4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

Neville Wadia Institute of Management Studies and Research (NWIMSR) is permanently affiliated with Savitribai Phule Pune University (SPPU) and approved by AICTE, New Delhi, offering MBA, and Ph.D. programs. The curriculum is designed and revised by an affiliating University. The curriculum is based on outcome-based education (OBE) principles and incorporates the Choice-based Credit system (CBCS) and the grading system.

Effective Curriculum Planning: Before the commencement of the semester, the Academic Committee prepares the academic calendar, timetable, and course allocation. The academic calendar encompasses the academic schedule, holidays, certificate programs, industrial visits, guest lectures, cultural events, exams, and more. The teaching workload is allocated among faculty members based on areas of expertise and experience. Faculty members prepare course files in compliance with university guidelines, and these materials are provided to students at the start of each semester. Furthermore, faculty members methodically plan for curriculum delivery and Concurrent Comprehensive Evaluation (CCE) by preparing teaching plans, question banks, and assignments.

Effective Curriculum Delivery: The curriculum delivery starts in accordance with the academic calendar, timetable and teaching plans. The interactive boards are state-of-the-art, and internet connectivity in classrooms helps in delivering effective lessons. It uses ICT tools like interactive smartboards, LCD Projectors, Google Classroom, YouTube Channels, blogs, etc. to make the teaching-learning process more interesting. Faculty members follow the university's guidelines to map and achieve CO and PO. Case studies, Business games, Business quizzes, Industrial visits, etc. are integrated to enhance experiential learning. The classroom teaching is complemented by guest lectures, seminars, workshops, and certificate courses to acquaint students with emerging industry trends. The institute actively encourages faculty members to organize and participate in FDPs to enhance domain knowledge and foster interaction within the university and industry circles. During the process of curriculum delivery, every faculty carries out the concurrent comprehensive evaluation (CCE).

Concurrent Comprehensive Evaluation (CCE): The faculty members carry out concurrent comprehensive evaluation throughout the semester, including class tests, practical assessments, viva voce, assignments, presentations, and group discussions, in adherence to the university syllabus. CCE provides valuable feedback on the teaching-learning process. Minimum 4 CCE tools are used by every course faculty in every semester for evaluation. The components of concurrent evaluation are structured to provide a balanced assessment of students' abilities across knowledge, skills, and attitude dimensions, using a variety of assessment tools. Summative assessment by the university occurs at the end of the semester.

Co-curricular activities: The institute encourages students to participate in social media Cell, Marketing Club, Research Club, ED Club, and Alumni Association to enhance skills and knowledge beyond the classroom environment.

Feedback: A feedback mechanism is in place to collect inputs from stakeholders. These inputs are reviewed by IQAC and are used to outline the academic calendar for the following year, ensuring an ongoing enhancement of the learning experience.

In conclusion, the institute's curriculum planning and delivery approach emphasizes effective planning, documentation, continuous assessment, and stakeholder feedback, for the holistic development of students.

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

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 27

File Description	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	[View Document](#)
Evidence of course completion, like course completion certificate etc. Apart from the above:	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Other Upload Files	
1	[View Document](#)

1.2.2

Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 63.87

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
187	150	142	103	72

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum

Response:

Gender and Human Values:

The institute ensures a strong commitment to the well-being and empowerment of its female students. It organizes various initiatives such as blood testing, health checkups and folk dance competitions specifically for women. The internal complaint committee conducts regular interaction with students with a set agenda. The institute organizes programs on Women's Day, Women's Laws, and Anti-Harassment for Women, highlighting the importance of gender equality and safety. The awareness programs and distribution of sanitary pads, sessions on POSH, Gender Sensitization, Women's Personal Hygiene, and promoting campus safety. There is a provision of CCTV surveillance, security guards as well as separate hostels for boys and girls inside the premises. Human values are instilled through activities such as visits to orphanages and old age homes, and distribution drives for clothing, food items, and masks.

Environment and Sustainability:

For environmental and sustainability awareness, the institution organizes cleanliness drives, tree

plantation rallies, and campaigns on water conservation and road safety. Moreover, our commitment to social responsibility extends beyond the campus, with the help of active involvement in the activities through our National Service Scheme (NSS) unit. The NSS organizes various social and environmental activities within the institute and neighbouring villages. We focus on initiatives such as tree plantation, village cleanliness, and environmental awareness programs. The college participates in government-led initiatives like Swachch Bharat Abhiyan. The Summer Internships are also offered for further emphasizing environmental awareness and community engagement. Moreover, the college actively engages in social initiatives such as promoting voter awareness, road safety, blood donation, AIDS awareness, and health and hygiene awareness.

Professional Ethics:

The institute also prioritises incorporating ethical and human values into the education process. The institute ensures extracurricular activities, guest lectures on value education and celebration of national days like Republic Day and Independence Day which helps the students to develop moral and patriotic values. The institute takes a holistic approach towards education aiming to create socially responsible and ethical individuals. By addressing societal issues, fostering environmental consciousness and instilling a sense of social responsibility, the institution strives for the holistic development of its students and active community engagement.

The MBA programme at our institution provides a comprehensive curriculum that covers a diverse range of subjects, including gender equality, environmental sustainability, human values, and professional ethics.

Apart from the curriculum, we ensure professional ethics through workshops on research and publication ethics, business plan competitions, and sessions on entrepreneurial expectations.

We provide SOPs to carry out Summer Internship Projects to avoid unethical practices.

Thus, We integrate crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.3.2

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

Response: 42.18

1.3.2.1 **Number of students undertaking project work/field work / internships**

Response: 124

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

1.4.1

Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

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

File Description	Document
Feedback analysis report submitted to appropriate 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	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 96.67

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

2022-23	2021-22	2020-21	2019-20	2018-19
180	120	107	113	60

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

2022-23	2021-22	2020-21	2019-20	2018-19
180	120	120	120	60

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	[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: 98

2.1.2.1 **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)**

2022-23	2021-22	2020-21	2019-20	2018-19
90	60	60	60	24

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

2022-23	2021-22	2020-21	2019-20	2018-19
90	60	60	60	30

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	[View Document](#)
Copy of communication issued by 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 Student Teacher Ratio

2.2.1

Student – Full time Teacher Ratio
(Data for the latest completed academic year)

Response: 19.6

2.3 Teaching- Learning Process

2.3.1

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

Response:

The institute has adopted various student-centric methods through which learning exposure and experiences are ensured by the faculty. The institute has adopted various teaching methods, including experiential learning, participative learning, and problem-solving methodologies. Faculty Members have been trained and equipped with modern ICT tools in addition to Conventional Teaching Tools.

Faculties have attended professional development programs and training to enhance skill sets related to ICT. The classrooms have a smart board with internet connectivity to make teaching more vibrant. Student-centric teaching-learning methods are used to improve student learning. We also focus on the experiential, problem-solving, participative, and collaborative learning for slow, medium and advanced learners.

The various aspects of learning are as below:

Participative Learning:

Smart Classroom aims to increase student engagement and learning. Students are encouraged to actively participate in value-added courses. For advanced learners, these courses promote higher-order thinking. Faculty members use the participative method of teaching, in which, they conduct Presentations, Group Discussions, Mock Interviews, Role Plays, seminars, and webinars. Students are divided into groups of 5-10 and are encouraged to discuss subjects and speak on related topics.

Faculty members have practiced methods such as role plays, quizzes, puzzles, case studies, extempore, management games, debates, events, etc. to make learning more participative.

Experiential Learning:

Faculty members encourage students to work independently to complete projects. Students are encouraged to gain experience through Industrial Visits, Study Tours, guest sessions, HR meets, and pursue research work. Students are encouraged to pursue projects and undertake the Field Visits projects. Students undergo summer internships and Project Based Learning to learn about the Industry. Students present their project work in the form of presentations, which improves their communication and presentation skills. To enhance self-learning, learning material created by faculty is made available through Google Classroom, YouTube channels, etc.

The Institute organizes industrial visits regularly. Students are encouraged to observe, understand, and learn the business processes like manufacturing, HR, finance, industrial premises layouts, day-to-day operations, and industrial environments. Interactions with industry professionals and understanding rich corporate culture are among the objectives of the industrial visits.

Problem-solving methodologies:

The faculty members follow the most effective problem-solving learning methodologies such as Viva Voce, Situation Analysis, and case study analysis. Through these methods, the students are encouraged to study the practical applications of the theoretical concepts. Cases are given to MBA students according to their specialization. Multiple activities are carried out to familiarize students with real-world industry issues.

The following ICT enabled resources are used in the institute to enhance the learning experience of the students:

1. Classrooms (equipped with network connectivity, smart boards, etc.)

2. Google Classroom, Google Meet (More frequently used during the COVID-19 pandemic)

3. YouTube channels, blogs, video lectures, etc.

4. Online material like E-books, E-Journals, etc.

This way, our teachers ensure the effective teaching and learning processes which enhance the learning experiences of the students.

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

2.4 Teacher Profile and Quality

2.4.1

Percentage of full-time teachers against sanctioned posts during the last five years

Response: 100

2.4.1.1 **Number of sanctioned posts year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
15	12	12	8	8

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	[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 NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)

Response: 76.36

2.4.2.1 **Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
8	9	11	8	6

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	[View Document](#)
Institution data in the prescribed format	[View Document](#)
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	[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

Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient

Response:

The institute has formed a mechanism of internal/ external assessment that is transparent and the grievance redressal system is time-bound and efficient.

The concurrent comprehensive evaluation (CCE) for all the internal and external examinations for each semester are followed as per the guidelines provided by the affiliating university, i.e., Savitribai Phule Pune University (SPPU).

The institute ensures the formation of an examination committee consisting of the Director, College Examination Officer and other Examination committee members. This committee is responsible to maintain the transparency and robustness in the internal and external assessment.

The mechanism followed for internal and external assessment is described below:

Internal Assessment:

The Institute displays academic calendar that includes internal examination schedules on the website. Examination timetables are displayed on the notice board. The evaluation process is shared with students in the beginning of each semester to maintain transparency including concurrent comprehensive evaluation (CCE) and their frequency of conduction.

The institute ensures the mechanism through the following evaluation processes:

1. The director appoints a college examination officer as per the rules of SPPU and forms the examination committee to assist the CEO.

2. The CEO and examination committee monitor the examination-related activities throughout the academic year.

3. The timetable for internal and external evaluation is displayed on the notice board

4. Students are informed about the nature and examination process and promoted for CCE as set by faculty members

5. The format of question papers (theory and their Weightages) is informed to the students

6. Midterm tests, Preliminary examinations, university end-term examinations, and online examinations are conducted by the institute and duly informed through the schedule well in advance.

7. All the guidelines related to examinations are followed by the institute as per the norms of SPPU

The institute has grievance redressal system is time-bound and efficient.

1. Redressal of Grievances related to internal examination: We have well defined internal exam grivances redressal system. The students report their grivance within 7 working days of result declaration. The college exam officer redresses the grivance in consultation with concern course teacher. In case of discrepancy it is escalated to the director.

2. Redressal of Grievances related to external examination: After the declaration and display of results, each faculty shows an internal answer sheet to respective students for their review. If there are any issues, faculty try and resolve them immediately in their capacity. If not, the institute has well-defined time-bound grievance redressal mechanism system for internal and external examinations.

All grievances related to external examinations are communicated to the examination department of SPPU through the CEO. SPPU has well-defined and time-bound system for the re-evaluation of answer sheets and application for the photocopy of evaluated answer sheets. CEO, respective faculty, and office staff take care of examination-related grievances of students.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website

Response:

The curriculum of the MBA programme of Savitribai Phule Pune University mentions all the program outcomes (POs), program-specific outcomes (PSOs), and programme educational outcomes (PEOs). Before the commencement of the academic semester, each faculty prepares a subject-wise teaching plan, rubrics and incorporates COs, POs, and PSOs as mentioned in the curriculum of the MBA programme of SPPU.

Effective teaching in Management education extends beyond traditional methods, incorporating modern pedagogical approaches such as experiential learning, project-based learning, and industry collaborations. The teaching-learning process adheres to Outcome-Based Education (OBE) principles, with a focus on predefined outcomes such as Program Outcomes (POs) and Course Outcomes (COs).

These objectives are formulated collaboratively, involving all pertinent stakeholders at the institute level responsible for delivering the respective program. This approach ensures that the educational goals and expectations are clearly defined, aligning with the perspectives and insights of various contributors within the academic community.

The transparency and inclusivity in deriving these outcomes underscore the commitment to a comprehensive, stakeholder-driven education framework. The Pos and Cos are communicated through the syllabus, and displayed in classrooms, notice boards, and website of the institute.

An evaluation at the end of the program involves assessing students to analyze specific requirements and achievements at a granular level, ensuring that the educational objectives are met effectively. On the other hand, Program Outcomes (POs) encompass broader statements that articulate the overarching professional achievements targeted by the program. These outcomes encapsulate a wide array of interconnected knowledge, skills, and personality traits that students are expected to acquire throughout their graduation. Students are tasked with achieving these outcomes by the time they complete the program, reflecting a comprehensive and integrated approach to their educational journey. Course Outcomes (COs) delineate the fundamental and lasting disciplinary knowledge and abilities that students are expected to possess upon completing a course.

These outcomes explicitly articulate the subject-specific knowledge that students should acquire. The responsibility for formulating and communicating these outcomes lies with the faculty member instructing the particular course, ensuring clarity and alignment with the educational objectives of the curriculum.

Sr. No.	Particulars	Stated	Displayed
1	POs	Course File, Website	Corridors, HOD Cabin, Library, Website
2	COs	Course File, Website	Website

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The institute has mehcanism for **Attainment of POs and COs.** We assure the process of POs and COs as per the policy of attainment.

CO-PO Attainment is ensured through rubrics for each Formative Assessment (FA)/ Comprehensive Concurrent Evaluation (CCE) and summative assessment.

CO defining and mapping Process is carried out as:

1. COs are defined together with the level of Bloom's taxonomy
2. Target level is defined for the achievement of COs.
3. Determine the level of achievement for each CO by analyzing past data.
4. Assigning assessment tools to each CO.
5. Calculate CO achievement level for internal assessment.
6. Calculate CO achievement level for external assessment.
7. Calculate the final CO achievement score.

C. CO assessment tools and process:

WE have set process of COs assessment as defined by SPPU. The formative and summative assessment is carried out various methods of Internal and External Assessment are considered in calculating CO attainment.

For external assessment, university examinations are conducted at the end of each semester. Eventually, the ratio of internal assessment component and external assessment component based on the credit assigned to the course are calculated for CO attainment.

PO Attainment process:

Institute has adopted Direct Attainment and Indirect Attainment for PO attainment. The direct attainment inculdes CCE/FA and SA and indirect attainment has taken care by Students' Feedback, Employers' Feedback, Alumni' Feedback

Attainment Levels for University Assessment

1. Level 1: 50% of students scoring more than 50% marks in university examination.
2. Level 2: 60% of students scoring more than 50% marks in University examination.
3. Level 3: 70% of students scoring more than 50% marks in university examination.

1. **Attainment levels for Internal Assessments**

1. Level 1: 50% of students scoring more than 50% marks in internal assessment
2. Level 2: 60% of students scoring more than 50% marks in internal assessment
3. Level 3: 70% of students scoring more than 50% marks in internal assessment

Thus, institute ensures the POs, COs evaluation with well defined attainment system.

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

2.6.3

Pass percentage of Students during last five years (excluding backlog students)

Response: 96.15

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

2022-23	2021-22	2020-21	2019-20	2018-19
124	106	118	69	58

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

2022-23	2021-22	2020-21	2019-20	2018-19
127	120	118	69	60

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	[View Document](#)
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year 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: 3.89

File Description	Document
Upload database of all students on roll as per data template	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 7.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
2.5	0.2	1.0	1.8	2.0

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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:

Neville Wadia Institute of Management Studies and Research is deeply committed to fostering an environment that not only cultivates knowledge creation but also facilitates technology transfer. The institution has meticulously built a comprehensive ecosystem that reflects its dedication to innovation, the Indian Knowledge System (IKS), and the awareness and establishment of an Intellectual Property Rights (IPR) cell, as well as the development of an incubation centre and other pivotal initiatives.

Innovation

ASPIRE is the cornerstone of the institution's innovation efforts, offering students a prominent platform to present their ideas and talents. This annual event fosters creativity, enriches the institution's innovation culture, and upholds high standards of excellence.

The institution emphasizes the Indian Knowledge System (IKS), showcasing a range of ancient and contemporary disciplines. By celebrating days like Shiv Jayanti, Gandhi Jayanti, Library Day, Teachers Day, and Youth Day, the institute highlights India's educational and cultural heritage. This approach enriches education and instills a deep reverence for nature and the timeless wisdom of Indian traditions.

By integrating IKS into its curriculum, the institute enhances education by fostering a deep respect for nature and Indian traditions. This approach ensures that learning goes beyond academics, helping students connect with and appreciate cultural and historical contexts.

Awareness and Establishment of IPR Cell:

The institute actively promotes Intellectual Property Rights (IPR), its importance in protecting and encouraging innovation. The establishment of an IPR cell underscores the institution's commitment to protecting intellectual property and plays a key role in educating students and faculty about IPR, ensuring that innovations and creative works are legally protected. The institute has secured two copyrights and one patent for literary works and was selected to establish the Institution Innovation Council (IIC) ID -1C202115977 in 2021, reinforcing its leadership in innovation and intellectual property protection.

The IPR Cell is composed of a dedicated team:

- Dr. Anand Dadas – President
- Dr. Shilpa Kankonkar – Convenor
- Dr. Anuradha Dandnaik – IQAC Member
- Dr. Vikas Dole – Head of Department (HOD)

This team is instrumental in driving the institute's IPR initiatives and ensuring that the benefits of intellectual property protection are fully realized.

Other Initiatives for Knowledge and Technology Transfer:

The institution has strategically implemented a range of initiatives designed to enhance knowledge creation and technology transfer. Through collaborations with esteemed companies, the institute facilitates a variety of activities, including seminars, skill development sessions, workshops, industrial visits, career guidance, and internships for students. These collaborations provide students with practical experience and valuable insights into real-world business scenarios.

The Startup and Incubation Cell plays a crucial role in this ecosystem by offering workshops and guest lectures focused on entrepreneurship, startup procedures, and mentoring. These sessions are tailored to equip students with the knowledge and skills necessary to navigate the complexities of starting and running a business. The outcomes of these initiatives are evident in the enhanced student knowledge, practical skills, and exposure to real-world business scenarios. These efforts enhance the dissemination and application of knowledge, establishing the institution as a catalyst for technological advancement and innovation.

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

3.2.2

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

Response: 40

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

2022-23	2021-22	2020-21	2019-20	2018-19
19	06	07	05	03

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3 Research Publications and Awards

3.3.1

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

Response: 7.67

3.3.1.1 **Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
46	30	14	10	15

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

3.3.2

Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years

Response: 6.07

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

2022-23	2021-22	2020-21	2019-20	2018-19
17	21	20	18	15

File Description	Document
List of chapter/book along with the links redirecting to the source website	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
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 Extension Activities

3.4.1

Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

Response:

The institute places a strong emphasis on holistic education by ensuring students not only excel academically but also become socially responsible citizens. Through a wide range of community engagement and environmental sustainability initiatives, students are given opportunities to cultivate empathy, responsibility, and leadership skills. These efforts create a supportive environment where students apply their academic learning to real-world problems, bridging the gap between classroom knowledge and practical societal issues.

Community Service Initiatives:

The institute's community outreach programs are designed to address a diverse range of social issues, encouraging students to actively participate in service-oriented activities that directly impact marginalized groups.

- **Healthcare and Well-being**: The institute conducted blood donation drives and health camps, including dental and eye check-ups, providing essential services to underserved communities. Students assist healthcare professionals, gaining valuable experience while contributing to public health.
- **Empowering Women and Youth**: Workshops on stress management, nutrition, mental health, and personal hygiene have been held for women. Dr. Radha Louis and Dr. Karuna Jadhav have guided women and children on topics like sanitary pad disposal and menstrual hygiene, promoting informed health choices, gender equality, and community empowerment.
- **Visit to Orphanage:** Dr. Anuradha, visited orphanages to engage with children through interactive activities and distribute essentials like clothing, medicines, and toys. This initiative fosters a deeper sense of responsibility and compassion as they contribute to the well-being of underprivileged children.
- **Support for Pilgrims (Warkaris)**: During the annual Palkhi march, students assisted Warkaris by distributing food, water, and providing basic medical aid. This initiative reflects the institute's commitment to community welfare and instills in students a sense of responsibility toward our culture.
- **Workshops and Awareness Campaigns**: The institute regularly holds workshops on social issues such as Good Touch - Bad Touch to educate children about personal safety and gender equality to promote social justice. Events like Azadi Ka Amrit Mahotsav and Voters Pledge Campaigns emphasize democracy and civic participation, fostering a socially aware and responsible student community.
- **Literacy Drives**: The institute observes cultural events such as Vachan Prerna Diwas, which encourages students to cultivate a habit of reading, and Marathi Bhasha Diwas, which celebrates the richness of the regional language, instilling a deep appreciation for linguistic and cultural heritage.

- **Tree Plantation Drives**: Students have been at the forefront of tree plantation initiatives at various locations, including Khelgaon Alandi and the Neville Wadia campus. These activities not only contribute to environmental sustainability but also instill in students a lasting commitment to nature and biodiversity.

- **Cleanliness Drives**: As part of the Swachh Bharat Mission, numerous cleanliness drives have been organized in local neighborhoods, where students actively participate in cleaning public spaces and raising awareness about the importance of maintaining a clean environment. Students learn the value of community service and the significance of a clean and healthy environment in fostering social well-being.
- **Environmental Awareness**: The institute organizes seminars on key issues like vehicular emissions, deforestation, and resource depletion, educating students on sustainability and inspiring them to become advocates for environmental protection in both personal and professional settings.

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

3.4.2

Awards and recognitions received for extension activities from government / government recognised bodies

Response:

Awards and recognition for extension activities by educational institutes are vital in acknowledging impactful community service and outreach efforts. These accolades celebrate the dedication of individuals and organizations while inspiring others to engage in similar initiatives, promoting societal betterment. The institute's awards reflect its commitment to societal welfare, leadership, and personal development across various fields.

Mr. Vincent Kedari, the Placement Officer, has been notably recognized for his exceptional professional skills and leadership. Rubicon honored him for his outstanding coordination efforts that have significantly enhanced student employability and career readiness. Additionally, Mr. Kedari received a Certificate of Excellence from Internshala Annual Rankings 2023. This award acknowledges his dedication to securing valuable internships and providing practical industry exposure to students, underscoring his unwavering commitment to their success and professional growth.

Dr. Karuna Jadhav, a distinguished member of the institute, has also been recognized for her significant contributions. She received a Certificate of Excellence from the National Service Scheme (NSS) for her exemplary work in coordinating a workshop on Human Rights, the Indian Judiciary System, and the Constitution of India during the AY 2022-23. This award highlights her dedication to raising awareness about critical issues related to human rights and legal systems. Furthermore, Dr. Jadhav was honored with the Shikshak Ratna Puruskar by the Human Social Development Association in 2022. This prestigious award recognizes her significant contributions to education and her role in developing socially responsible and informed citizens.

The institute's efforts in empowering marginalized sections of society have also been acknowledged by

various organizations. The Seva Sahayog Foundation commented the institute for its work in guiding and empowering underprivileged women. Through its outreach programs, the institute has been instrumental in equipping women with essential skills to earn a livelihood, thus supporting their families and contributing to the broader goal of women empowerment.

The institute's commitment to social responsibility. Letter of Appreciation from the Red Cross for its participation in a disaster management camp. Students gained hands-on experience in managing disaster situations, addressing psychological issues among youth, and handling medical emergencies such as snake bites. Their assistance with first-aid kits during Ganesh Immersion festivities also reflected the institute's focus on experiential learning and community service.

In addition, the institute received a Letter of Recognition from Multispeciality Homeopathic Clinic Nutrihit Health Plus for its role in distributing Arsenic 30 during the COVID-19 pandemic. This initiative was crucial in contributing to public health and safety during a time of crisis, demonstrating the institute's responsiveness to urgent health challenges. The institute was also acknowledged by Aashay Clinic for its study on women's health and hygiene, a critical issue affecting many women today. The study's solutions were well-received by Dr. Rohini Gaikwad, a respected Dermsurgeon.

A Letter of Appreciation from Sassoon Hospital for organizing blood donation drives. These efforts reflect the institute's proactive engagement in addressing healthcare needs and fostering a spirit of humanitarianism among its students. Overall, these recognitions underscore the institute's commitment to societal welfare and its proactive role in enhancing community well-being.

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

3.4.3

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

Response: 50

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	19	1	8	6

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format	View Document
Detailed 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

3.5 Collaboration

3.5.1

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: 149

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 functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	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 and other facilities for,

- **teaching – learning, viz., classrooms, laboratories, computing equipment etc**
- **ICT – enabled facilities such as smart class, LMS etc.**

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

Teaching-Learning Facilities: -

The institution has adequate infrastructure and a range of physical and academic facilities to support effective teaching and learning. The Institution is located in the heart of the city in a campus area of 17 acres. The Institution fulfils the required criteria of space and adequacy of infrastructure for the program. The Institute has facilities that include:

Sr. No.	Facility	Number
1	Seminar Hall	01
2	Classrooms	06
3	Tutorial rooms	02
4	Computer Laboratories	02
5	Library	01
6	Reading room	01
7	Research Centre	01
8	Boys' common room	01
9	Girls' common room	01
10	First Aid & Sick Room	01
11	Staff room	02
12	Generator Backup	01

The campus has additional facilities like Girls' Hostel and Boys' Hostel. The Institute has ramp facility and toilets in the Main Building Seminar Hall and B Building for physically challenged students. All classrooms are equipped with Smart Board facility.

Facilities for Cultural and sports activities

Neville Wadia recognizes the importance of overall student development. To facilitate the same, the Institution has established adequate facilities for cultural activities, sports, games (both indoor and outdoor) and gymnasium.

The Institution has one Seminar Hall with a seating capacity of 450 students and is utilised to conduct Yoga and meditation sessions and Cultural events for the students. The Institute has the facility to utilize

its spacious playground spanning 4.5 acres, where students can play cricket, football, volleyball, hockey and other games. The facility contains a cricket net for practice and a boxing ring. There are two basketball courts, a gymnasium with all necessary equipment and facilities.

Overall, the Institute provides a range of infrastructure and facilities to support the physical, mental, and intellectual growth of its students, enabling them to develop into disciplined individuals.

Detailed list of facilities:

Room Title	Room No.	Area Required as per AICTE (Sqm)	Area Available (Sqm)
Classrooms – 1st, 2nd And 3rd Floor	104, 105, 202, 203, 204, 302	66	79.02
Boys Common Room	215 to 220	75	82.50
Sick Room	114	10	11.97
ED Cell	213	NA	11.97
Library And Reading Room	304, 303	100	191.29
TPO – Placement Office	19	30	33.00
Research Centre Head Room	210	0	11.05
Girls Common Room	11,13-18	75	83.67
Tutorial Room	122	33	33
HOD Cabin	221	20	33
Exam Control Office	01	30	30
Pantry For Staff	108	10	11.05
Faculty Room	201, 109 to 113	5 Sqm each	110.73
Cafeteria	Canteen	150	400
Board Room	101	20	20.04
Director Office	102	30	30.24
Computer Centre	301	150	152.63
Seminar Hall	02	132	295.05
Office All Inclusive	103, 116 to 121	150	150.54
Central Store	08 to 10	30	38.35
Security/Maintenance	07, 05	20	22.1
Stationery Store/Housekeeping	305, 06	20	21.05
Toilet For Gents -6 (1 Toilet for Physically Challenged)		Adequate	7
Toilet For Ladies -5 (1 Toilet for Physically Challenged)		Adequate	6

The Institute has adequate facilities to conduct indoor and outdoor sports can host corporate sports tournaments to build academia Industry relationship.

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

4.1.2

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

Response: 19.37

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

2022-23	2021-22	2020-21	2019-20	2018-19
42.89	1.95	5.05	8.72	8.64

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for 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:

Introduction:

The Institute has made continuous efforts and strives to equip its Library with the latest books and study

material for student reference. The Library has a dedicated Library Committee. The Committee contributes in the decision-making and helps in smooth functioning of library.

Library Area / Collection / Section:

The Library is spread over a 108 sq. m. area and an additional dedicated Reading Hall for the students and faculty. Collection in the Library is as follows:

Sr. No.	Particulars	Numbers
1	Titles	14955
2	Books	19170
3	Magazines/ Periodicals/ Research Journals	21
4	Newspapers	14
5	PhD Theses	70

The newspapers include business newspapers and local language general newspapers. In its effort to provide the required and latest academic knowledge, a substantial number of books, journals, and periodicals are added/subscribed in every academic year. The library has a Digital Library facility with computers having multimedia facility. The library provides a user - friendly system with open access and various support facilities such as Internet browsing and charging points.

Integrated Library Management Software (ILMS):

The library has SOUL 3.0 Version (Software for University Libraries), which is integrated library management software designed and developed by the INFLIBNET Centre. It offers a range of features to support library functions. Bibliographic data of all library books is accessible with Barcoding technology.

E-Resources / E-Databases:

The Institute's library also subscribes to Institutional as well as individual membership for e-resources, which are available through remote access. Currently the Institute has subscribed to e-resources namely EBSCO, DELNET, N-LIST and NDLI.

EBSCO Management Collection Database, which includes full text sources from general publications to trade publications. The collection of titles includes top management journals and magazines which are indexed in SCOPUS or Web of Science.

DELNET (Developing Library Network) New Delhi, which provides 10644+ free e-books in 709 categories with 240+ e-journals

N-LIST (National Library and Information Services Infrastructure for Scholarly Content) INFLIBNET, which provides 6000+ journals and 1,64,300+ e-books

NDLI (National Digital Library of India) which provides 6,00,000 e-books which e-journals having both in-house and remote access, a password-based subscription.

Orientation and awareness

Students and teachers are updated about the library resources such as books, periodicals, e-databases from time to time through Library Orientation during the Student Induction program.

Usage of Library:

The faculty and students make optimal use of library for their teaching learning process, research and assignments through books, journals and other resources. They visit the library regularly to read newspapers and to refer books and journals.

Activities:

The library celebrates the birth anniversary of Dr. S R Ranganathan (Father of Library Science) as Librarian's Day. Vaachan Prerna Din is celebrated on the occasion of birth anniversary of Dr. APJ Abdul Kalam, Ex-President of India. New books and important newspaper clippings are displayed on the display board of the library.

Weeding out of Books

Books that are to be weeded out /discarded are sold at a nominal price to students. Library has also donated books to the needy management Institutes.

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

Information and Communication Technology (ICT) plays a pivotal role in the teaching-learning process. Neville Wadia in its efforts to facilitate the same has adequately updated its IT infrastructure as per the norms. Neville Wadia Institute of Management Studies and Research has an IT infrastructure with 152 Desktops including 56 Desktops for academic and administrative usage, 14 Printers, 8 LCD Projectors and 4 Scanners. The Institute has licensed Quick Heal Antivirus software for data protection.

The following facilities are created for the benefit of students:

Internet access is provided through a leased line with a speed of **100 MBPS.** The Institute has well-equipped **02 Computer Labs with 96 Desktops** allotted for student usage of the latest configuration and internet facility for Project Work, Online exams, Exam form filling, Scholarship form filling, conducting sessions related to MS Excel, preparing Presentations and preparing Assignments. Institute also has a Wi-Fi facility for the staff and students to access the high-speed internet on their laptop and mobile devices within the campus.

LED Television with cable connection has been installed on the First Floor for upgrading the knowledge of students and faculties related to news on current affairs and stock markets. Classrooms are equipped with Smartboards. LCD Projectors are installed in Classrooms, Seminar Hall and the Computer Labs for displaying power point presentation. Faculty members are provided with Laptops/All-in-One Desktops with internet connection in their cubicles.

Admin staff are provided with high configuration Desktops with internet connection at their work stations. Printing and scanning facilities are available in the Computer laboratories. CCTV cameras are installed for 24/7 surveillance. The Institute's library is automated with a system for Library Information Management SOUL 3.0 Software. It has made the functioning of the library simpler and convenient. The Institute Library has facility where users can access e-resources like DELNET, EBSCO, N-List, E-Journals and National Digital Library. The Institute is a member of the National Digital Library (NDL), the e-resources of these organization are also accessible to the students and faculty members.

Institute has fully computerized its financial records with Tally version 9.0 software. The Institute has a digital payment facility and accepts fees only through online transactions. All Desktops are provided with backup of UPS facility. Generator backup with a capacity of 20 KVA is available in case of interruption in the power supply.

Details of IT Infrastructure include:

Sr. No	Specification	Quantity
1	Desktop Computers	152
2	Laptops	8
3	Colour Wi-Fi printers	4
4	Laser printers	10
5	Scanners	4
6	Smart Boards	4
7	Biometric Machine	1
8	External Hard Drives	3
9	Pen Drives	10
10	CCTV Cameras	23
11	Speakers	4
12	Photocopy machines	3
13	LCD Projectors	8
14	DSLR Camera	1
15	UPS (Uninterrupted Power	1

	Supply)	
16	WIFI Access Points	6
17	Collar Mic	2
18	Hand Mic	2
19	LED Television	1
20	Digital Display	1
21	Bar Code Reader	1
22	Electronic Podium	1
23	Paper Shredding Machine	1

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

4.3.2

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

Response: 3.06

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

Response: 96

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	[View Document](#)
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	[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 (INR in Lakhs)

Response: 50.64

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

2022-23	2021-22	2020-21	2019-20	2018-19
54.09	25.83	16.95	31.16	47.77

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for 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](#)

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: 78.91

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

2022-23	2021-22	2020-21	2019-20	2018-19
230	168	175	143	92

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 (along with English translated version if it is in regional language).	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.2

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)*
4. *ICT/computing skills*

Response: A. All of the above

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

5.1.3

Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 75.49

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

2022-23	2021-22	2020-21	2019-20	2018-19
226	194	172	95	86

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[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
Proof w.r.t 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](#)
Details of statutory/regulatory Committees (to be notified in institutional website also)	[View Document](#)
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the 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 and students progressing to higher education during the last five years

Response: 76.94

5.2.1.1 **Number of outgoing students placed and / or progressed to higher education year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
99	81	88	56	43

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

2022-23	2021-22	2020-21	2019-20	2018-19
123	108	118	69	59

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 on institutional website)	[View 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 on institutional website)	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.2.2

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

Response: 7.27

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	2	0	1	0

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	[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 for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as one) during the last five years

Response: 40

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

2022-23	2021-22	2020-21	2019-20	2018-19
13	6	12	4	5

File Description	Document
Upload supporting document	[View Document](#)
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3.2

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

Response: 31.8

5.3.2.1 **Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
38	30	26	27	38

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

Alumni Association

The Neville Wadia Institute of Management Studies and Research (NWIMSR), Pune, has a duly registered Alumni Association. It is registered as 'Neville Wadian's Alumni Association' with the registration number F-61210/Pune. The Alumni Association has continued to play a pivotal role in contributing significantly to the development of the institution, particularly, their juniors through various forms of support services.

Career Mentorship and Guidance:

One of the Alumni Association's hallmark contributions has been career mentorship and guidance to the juniors. Our alumni are now established professionals in diverse industries. They regularly volunteer to mentor their junior students. They offer valuable insights and advice on career choices, skill development and industry trends through workshops, webinars, and networking events. This mentorship has helped students gain a clearer understanding of their career paths and enabled them to make informed decisions about their future.

Industry Connections and Placements:

The Alumni Association plays a crucial role in fostering strong ties with various industries and corporate organizations. Many notable alumni, holding influential positions, actively advocate for NWIMSR students during campus placements. Their support facilitates increased placement opportunities and creates a bridge between the institute and potential employers, benefiting both students and the institution.

Guest Lectures and Knowledge Sharing:

Alumni willingly contribute to the academic enrichment of the institute by conducting guest lectures and knowledge-sharing sessions. These sessions cover a wide range of topics, including emerging trends in business, industry-specific case studies and practical insights into real-world challenges. Such engagements expose students to the practical application of their theoretical learning and enhance their understanding of the corporate world.

Alumni Networking Events:

The Neville Wadian's Alumni Association organize various networking events, reunions, and alumni meets to facilitate their meaningful interaction with the junior students. These gatherings provide opportunities for alumni to reconnect with former classmates, faculty, and the institute. The alumni network serves as a valuable resource for professional connections, collaborations, and mentorship beyond the academic years.

The registered Neville Wadian's Alumni Association has been a pillar of support and a source of pride for the institution. Through their mentorship, industry connections, and knowledge-sharing initiatives, the alumni significantly contribute to the development and success of NWIMSR. The association's active engagement has fostered a strong sense of friendship among alumni and students alike. It creates a robust ecosystem of support and opportunities for all stakeholders. NWIMSR looks forward to continuing this fruitful partnership with its esteemed alumni and further strengthening the ties that bind the present and past members of the institution's family.

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

The NWIMSR was established in the year 1991 and functioning under dynamic and eminent visionary leadership of Modern Education Society. Institute has stated its vision and mission as below:

Vision: Institution commits service to society through developing virtuous leaders by providing executive management education in a global setting.

Mission: Institution is convinced that success is measurable in the calibre of our graduates, we continuously seek to improve them and ourselves in an ecosystem that nourishes our spirit and intellect.

Governance and Leadership: The governance of the institution aligns with its vision and mission, emphasizing service to society through the development of virtuous leaders with a global outlook. The Wadia Group of Institutes, founded through the philanthropy of the Wadia family, operates under the Modern Education Society Trust. This Trust, along with a Governing Body and board, formulates policies for its institutions, overseen by the Director or Principal.

This approach, rooted in our vision, ensures that students are not only academically competent but also morally grounded. Our holistic educational framework equips them to succeed professionally while upholding the principles of virtuous leadership in any context. The end objective is to continually make our initiatives be guided by our Vision and Mission.

NEP Implementation: The institution aligns with the National Education Policy (NEP) through multidisciplinary education, faculty training, adherence to university guidelines like the choice-based credit system, and skill development initiatives such as conferences, workshops, seminars, and guest lectures.

Sustained Institutional Growth: Sustained growth is achieved through key initiatives like collaborations with corporates for global business exposure, certification courses, guest lectures, and academic-industry collaborations. These efforts bridge the gap between academia and industry by fostering knowledge exchange, internships, and curriculum development relevant to real-world applications. Industrial visits offer students first-hand exposure to business operations, enhancing their understanding of theoretical concepts. Experiential learning, such as case studies, equips students with problem-solving and critical thinking skills. Faculty development programs focus on professional growth, teaching excellence, research, student engagement, and technological adaptability.

Decentralization and Participation in the institutional governance: The institution promotes a culture

of decentralization and participative management. Academic functions are decentralized through the Director, program coordinators, and faculty members. Administrative decentralization is managed by the office superintendent, clerks, accountants, and staff. Student activities are overseen by event coordinators, with faculty and student support. This approach ensures prompt decision-making and fosters a participative culture.

The governance framework, along with the institutional commitment to the NEP, sustained growth, and decentralization, contributes to the short-term and long-term Institutional Perspective Plan, guaranteeing a holistic and exemplary educational experience. Committees are also formed to drive specific initiatives, supporting the institution's goals and contributing incrementally to its success.

Assessing individual skills is a key to assigning committees and tasks that yield optimal results. We also focus on bringing global perspectives to students, aligning with our mission to develop leaders who excel on an international level. By exposing students to diverse viewpoints, we prepare them to tackle global challenges with critical thinking and sound decision-making.

File Description	Document
Upload Additional information	[View Document](#)
Provide 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 is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

The Governing Body, of the Modern Education Society made some improvements in order to govern the institutes under its aegis. The Management team has introduced the Chief Operating Officer (COO) and Chief Finance Officer (CFO) who are responsible to spearhead the activities and leading the group in the right direction. The inclusions of discipline in the education, recognizing its importance in modern life is the testimony of a futuristic leadership.

The Institution's Perspective Plan focuses on the following:

- Academic & Administrative Quality Enhancement
- Enabling the support systems

Academic & Administrative Quality Enhancement: For smooth operations, various functional

committees are formed in the institute. These committees enables us achieve our academic goals. The increase in intake from 60 to 180 is one of the evidences of the accomplishment of futuristic vision. In order to develop competences among students, the institution applies the innovative teaching learning methods such as Cooperative learning, Group discussions, Seminars, etc. Organizing orientation programs, courses related to the curriculum. We use modern teaching aids such as PPTs, Multimedia Presentations, demonstrations, etc.

We also ensure the strengthening of collaborative research with industry and other institutes. In order to improve the placements, the Career Guidance and Placement Unit (Training & Placement Cell) of the institution prepares an Action Plan to improve placement activities, through training and relationship building with prospective employers. Following are the examples of some actions taken by the training and placement cell:

a) Conducting sessions on Aptitude, Group Discussion & Interview for Final Year students.
b) The Placement Officer gets assistance from student representatives for preparing the data bank.
c) The Placement team, which includes the students map to identify the current position of pass out batch students and their records are maintained.

Enabling the support systems: The support systems are enabled through the existence of following bodies.

College Development Committee (CDC): The prime objective of College Development Committee (CDC) is to guide the institute on annual basis like academic, placement, infrastructure, administrative, and admission growth. CDC comprises of academicians, entrepreneurs, industry and management experts. It constantly guides the college to align with its vision and mission.

Internal Quality Assurance Cell (IQAC): IQAC keeps on enhancing and sustaining the quality in academics and administration. IQAC will continue monitoring internal quality of the institution.

Institute ensures perspective plan which blends with policies, administrative setup, appointments and srevice rules and procedures etc. as per norms of competent authoritites.

File Description	Document
Upload Additional information	[View Document](#)
Institutional perspective Plan and deployment documents on the website	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces 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](#)
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: The institution has a well-defined performance appraisal system. As a part of structured setup, feedback of teaching and non-teaching staff collected at classroom and institute level. We have a fair 360 degree appraisal system. A self-appraisal is also done by the faculty which is reviewed by the management. Rewards and recognitions are decided based on this.

Staff Welfare Measures:

Teaching Staff:

1. An employee can become a member of the Wadia College Employees Cooperative Credit Society by purchasing its shares.

2. The dividend for the shares is disbursed annually.

3. Employees are entitled to a loan from the Modern Education society. These range from Home loan,

personal loan with minimal formality. The same is recovered from their salaries which is duly reflected in the salary slips.

4. Fixed deposit investment facility is also available to the members.

5 Group Insurance for Staff. Life Insurance of Rs.500000 from Wadia College Employees Cooperative Credit Society .

6. Kanya dhan Yojna monetary benefits for wedding of a girl child.

7. Employee Provident Fund.

Non-Teaching Staff :

1.An employee can become a member of the Wadia College Employees Cooperative Credit Society by purchasing its shares.

2. The dividend for the shares is disbursed annually.

3. Employees are entitled to a loan from the Modern Education society. These range from Home loan, personal loan with minimal formality. The same is recovered from their salaries which is duly reflected in the salary slips.

4. Fixed deposit investment facility is also available to the members.

5 Group Insurance for Staff.

6. Life Insurance of Rs.500000 from Wadia College Employees Cooperative Credit Society .

7. Kanya dhan Yojna monetary benefits for wedding of a girl child.

8. Employee Provident Fund.

Avenues for career advancement: Scope for further development of teaching and non-teaching staff is provided through encouragement of additional skill development courses.

We have a Policy for providing financial support to faculties. This can be utilized by them to attend the seminars, workshops or training programs to enhance their skill sets. Every faculty has the liberty to choose the area of further development. Continuous learning and development is a common knowledge at our institution.

Besides, at the college level we conduct Faculty Development Programs and also staff training programs for faculties and for non-teaching staff respectively.

File Description	Document
Upload Additional information	[View Document](#)
Provide 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: 76.36

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**

2022-23	2021-22	2020-21	2019-20	2018-19
10	6	6	10	10

File Description	Document
Policy document on providing financial support to teachers	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
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 / workshop s 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 teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Response: 100

6.3.3.1 **Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP),** *Management Development Programmes (MDPs)* **professional development /administrative training programs during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
29	27	29	25	23

6.3.3.2 **Number of non-teaching staff year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
14	15	17	17	15

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	[View Document](#)
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

Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

1. Mobilization of Resources and Funds

- **Student Fees**:

1. MBA and PhD Programs: Revenue generated from student fees is a primary source of funding for the institute.
2. These funds are systematically managed and invested in Fixed Deposits (FDs) in banks to earn interest, which is further utilized for institutional development.
3. Interest income is also obtained from an Endowment Deposit with the Directorate of Technical Education (DTE).

- **Alumni Contributions**:

1. The institute is building an Alumni network through its registered association.
2. We encourage alumni to contribute financially to the institute's development, either individually or through the corporations they are associated with.
3. Alumni also contribute to the development of their juniors by guiding them through sessions.

- **Institute Social Responsibility (ISR):**

1. Recognizing the growing importance of institute social responsibility, the institute seeks partnerships with corporations that share similar values.
2. The Placement and Institute Relations Department, along with the Alumni Association, actively engages corporations to explore funding opportunities through ISR initiatives.

2. Optimal Utilization of Resources

- **Strategic Fund Allocation:**

1. Funds raised are allocated strategically towards academic and infrastructure development, research, faculty enrichment programs, student support services, and new initiatives aimed at improving the quality of education.
2. Decisions regarding fund utilization are made with inputs from the Governing Body, Internal Auditors, and Financial Committees to ensure resources are used efficiently.
3. Funds are strategically deployed for Value addition to students.

- **Long-Term Financial Sustainability:**

1. The institute ensures long-term financial sustainability through prudent investments, interest-earning mechanisms, and responsible fund management.
2. Efforts are made to diversify the funding sources and reduce dependence on a single stream, thereby securing the financial stability of the institution.

3. Continuous Monitoring and Evaluation

1. Regular audits and reports ensure that all funds are utilized effectively and in alignment with the strategic goals of the institute.
2. The institution's Governing Body, auditors, and financial committees continuously monitor financial operations, ensuring compliance with statutory regulations and efficient resource utilization.

4. Financial Accountability and Transparency

- **Internal Audit:**

1. The Institute appoints Internal Auditors for quarterly reviews, as initiated by the Governing Body in 2006.
2. The Internal Audit, conducted by a CA Firm, reviews financial operations, compliance, and the efficiency of resource usage.
3. At the end of the fiscal year, the Internal Auditors submit a comprehensive report to ensure adherence to policies and highlight any financial discrepancies.

- **External Audit (Statutory Audit):**

1. After the Internal Audit report is finalized, a different CA Firm conducts an External or Statutory Audit to validate the resolution of objections and ensure that all statutory payments (such as taxes) have been made in compliance with regulations.
2. The External Audit also reviews the Income Tax calculations and ensures accurate payment to the Government.
3. Any objections raised during the External Audit are promptly addressed and resolved.

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

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

By continuously appraising both the internal and external environments, IQAC ensures that the institution remains resilient, future-ready, and aligned with its core purpose of developing virtuous leaders who can excel in a globalized world. This purpose-driven approach supports the institution in achieving sustained excellence and fulfilling its commitment to societal development.

Significant contribution of IQAC for incremental improvements through various quality initiatives are as follows:

1. **Planning and Monitoring:** Our IQAC has established a methodology of academic operations. It is evident through various planning and periodic monitoring of it. IQAC prepares academic calendar, teaching plan, exam calendar. It also plans and monitors Conducting seminars, conferences, add-on courses, etc.
2. **Teaching-Learning Process:** In Pre-pandemic period, IQAC ensured Offline teaching learning methodologies. During lockdown we shifted our teaching-learning methodology from Offline to Online mode completely. As the lockdown norms started diluting, our IQAC also put the teaching-learning methodology in hybrid mode. The institute resumed to complete offline mode of teaching learning after the lockdown was lifted off by the government. Necessary instructions were communicated by the IQAC.
3. **FDPs / SDPs**: Organizing frequent FDPs, SDPs, workshops, seminars and conferences for enriching the learning experience for students and staff.
4. **Add-on Courses:** IQAC initiated successfully a bunch of add-on courses for student development.
5. **CApacity Building and Skill Enhancement:** Additionally, capacity building and skill enhancement activities such as soft skills, language and communication skills, life skills, etc. are initiated by IQAC.
6. **Structures and Methodologies of Operation:** IQAC insisted on Mentor Mentee meetings to address academic and personal issues of students. IQAC also focused on intensive induction programs for effective orientation of students at the beginning of academic year. To bridge the gaps between academia and industry, IQAC guided all the specializations to develop various add-on courses
7. **Feedback Mechanism:** At our institute we have developed a robust feedback mechanism. The feedback is obtained from various stakeholders like students, alumni, parents, teachers and employers. We analyze all the feedbacks. The outcomes are communicated to relevant bodies by IQAC and decide further course of action on the same.
8. **Functional Committees:** In addition to the statutory committees, IQAC has structured some functional committees for enhanced smooth operations of the academics. It also ensures the periodic review and recommendations for improvement.

The IQAC plan therefore is a 360 degrees plan encompassing all functions. A snapshot of a blend of Academic and Administration related initiative and development of tools for improvement is below. A further detailed thought process is attached herewith.

Revenue Plan	Academic Excellence Plan	Administration Quality /Enabling and support systems
MBA Admissions	Research/Papers for Professors & students	Admin Processes
PhD	Faculty Development Programs	Fees collection
Research Grants	ICT	Internal Systems(MIS)
Alumni	IPR	Student and Parent Management / Care
	Training & Placement	Infrastructure – wheel chair , ramp , solar panel , water harvesting etc.
	Industry Interaction	Document Maintenance

	Consulting & Training	Auditing
	Enhancement of Pedagogical skills	
	International conference	
	Workshops – RM	
	Guest Lectures	
	Webinars	
	Innovation in Teaching and Evaluation	

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

6.5.2

Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
2. **Academic and Administrative Audit (AAA) and follow-up action taken**
3. **Collaborative quality initiatives with other institution(s)**
4. **Participation in NIRF and other recognized rankings**
5. **Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	[View Document](#)
NIRF report, AAA report and details on follow up actions	[View Document](#)
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	[View Document](#)
Link to Minute of IQAC meetings, hosted on HEI website	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[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:

Measures initiated by the Institution for the Promotion of Gender Equity during the last five years

The institution, dedicated to maintaining social and cultural harmony, commemorates a multitude of holidays, events, and significant national and global celebrations to promote awareness and foster goodwill. Each year, the institute actively acknowledges various important holidays, contributing to the cultivation of a strong sense of community among both professors, non-teaching staff and students.

Measures initiated by the Institution for the Promotion of Gender Equity:

1. The establishment of a Women's Welfare Committee signifies its objective to sensitize and raise awareness among all students and staff members regarding issues related to gender inequality and workplace sexual harassment within the institute.

2. The 'Best Management Girl Award' is awarded to the top graduating female student who has shown excellent performance in curricular, co-curricular and extra-curricular activities in her two years of academics.

3. Women play a prominent role across crucial committees within the institute, such as the IQAC Committee, Alumni Committee, Academic Audit Committee, Women's Welfare Committee, Student Support Committee, and other core committees. This intentional inclusion of women coordinators in decision-making positions substantially contributes to organizing and executing various events and activities at diverse levels. The well-maintained balance in the ratio of male-to-female faculty members reflects the institute's commitment to ensuring equal opportunities for both genders.

4. Diverse activities are organized every year like International Women's Day, program to advocate for the elimination of violence against women, to promote awareness of Prevention of Sexual Harassment (POSH), International Yoga Day, Youth Day and guest lectures to emphasize health and hygiene. The institute has taken step to ensure proper disposal by providing a sanitary pad incinerator.

5. To instill humanitarian values and raise awareness about human, social, and national values, as well as foster a sense of unity among students, the institute emphasis on the celebration of National festivals and Commemorative Days. E.g. of events are Dr. B. R. Ambedkar Jayanti, Chhatrapati Shivaji Maharaj Jayanti, Savitribai Phule Jayanti, Dr. Sarvepalli Radhakrishnan (Teachers' Day) etc.

6. The implementation of CCTV surveillance guarantees the safety and security of individuals within the campus and its surrounding areas.

7. Security guards are consistently present around the clock, both on the campus premises and in the hostels. Access to the campus is strictly granted only after thorough ID card verification.

8. Designated common rooms are provided for both female and male students.

9. The institute offers separate hostels for male and female students, complete with robust security measures and dedicated wardens to ensure heightened safety and well-being.

10. The institute is dedicated to supporting students from economically disadvantaged backgrounds by ensuring that every eligible student applies for available scholarships. Each year, students from various reserved categories receive scholarships to facilitate their education.

11. The institute offers a Mentor-Mentee program as a supportive mechanism for counselling students dealing with personal and professional issues. Furthermore, there is a round-the-clock physician available on campus to address the medical needs of the students.

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

7.1.2

The Institution has facilities and initiatives for

1. **Alternate sources of energy and energy conservation measures**
2. **Management of the various types of degradable and nondegradable waste**
3. **Water conservation**
4. **Green campus initiatives**
5. **Disabled-friendly, barrier free environment**

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	[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](#)
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

Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

1. **Green audit / Environment audit**
2. **Energy audit**
3. **Clean and green campus initiatives**
4. **Beyond the campus environmental promotion 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](#)
Green audit/environmental audit report 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](#)	

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of

students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

Neville Wadia Institute is committed to fostering an inclusive environment for its staff, teachers, and students. The institute emphasizes the importance of sensitizing everyone to their constitutional obligations, including upholding values, understanding rights, fulfilling duties, and embracing responsibilities as responsible citizens of India. Through a variety of initiatives like workshops, seminars, and international conferences, the institute not only enhances students' academic achievements but also nurtures their cultural competencies.

Promoting teamwork, self-confidence in communication, and leadership skills through collaborative activities and events, the institute provides students with opportunities to develop these essential traits. The student body is diverse, representing various states, castes, faiths, and socioeconomic backgrounds, which enriches the learning experience. Teamwork is emphasized to boost creativity, academic performance, and cross-cultural understanding, helping students grow confident in their interactions with peers.

The institute also aims to instill a deep sense of responsibility and citizenship by educating staff and students about constitutional duties, recognizing that every Indian, regardless of caste, religion, color, or gender, comes from a unique background.

Curriculum Integration

The MBA curriculum incorporates constitutional values across subjects, ensuring that students comprehend the principles of democracy, equality, and justice.

Cultural and Regional Celebrations

Key events such as Mahatma Jyotiba Phule Jayanti, Dr. Babasaheb Ambedkar Jayanti, Chhatrapati Shivaji Maharaj Jayanti, and the birth anniversaries of Swami Vivekanand, Savitribai Phule, and Dr. APJ Abdul Kalam are celebrated with great enthusiasm.

Support Services and Programs

The NSS Summer Residential Camp, organized annually for 60 students, promotes the motto "Not Me, But You" and focuses on voluntary community service. Students and employees are further engaged through events like National Voters' Day, Republic Day, Independence Day, and Constitution Day, all aimed at building awareness and responsibility.

Social Outreach and Extension Activities

The institute conducts various social initiatives such as blood donation camps, e-waste and plastic collection drives, cleanliness drives, and tree plantation activities. It also celebrates national events that promote patriotism, and organizes health and wellness programs like International Yoga Day, Women's Day, and AIDS awareness campaigns.

These collective efforts demonstrate the institution's dedication to the holistic development of both its staff and students.

File Description	Document
Upload Additional information	**View Document**
Provide Link for Additional information	**View Document**

7.2 Best Practices

7.2.1

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

Response:

Best Practice No. 1

1. **Title of the Practice:** Corporate Engagement and Leadership Development through Strategic Events

1. **Objectives of the Practice:**

- To strengthen relationships between the institute and the corporate sector through targeted activities.
- To provide students with opportunities to interact with industry leaders and HR professionals.
- To develop leadership, networking, and organizational skills among students.
- To enhance the institute's visibility and reputation among corporate partners and potential employers.
- To create platforms for the recognition of leadership potential and industry-relevant skills among students.

1. **The Context:**

In the evolving landscape of management education, it is essential for institutes to engage meaningfully with the corporate sector while also fostering leadership qualities in students. The combination of sports events and professional conclaves addresses this dual need. Corporate Cricket and Corporate Football events provide an informal setting for interaction, while the HR Conclave and Leadership Awards offer a more formal platform for engagement with HR professionals and industry leaders. Together, these activities create a comprehensive approach to student development and corporate engagement.

1. **The Practice:**

The institute organizes two key activities:

- Sports Activity: Corporate Cricket and Corporate Football are organised by placement committee along with the help of the students. Teams are invited from various corporates to participate. The events are totally handled by the students, which includes the tasks of communication, scheduling of the matches, arranging all the equipment's required for the sports etc., promoting interaction and relationship-building. The tournaments are well-promoted through social media.
- HR Conclave and Leadership Awards: This event brings together HR professionals, industry leaders, faculty, and students to discuss emerging trends in human resources and leadership. The conclave includes keynote sessions, panel discussions, and award ceremony. The HR Leadership Awards recognize outstanding HR professionals who have demonstrated exceptional leadership skills in their respective fields.

Both events are designed to complement each other, with the sports activities fostering informal networking and the HR Conclave providing a platform for formal interaction and recognition.

1. **Evidence of Success:**

- Increased participation from corporates in both sports and HR-related events, reflecting stronger ties with the corporate sector.
- Positive feedback from corporate participants and HR professionals, indicating satisfaction with the quality of engagement and networking opportunities.
- Enhanced placement opportunities for students, as a result of the institute's growing visibility and reputation.
- Development of leadership, teamwork, and organizational skills among students involved in organizing and participating in these events.

1. **Problems Encountered and Resources Required:**

- Challenges: Balancing the scheduling of events to ensure maximum participation can be challenging. Additionally, securing sponsorships and maintaining high standards require significant effort.
- Resources Required: Adequate sports facilities, infrastructure, sponsorships, coordination with corporates and HR professionals, marketing efforts, and logistical.

1. **Notes(Optional):**

The success of these initiatives depends on continuous improvement and active collaboration between the institute, students, and corporate partners.

Best Practice No. 2

1. Title of the Practice

Leveraging Multiple Opportunities to Inculcate Research Culture in Students and Faculties

2. Objectives of the Practice

a) Provide a common platform for research scholars and academics from various disciplines and countries to disseminate their research.

b) A platform for academics and students to hone and display skills such as leadership, coordination, and time management.

c) An opportunity for academics to obtain deep informal feedback through discussions, helping them make professional contacts with experts from other countries and institutions.

d) Foster a research-oriented attitude and aptitude in academicians.

e) Equip students with basic knowledge of research methodology in various fields of management.

f) Sensitize faculty and Ph.D. students to develop a strong research culture through periodic Research Methodology Workshops.

3. The Context

Academicians often face challenges in obtaining professional reviews from experts and discussing their relevance effectively with professionals. Students rarely get the chance to engage with ongoing research work. Thus, a need emerged for knowledge-sharing interfaces among management researchers globally.

To promote research culture, the institute organizes a Workshop on Research Methodology every six months for Ph.D. scholars and faculty. This helps inculcate research temperament for a better understanding of research processes and methodologies. This program not only provides a foundation for academic research but also fosters cooperation and knowledge exchange among academicians.

4. The Practice

Conference invitations are sent via email, printed-brochures, and social-media. The received research papers and articles are reviewed by referees from both India and abroad. Accepted, peer-reviewed papers are published in "Chronicle of Neville Wadia Institute of Management Studies and Research," ISSN No. 2230-9667.

Chief Guest, Guest of Honour, and Research Scholars from different streams chair the sessions. Students participate in organizing the conference, taking on roles such as comparing, guest-relations, catering, correspondence, and hospitality, thereby developing managerial-skills like leadership, coordination, time-management, and presentation.

Researchers present their work to the experts who provide feedback and suggestions for improvement. Students gain exposure to various research methodologies used in management research. Award is given to best research paper.

Additionally, the Research Methodology Workshop conducted, where Ph.D. students and faculty enhance their knowledge of various research techniques, design methodologies, and data analysis tools. This promotes a culture of inquiry and helps academics build their research competencies, contributing to the institute's strong research ethos.

5. Evidence of Success

The following evidence supports the success of this initiative:

1.Annual conference has been held continuously since 2014.

2.Institute has successfully published its research journal every year.

3.Foreign delegates had participated from various countries.

4.Quality of research papers received has improved and increased in number.

5.International collaborations have been established with institutions outside the country.

6.Research Methodology Workshop has positively impacted research skills, boosting the academic output of Ph.D. students and faculty members.

6. Challenges Faced and Resources Required

The primary resource needed is human resources. It is difficult to finalize keynote speakers and experts from across the country and globally. Conducting and managing workshops like the Research Methodology Workshop requires significant time and effort from both faculty and administration.

7. Notes (Optional)

The institute continues to enhance and nurture its research activities, providing students and faculty with a more global platform for knowledge sharing and academic exchange.

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:

Inculcating Productive and Constructive Citizenship among the 'Decision Makers of Tomorrow'

Neville Wadia Institute of Management Studies and Research (NWIMSR) distinguishes itself as a premier management educational institution focused not only on academic excellence but also on shaping students into responsible and ethical leaders. Our approach goes beyond the classroom. We engage students in meaningful activities that promote social sensitivity, environmental consciousness, judicious use of resources, business acumen, commercial awareness, and global perspectives. This is aligned with our Vision of committing service to society by developing virtuous leaders and our Mission of improving both our graduates and ourselves in an ecosystem that nourishes the spirit and intellect. Through these efforts, we are building and inculcating productive and constructive citizenship in our students, ensuring that they are prepared to be the decision-makers of tomorrow.

Key Elements of Distinctiveness

1. Social Sensitivity

To instill a sense of social responsibility in our students, we engage them in a wide array of socially oriented activities.

- **Blood Donation Camps:** NWIMSR regularly organizes blood donation drives that see active participation from students, faculty and staff. These events not only help save lives but also teach students the importance of selfless service to the community.
- **NSS Activities:** Our collaboration with the National Service Scheme (NSS) allows students to develop a strong sense of social responsibility.
- **Health and Hygiene Initiatives:** We organize programs on women's hygiene and health, targeting both our students and local communities. These programs aim to raise awareness about critical health issues.

These initiatives contribute to the social sensitivity of our students, enabling them to become leaders who not only excel in their careers but also contribute positively to society.

2. Environmental Consciousness

NWIMSR places great emphasis on cultivating environmental consciousness among students through various green initiatives and eco-friendly practices.

- **Tree Plantation Drives:** NWIMSR organizes tree plantation drives, both on our campus and in nearby rural areas. These activities not only contribute to environmental conservation but also instill among students a sense of responsibility towards the planet.
- **Green Campus Policy:** NWIMSR has implemented a comprehensive Green Campus Policy that encompasses a wide range of initiatives aimed at promoting sustainability. This includes the reduction of single-use plastics on campus, management of e-waste, and adoption of energy-efficient practices such as installation of LED lights and solar panels.

Through these efforts, we aim to create environmentally conscious leaders, equipped to make decisions that not only benefit their organizations but also contribute to the sustainability of the planet.

3. Judicious Use of Resources

At NWIMSR, we emphasize the efficient use of human resources, time, and financial resources to optimize the impact of our activities.

- **Human Resources:** We ensure that skilled individuals are allocated effectively across projects, from corporate events to academic conferences, maximizing productivity and ensuring successful outcomes.
- **Time Management:** We make sure that our students learn to prioritize tasks and manage time effectively through structured activities and project-based learning, helping them meet deadlines without sacrificing quality.
- **Financial Resources:** We allocate funds strategically, securing sponsorships and optimizing budgets for events and initiatives, ensuring maximum impact while maintaining financial responsibility.
- **Energy Resources:** Instructions about switching off the electrical equipment whenever not in use are placed in every classroom.
- **Water Resources:** Instructions to not to waste water and make judicial usage of it are placed in every washroom as well as drinking water facility.

This approach fosters a culture of resource efficiency and preparing students to be mindful in their future.

4. Sharpening Business Acumen & Commercial Awareness

NWIMSR provides students with numerous opportunities to develop these critical skills through direct engagement with industry leaders and participation in challenging business scenarios.

- **Corporate Engagement Programs:** Through events like Corporate Cricket and Corporate Football, students have the opportunity to interact with corporate leaders in the informal settings. These help students build networks and understand the dynamics of corporate culture, enhancing their leadership and networking skills.
- **HR Conclave and Leadership Awards:** HR Conclave and Leadership Awards provide students with insights into the latest trends and challenges in the corporate world. These events are platforms for students to learn from industry experts and sharpen their understanding of commercial environments and leadership strategies.
- **Skill Development Workshops:** Activities like Business Plan Competitions, MS Excel, Six Sigma training, and workshops on digital marketing, offer students the chance to apply their theoretical knowledge in real-world scenarios. Students develop problem-solving skills, analytical thinking, and a deep understanding of business operations.

By exposing students to a wide variety of business challenges and opportunities, we ensure that they are equipped with the skills necessary to excel in the commercial world.

5. Global Perspectives

NWIMSR ensures that students develop a global perspective through international collaborations, conferences, and guest lectures.

- **International Conferences:** The institute regularly organizes international conferences that bring together global academicians, industry experts, and students together. These conferences provide a platform for the exchange of ideas and collaboration on global business challenges, giving

students exposure to international business environments.

- **Guest Lectures:** Our partnerships with institutions and the frequent guest lectures by experts ensure that students gain insights into global business trends and best practices.

By fostering global perspectives, NWIMSR equips students with the knowledge and skills necessary to navigate the complexities of the global business landscape.

Demonstrating Implementation

NWIMSR takes a proactive approach to implement its distinctive philosophy of education. Through a wide range of activities—such as enhancing teaching-learning processes, conducting community engagement programs, and providing immersive learning experiences—the institute continuously nurtures students into visionary and strategic thinkers. Our distinctiveness lies in the integration of academic excellence with a deep commitment to social responsibility and environmental stewardship.

File Description	Document
Any other relevant information	View Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

Neville Wadia Institute of Management Studies and Research (NWIMSR), Pune commits in service to society through developing various leaders and providing executive management education in global scenario. We focus our activities, mentoring, counselling, value added courses for the transformation of our students. We try to provide proper exposure to the students with the outer world through numerous working Memorandum of Understandings including industry and academia. In the pursuit of quality in higher education, we keep on adding certain initiatives in our system.

NWIMSR stands as a distinct institution for providing MBA programme with its mission stated as **"Institution is convinced that success is measurable in the caliber of our graduates, we continuously seek to improve them and ourselves in an ecosystem that nourishes our spirit and intellectuality".**

Diversity is celebrated at NWIMSR with programmes attracting individuals from the varied backgrounds such as geographical, linguistic, religion and cultural enriching the academic experience. The institution is dedicated in providing equal developmental opportunities, offering scholarships, breaking socio-economic barriers and empowering individuals to pursue higher education. The institute campus server as a dynamic educational hub for learning and collaboration. The central location facilitates strong connections with the local business community providing students with real world insights and networking opportunities.

NWIMSR has sound employee retention rate, which is a testament to the vibrant work environment and strong commitment to employee development and satisfaction. The institute hosts its annual flagship event ASPIRE that showcases MBA students' hidden talent, entrepreneurial spirit and boosts capabilities. It features various events such as B-Plan competition, sports and cultural activities.

The institution has prepared our staff members to implement the NEP 2020 challenges and changes.

Thus, the institute stands as a beacon of academic excellence and holistic development dedicated to cultivating an environment that fosters unparalleled growth and comprehensive learning.

Concluding Remarks :

Neville Wadia Institute of Management Studies and Research (NWIMSR), Pune has been catering the diversified needs of the stakeholders and starving for excellence in educating leaders since more than 3 decades. The institute is permanently affiliated to Savitribai Phule Pune University (SPPU). The institute is situated in the heart of the Pune city.

According to the new National Education Policy 2020, we, the staff members have prepared ourselves to make the necessary changes in our curriculum delivery as well as examination and evaluation pattern. Our institute facilitates the empowerment of students through a unique blend of academic rigor promoting intellectual growth and societal enrichment. We have devised the range of policies dedicated to address the diverse needs of the stakeholders from various socio-economic background as prescribed in NEP 2020.

Every staff member of the institution shares an unwavering spirit dedicated for creating a positive impact in the

lives our students, guiding them towards excellence in their pursuits. Every stakeholder of NWIMSR-management, staff, alumni, students and employers stand united in collective determination to elevate our institution to unique heights on the global scenario.