toilets, faucets, and showerheads, which help in reducing water consumption. The campus also employs **rainwater harvesting** techniques to collect rainwater for non-potable uses. Additionally, **water recycling** systems have been put in place to treat and reuse wastewater, further reducing the demand for fresh water.

Through these initiatives, NMIMS not only reduces its ecological footprint but also serves as a model for other educational institutions, demonstrating how green practices can be integrated into daily operations.

File Description	Document
Policy document on the green campus/plastic free campus.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Geo-tagged photographs/videos of the facilities.	[View Document](#)
Circulars and report of activities for the implementation of the initiatives document	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.6

Quality audits on environment and energy are regularly undertaken by the institution

The institutional environment and energy initiatives are confirmed through the following

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

Response: A. All of the above

File Description	Document
Report on environmental promotional activities conducted beyond the campus with geo-tagged photographs with caption and date	[View Document](#)
Policy document on environment and energy usage Certificate from the auditing agency.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Green audit report of all the years from recognized bodies	[View Document](#)
Certificates of the awards received from recognized agency (if any).	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.7

The Institution has Differently-abled (Divyangjan) friendly, barrier free environment

Write description covering the various components of barrier free environment in your institution in maximum of 500 words

- **Built environment with Ramps/lifts for easy access to classrooms**
- **Divyangjan friendly washrooms**
- **Signage including tactile path, lights, display boards and signposts**
- **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
- **Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response:

At NMIMS, we are dedicated to fostering an inclusive and accessible environment for differently-abled individuals, ensuring equal opportunities and support for all. Our barrier-free campus design and services facilitate the independent functioning and active participation of Divyangjan in both academic and campus life.

One of the key components of our inclusive infrastructure is the built environment, which features ramps and lifts for easy access to classrooms and other campus facilities. Ramps and elevators are strategically placed at building entrances and throughout the campus, ensuring seamless mobility for students, faculty, and staff with physical disabilities. These modifications enable individuals with mobility impairments to independently navigate classrooms, libraries, auditoriums, and other areas with ease and comfort.

We also provide Divyangjan-friendly washrooms across the campus. These restrooms are designed with safety and convenience in mind, featuring non-slip floors, grab bars, and other accessibility features. The facilities ensure that differently-abled individuals can use restrooms independently, promoting autonomy and dignity for all.

Accessible signage is another essential aspect of our inclusive campus design. For visually impaired and hearing-disabled individuals, NMIMS has implemented tactile paths to guide movement throughout the campus. Additionally, signboards, display boards, and well-placed lights provide clear directions and enhance visibility. These features foster an inclusive environment by enabling all individuals to navigate the campus with ease.

To further support differently-abled students, NMIMS integrates assistive technology and facilities. Our accessible website is compatible with screen-reading software, making it easier for visually impaired students to access online resources. In addition, mechanized equipment and assistive devices are

available to meet a variety of needs. The library also provides specialized software like Supernova and NVDA to support visually impaired users, enabling them to fully engage in their academic work.

The provision of inquiry and information services is another crucial element of our approach. The Reception Counter is equipped to provide human assistance, answering queries and guiding individuals around campus. NMIMS also ensures that disabled students receive the necessary academic support during exams, offering readers, scribes, and soft copies of reading materials. Screen reading tools and font enlargement options further cater to the diverse needs of our students.

Through these initiatives, NMIMS is committed to creating a truly inclusive and barrier-free campus. By continuously working to remove physical, technological, and attitudinal barriers, we ensure that all students, regardless of their abilities, can thrive in their academic pursuits and actively participate in campus life.

File Description	Document
Upload supporting document	[View Document](#)

7.1.8

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

Response:

NMIMS is deeply committed to fostering an inclusive environment that embraces tolerance, harmony, and respect for diversity in all its forms, including cultural, regional, linguistic, communal, and socio-economic dimensions. To achieve this, the institution has undertaken a variety of initiatives aimed at promoting understanding and inclusivity across the campus community.

A key effort is the promotion of a **diverse student body**. NMIMS encourages students from various cultural, regional, and linguistic backgrounds, both from within India and internationally. This diversity not only enriches the student experience but also fosters cross-cultural interactions and understanding among peers, preparing students for success in a globalized world.

To celebrate this diversity, NMIMS regularly organizes **cultural events and celebrations**. These events showcase the traditions, arts, festivals, and cuisines of different regions and communities, giving students the opportunity to learn about and appreciate each other's cultural heritage. These celebrations create a vibrant and dynamic campus atmosphere that values inclusivity.

Language support services are offered to help students improve their proficiency in languages other than their own, enhancing their communication skills and promoting linguistic diversity.

The institute also emphasizes **socio-economic inclusion** by providing scholarships, financial aid, and support programs for students from economically disadvantaged backgrounds. These initiatives ensure

that all students, regardless of their financial circumstances, have equal access to education and opportunities for academic success.

In addition to internal efforts, NMIMS engages with local communities through **community outreach and engagement** programs. These initiatives, often in partnership with NGOs and social organizations, encourage students to participate in community service, promoting social responsibility and an understanding of socio-economic diversity.

To further support inclusivity, NMIMS conducts **sensitivity training and workshops** for faculty, staff, and students. These sessions raise awareness about diversity, inclusion, and tolerance, and aim to create a campus environment where all individuals feel respected and supported.

Student support services are also tailored to meet the diverse needs of the student body. Counselling, mentoring, and academic advising are provided to ensure that students from all backgrounds feel valued and supported throughout their academic journey.

NMIMS faculty members and researchers engage in **research and academic initiatives** that explore issues related to diversity, multiculturalism, and inclusion. These studies contribute to the broader understanding of these topics and help promote inclusivity both on campus and in society. University offers programs like B. Arch where the curriculum has a emphasis on Indian heritage

Finally, **leadership and commitment** from the institution's administration play a crucial role in fostering a culture of inclusivity. NMIMS's leadership sets the tone for respectful interactions and policies that prioritize diversity, ensuring that it remains a core value of the institution.

Through these initiatives, NMIMS demonstrates its commitment to creating a diverse, inclusive, and supportive campus environment. By celebrating differences and promoting understanding, the institution nurtures a community where all students, regardless of their background, feel empowered to succeed both academically and personally.

File Description	Document
Any other relevant information	[View Document](#)
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	[View Document](#)

7.1.9

Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.

Response:

At NMIMS, the sensitization of students and employees to constitutional obligations, values, rights, duties, and responsibilities is a key focus, aimed at fostering a well-informed, responsible, and ethical community. The university employs various strategies to instill these principles across its campus.

Curriculum Integration is one of the primary approaches. NMIMS ensures that constitutional studies and civic education are embedded in its curriculum across disciplines. This allows students from diverse fields of study to develop a foundational understanding of constitutional values, rights, and duties, equipping them with knowledge that extends beyond their academic disciplines.

The university also hosts **workshops and seminars** featuring experts in fields such as constitutional law, human rights, and civic engagement. These sessions provide students and employees with opportunities to engage with complex issues and deepen their understanding of constitutional principles. Guest lectures and panel discussions further enhance this learning experience.

Orientation programs for new students and employees often include specific sessions on constitutional obligations and civic responsibilities. These programs set expectations for conduct and instill the core values of the university, ensuring that all members of the NMIMS community are aware of their responsibilities as citizens.

NMIMS places a strong emphasis on **ethics and integrity initiatives**. These initiatives promote the application of constitutional values such as justice, liberty, equality, and fraternity in daily actions and decision-making. The University celebrates Constitution Day, Independence day, Republic day an participate under Swachh Bharat mission.

Employee training programs are another important aspect of NMIMS's approach. These programs ensure that faculty and staff are well-versed in constitutional obligations and can effectively teach and guide students on these issues. Training may also include workshops on diversity, equity, and inclusion, emphasizing the importance of upholding constitutional principles in a modern educational environment.

Student clubs and societies dedicated to civic engagement, human rights, and social justice play a crucial role in promoting constitutional awareness. These groups offer platforms for students to actively participate in discussions and activities that advocate for constitutional rights and responsibilities, encouraging a culture of activism and civic responsibility on campus. School of law regularly organise legal Aid Clinic activities providing free legal advize to community. The Social Responsibility Forums at NMIMS are dedicated to advancing the Sustainable Development Goals (SDGs) through a variety of impactful initiatives. These efforts focus on key SDGs such as Gender Equality, Quality Education, Climate Action, and Sustainable Communities. The forums organize workshops, seminars, and interactive sessions that spotlight these specific goals, encouraging active participation and awareness among students. Additionally, they engage in community service through projects like We Care, which connect students with local NGOs to address critical social issues.

To promote understanding of fundamental rights and duties, the forums conduct educational campaigns covering topics such as constitutional rights and civic responsibilities. Guest lectures from legal experts and activists further enrich students' knowledge and inspire them to engage in social issues.

Through these initiatives, NMIMS's Social Responsibility Forums not only align university activities

with the SDGs but also empower students to become responsible and informed members of society.

File Description	Document
Any other relevant information	[View Document](#)
Details of activities that inculcate values necessary to nurture students to become responsible citizens	[View Document](#)

7.1.10

The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

1. The institutional Code of Conduct principles are displayed on the website
2. There is a committee to monitor adherence to the institutional Code of Conduct principles
3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff
4. Annual awareness programmes on Code of Conduct are organized

Response: A. All of the above

File Description	Document
Report on the student attributes facilitated by the Institution	[View Document](#)
Policy document on code of ethics.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Handbooks, manuals and brochures on human values and professional ethics	[View Document](#)
Document showing the Code of Conduct for students, teachers, governing body and administration as approved by the competent authority.	[View Document](#)
Constitution and proceedings of the monitoring committee.	[View Document](#)
Circulars and geo-tagged photographs with date and caption of the activities organized under this metric for teachers, students, administrators and other staff.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.2 Best Practices

7.2.1

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

Response:

Best Practice 1:

Holistic Student Development: NMIMS Six-Dimensional Approach

Objective:

The primary objective is to ensure the holistic development of students by nurturing their intellectual, physical, emotional aesthetic, social, and spiritual capabilities.

Context

Recognizing that true success extends beyond intellectual achievement, NMIMS has adopted a

comprehensive approach to student development, grounded in six key dimensions: intellectual, physical, emotional aesthetic, social, and spiritual capabilities. This Six-Dimensional Model ensures that students are equipped with the knowledge, attitude, skills, and human values necessary to succeed in all areas of life.

Practice

At NMIMS, significant efforts are made to encourage students to participate in value-based learning initiatives, focusing on their intellectual, physical, emotional, aesthetic, social, and spiritual development.

Intellectual

At NMIMS, intellectual development thrives within a dynamic and forward-thinking environment via Industry partnerships and collaborations with global leaders & Universities such as Bosch-Rexroth and Accenture, offering Value-added and interdisciplinary Courses and implementing Outcome-Based Education (OBE) and Assurance of Learning (AOL).

Physical

The University offers state-of-the-art sports facilities, including gymnasium, dedicated sports arena, to encourage an active and healthy lifestyle and conducts activities such as intra-mural sports, the Fit India campaigns, yoga sessions etc. by providing guidance through specialized coaches and acknowledging the students representing NMIMS at state, national, and international levels.

Social Responsibility

Social service and empathy are cultivated through establishment of Social Responsibility Forum at each School and organizing activities like Ek Prayas – Social Conclave, Vagyuddha, Organ Donation Drive etc.

Aesthetic

University encourages active engagement for students in creative and cultural pursuits. Students are provided with numerous platforms to explore their talents in music, dance, theatre, and visual arts,through university-organized cultural festivals like Pragna by SBM, Satva by the School of Engineering, and Urja by the School of Pharmacy, Innovation Challenge.

Spiritual Well-being

Recognizing the significance of inner growth and ethical grounding, NMIMS places a strong emphasis on promoting spiritual well-being. Through a variety of activities aimed at fostering mindfulness, self-awareness, and value-based leadership. Initiatives such as the celebration of International Yoga Day, meditation workshops, courses on Human Values and Ethics, and open dialogues on spirituality provide students with a deeper sense of purpose and moral responsibility.

Emotional

NMIMS provides a robust support system, including access to counselling services, stress management

programs, and peer support networks. In addition, NMIMS implements a mentor-mentee policy, providing students with personalized guidance beyond academic concerns.

Evidence of Success

The successful implementation of various initiatives at NMIMS is evident from the rising number of students coming up for volunteering in activities and receiving more than 137 national and international awards.

A testament to the success of these initiatives comes from our **alumni**, many of whom have become successful entrepreneurs and leaders in their fields. They continue to give back by mentoring students in **placements** and **higher education opportunities** leading to over **75% placement** and **40% of students progressing to higher education**.

Problems Encountered & Resources Required

- Demographic challenges related to students 'travel commute times,
- Balancing academics and extracurricular activities.
- Peer pressure arising from diverse student backgrounds.

Best Practice 2

Title

Promoting Sustainability through Community Engagement - We Care: Civic Engagement Internship

Objectives

- To foster analytical skills and create abilities amongst students to be socially sensitive and inclusive
- To imbibe empathy amongst students

Context

At the turn of the millennium, the world's nations adopted SDGs to combat global poverty and reduce inequities. Subsequently, the Govt of India mandated businesses to integrate SDGs in their value chain and recognize the community's relevance as a stakeholder. Following that, NMIMS has taken many initiatives, For Instance

- All faculties at NMIMS have social responsibility forum
- Embedded sustainability-related issues in its curriculum
- SBM instituted the Jasani Centre for Social Entrepreneurship & Sustainability Management in 2010.
- Inclusion of three-week ''We Care: Civic Engagement ' internship as a non-credit subject

Practice

Under 'We Care: Civic Engagement' internship , third trimester of the MBA Students are placed in social

sector organizations at the pan-India level to work on projects such as developing management plans,resource mobilization, research, etc, and aligning their work to relevant SDGs.

The internship process includes on boarding 250-300 social sector organizations needing management interns, profiling students, sharing their CVs, and finding a strategic fit between students' aspirations and skill sets with the organization's requirements under faculty mentors. and each faculty member mentors 12-15 students.

Fig 1

SOP for We Care Internship

https://upload.nmims.edu/naac/naac 2024/C7/img/fig 1.jpg

In the first week of internship, post-induction students brainstorm with the faculty mentors to finalize their proposed action plan thereafter, in next ten days, projects are allotted. In three days', time students draft and present their reports.

5. **Evidence of Success**

In last five years more than 3000 SBM students have interned across 25 States/4 Union territories in over 500 organizations and two international countries (Nepal & Bangladesh).

Fig 2

Alignment of SDGs with Projects: 2019-20- 2023-24

https://upload.nmims.edu/naac/naac 2024/C7/img/fig 2.jpg

Fig 3

Types of Projects Undertaken by Students

https://upload.nmims.edu/naac/naac 2024/C7/img/fig 3.jpg

Feedback data indicates that 97 % of students had a great learning experience.88 % of organizations were highly satisfied with our students. 50 % of our students offered support in digitalizing processes, technology transfer, augmenting plans, and impacting the organization's service delivery systems and reach.

We have received several accolades for our experiential learning model. The latest being the Social Innovation Award- (Innovations That Inspire) conferred to us by Association to Advance Collegiate Schools of Business (AACSB) in 2023. The validation has aided in scaling the internship to seven Campuses/Schools of NMIMS. 40 per cent of our alumni are actively volunteering, and few have become social entrepreneurs. Our mission of creating socially adept managers and transformational leaders to create shared value has gained momentum.

6. **Problems Encountered and Resources Required**

Problems Encountered	Resources Required
Locating credible NGOs in interior parts of India	Appointing special staff and faculty members to facilitate placement
Few NGOs are not aware of the skill sets of management students and, hence, are reluctant to place students.	Appointing special staff and faculty members to orient NGOs

File Description	Document
Any other relevant information	[View Document](#)
Best practices as hosted on the Institutional website	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

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

Response:

7.3: Institutional Distinctiveness

NMIMS University has consistently upheld its commitment to excellence in education, research, and innovation, aligning with its vision of becoming a globally recognized premier academic institution. This dedication is reflected in strategic initiatives that prioritize global recognition, academic rigor, industry connect and international collaboration. A key strength of NMIMS is its commitment to good academic governance, ensuring integrity and excellence across all operations. Acronym to University's governance framework, is aptly named as **PRACTICE**, embodies core principles: **P**articipative leadership, **R**esponsiveness, **A**ccountability, **C**ompliance, **T**ransparency, **I**nclusivity, **C**onsensus, and **Efficiency and Effectiveness.** Together, these elements create a strong foundation for NMIMS, positioning it as a model institution in higher education and being very distinct amongst the peers.

1. Participative Leadership: NMIMS promotes a participative leadership style, wherein faculty, students, and administrative staff are all encouraged to provide input on institutional decisions. NMIMS involves various academic and administrative bodies. Key decision-making bodies like the Board of Studies, Deans' Council, Academic Council and Board of management play an integral role in shaping the university's academic policies, curriculum design, and overall strategic direction. This participative approach empowers faculty and administrative staff to contribute to the university's development and shared leadership.

2. Responsiveness: The university is highly responsive to both regulatory requirements and the evolving

needs of its student body. NMIMS is known for its agility in adapting to changes in academic regulations, technology trends, and industry demands, ensuring its students are equipped with relevant skills and knowledge to be more employable. The implementation of e-learning platforms, online assessments, and other technological tools have further improved the efficiency and responsiveness of academic delivery.

3. Accountability: At NMIMS, faculty and staff are held accountable for academic and administrative success through regular performance reviews, audits, and feedback mechanisms. Faculty are encouraged to improve their teaching, research, and student engagement, with progress tracked through specific goals. The Career Advancement Scheme (CAS) supports faculty growth and ensures they meet institutional standards. These systems foster accountability and excellence across all the functions.

4. Compliances: NMIMS University strictly adheres to the standards of educational authorities like the UGC, AICTE, PCI, BCI and COA, ensuring academic discipline and infrastructure compliance. NMIMS norms, such as 80% attendance for exam eligibility, are rigorously enforced. Admissions are purely merit-based, with no management quota or capitation fees. The curriculum aligns with NEP 2020 guidelines. Law students benefit from state-of-the-art moot court facilities. The university also provides robust library and computer lab resources in line with all the requirements, ensuring students have access to the latest tools and technologies.

5. Transparency: Transparency is a cornerstone of NMIMS's governance, fostering trust through open communication with students, faculty, and stakeholders. The university ensures access to information via its website and regularly shares updates through the VC Chronicle, sent to stakeholders every Monday. Key policies are clearly outlined in documents like the Student Rule Book, Faculty Handbook, and Service Rules. NMIMS also leads in technology-driven education, utilizing tools such as SAP-powered ERP, Oracle HRM, and Power BI for efficient, automated processes across Admissions, Student Life cycle management, Examinations, HR, Accounts and also has its own Institutional learning management.

6. **Inclusivity:** Inclusivity is central to NMIMS's educational approach, reflected in its diverse student body and commitment to equal opportunities. Scholarships, outreach programs, and support services ensure access to education for all, while an inclusive curriculum promotes critical thinking and global awareness. NMIMS supports differently-abled students with accessible campuses, assistive technologies, and tailored learning resources. The university fosters a safe, welcoming environment through anti-discrimination policies, gender-sensitization initiatives, and support groups.

7. Consensus-Oriented Decision-Making: NMIMS employs a consensus-oriented approach when it comes to major decisions regarding academic policies, infrastructure improvements, and strategic initiatives. By involving a wide range of stakeholders, from faculty to administrative staff, the university ensures that decisions are well-rounded and reflect the collective input of its community.

8. Efficiency and Effectiveness: NMIMS operates with high administrative efficiency and academic effectiveness, utilizing advanced technologies to streamline processes. SAP-powered ERP systems automate tasks like finance, procurement, and student services. Oracle-powered HRM software manages recruitment, payroll, and employee evaluations, optimizing workforce management. Power BI is used for data-driven decision-making, offering detailed reports and dashboards. On the academic side, Learning Management System (LMS) supports teaching, assessments, and communication. Advanced exam software ensures a seamless and transparent examination process. These technological solutions enhance both operational efficiency and academic delivery, supporting NMIMS's mission for excellence.

Conclusion

NMIMS's journey toward global recognition has been strategically aligned with its robust governance structure. With a clear vision to rank among the top 5 universities in India by 2025, the top 25 in the Asia-Pacific region, and within the top 500 globally by 2030, NMIMS is focused on fostering academic excellence on a global scale. This vision is driven by a commitment to good governance, embodied in the PRACTICE principles. One of NMIMS's standout achievements in this regard is its strong presence in both national and international rankings & Accreditations. For example, the university's Pharma program consistently ranks among the top 10 in India according to the (NIRF), School of Business Management (SBM) has earned two of the most respected international accreditations: AACSB (Association to Advance Collegiate Schools of Business) and EQUIS (European Quality Improvement System). Fewer than 5% of business schools worldwide hold these accolades, highlighting NMIMS's commitment to delivering world-class education that meets the highest standards of quality. The university also holds a prestigious NAAC A+ accreditation in its fourth cycle and has been granted autonomy by the University Grants Commission (UGC).

NMIMS's pursuit of global recognition, guided by its PRACTICE governance model rooted in technology, accountability, and transparency, enhances operational efficiency and fosters participative leadership. This approach builds trust among stakeholders and solidifies NMIMS's standing as a premier educational institution both in India and globally. With prestigious accreditations such as NAAC, AACSB, and EQUIS, NMIMS sets a high standard for academic excellence, serving as a benchmark for institutions across India and the Asia-Pacific region.

File Description	Document	
Appropriate webpage in the Institutional website	[View Document](#)	
Any other relevant information	[View Document](#)	

5. CONCLUSION

Additional Information :

- Total number. of Value Added Programs: 62
- Introduction of new courses in last 5 years: 1134
- Total number of programs at NMIMS: 50 + Doctoral Programs
- Total unique faculty in last 5 years: 644
- Total students in latest Academic Year : 12016
- Total projects per teacher: 2.85
- Average Seed Money sanctioned : 52 Lakhs
- Total amount of funded projects: Over 30 crores
- Total patents: 23
- Total MoUs: 60
- Total number of extension activities: 14
- Faculty student ratio: 1:19
- Computer student ratio: 1:4
- Students provided with scholarships: 68%
- Students progressed to higher studies: 40.38%
- Percentage of students placed: 77%
- Consultancy: Rs. 14.15 crores
- Percentage of Faculty members attended FDPs/MDP's : 63.06%
- Percentage of Faculty Members given Financial Support : 64.06

Concluding Remarks :

The testimonial of being successful in imparting quality education is the ranking of the University as well as international accreditations. NMIMS is among a select group of institutions in India with such prestigious accreditations and ranking, which reflects its commitment to quality education.

National Institutional Ranking Framework (NIRF) 2024: The Pharmacy School of Mumbai, Shobhaben Pratapbhai Patel School of Pharmacy & Technology Management has secured 10 th rank and has made its place in the top 10. The School of Business Management is ranked 21st, and Technology is in the band 100-150. The University has been ranked 49.

FT Rankings: NMIMS School of Business Management (SBM), Mumbai has once again secured a spot in the Financial Times (FT) top 100 Global Masters in Management (MiM) rankings for 2024, marking its third consecutive year in this prestigious list. Ranked 94th globally, this achievement highlights NMIMS' growing reputation in delivering high-quality management education. The school also ranked notably high in career progress (18th globally) and is ranked 2nd among Indian B-schools for this metric, reflecting the career advancements of its graduates. Additionally, NMIMS saw significant growth in salary-related metrics, demonstrating strong alumni outcomes.

 AACSB Accreditation: NMIMS, School of Business Management was re-accredited by AACSB for the second consecutive time. This reaccreditation highlights SBM's commitment to providing high-quality education through a modern, industry-relevant curriculum. The school's focus was on nurturing critical

thinking, analytical skills, and an entrepreneurial mindset.

EQUIS Accreditation: The School of Business Management, Mumbai secured European EQUIS Accreditation for three years

ABET Accreditation: NMIMS' Mukesh Patel School of Technology Management & Engineering (MPSTME) was accredited by ABET (Accreditation Board for Engineering and Technology). ABET granted accreditation to five B.Tech. programs in Computer Engineering, Civil Engineering, Electronics and Telecommunication Engineering, Mechanical Engineering, and Information Technology. This recognition ensures that the programs meet global standards in engineering education, enhancing the employability of graduates in technical fields.

This consistent recognition places NMIMS among one of the best Deemed to be Universities, reflecting its robust academic framework and its commitment to producing industry-ready graduates.