



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

NAVJEEVAN INSTITUTE OF MANAGEMENT

SHIVSHAKTI CHOWK, 4TH SCHEME , CIDCO, NASHIK-422008
422008

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Navjeevan Institute of Management, situated in Cidco, Nashik, stands as a beacon for aspiring business leaders, offering a unique blend of academic excellence and practical exposure. Affiliated with Savitribai Phule Pune University, the institute holds a prestigious position in the realm of management education.

Nestled in the vibrant city of Nashik, the institute strategically positions students at the intersection of academic rigor and real-world applicability. The curriculum is meticulously designed to provide a comprehensive understanding of business concepts while emphasizing the development of critical thinking and problem-solving skills.

What sets Navjeevan Institute of Management apart is its unwavering commitment to providing students with unparalleled opportunities and exposure to the dynamic world of business and leadership. The institute fosters an environment that encourages students to explore, innovate, and implement their ideas.

With a focus on holistic development, Navjeevan Institute of Management becomes a transformative platform where students not only acquire academic knowledge but also cultivate the skills and mindset necessary for success in the competitive business world.

Vision

To cultivate future leaders through entrepreneurship, research, innovation, and strategic partnerships, creating a premier institution recognized for academic excellence.

Mission

We are committed to educating and developing tomorrow's leaders and builders of the world, who create value for their stakeholders and Society at large, by providing them the highest Quality and life-transformational learning experience.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Strategic Location: Centrally located in Nashik city for convenient accessibility.
- Academic Excellence: Strong student enrolment and strict adherence to the curriculum
- Effective Leadership and Supportive Management
- Innovative Teaching Approaches
- Adoption of modern teaching methods and IT tools.
- Comprehensive Infrastructure & Industry Collaboration
- Qualified faculty and industry partnerships.

- Focus on students' achievements, career-oriented programs, mentorship and active engagement in Institute Social Responsibility (ISR) activities for social upliftment.

Institutional Weakness

- National and International Student diversity
- Limited scope for diversified courses in curriculum
- No projects with research grants
- As its a PG Programme, a small number of students progressing to higher education
- Only few students attempt to state/national/ international level examinations, competitive examinations

Institutional Opportunity

- Ph.D Research Centre affiliation
- Foster collaboration with foreign universities for certificate programs.
- Strengthen linkages with industry for opportunities in internship, placement, research, and consultancy.
- To start Integrated BBA program, MCA Programme and BMS Programme
- Fortify the alumni network.
- Expand and develop customized programs in collaboration with the industry.
- Additionally, get academic autonomy for diversified course structure.

Institutional Challenge

- National and International Collaborations and to develop student exchange activities.
- Limited Financial Resources as the Institute is private and non-aided.
- Attracting the overseas students / faculty

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Navjeevan Institute of Management (NIM) offers an MBA program affiliated with Savitribai Phule Pune University (SPPU) under the Choice Based Credit System (CBCS). The institute emphasizes effective academic planning and curriculum delivery, strictly adhering to the academic calendar set by the university. NIM's Internal Quality Assurance Cell (IQAC) continuously works to maintain high standards in teaching and learning. Faculty members actively participate in various committees and development programs to enhance their teaching skills through research seminars, conferences, and the publication and presentation of research papers. NIM caters to students of diverse backgrounds by creating a supportive teaching-learning environment and employs a range of teaching methods, including chalk and board, presentations, discussions, problem-solving, case studies, and news analysis. The institute also emphasizes experiential learning through guest sessions, competitions, seminars, and events that foster critical thinking and creativity. Over the past five years, NIM has conducted more than 25 certification courses and requires students to complete an internship project each year. Cross-cutting issues such as professional ethics, gender, human values, environment, and sustainability are integrated into various courses, along with over 50 guest sessions and social responsibility

activities. Comprehensive Concurrent Evaluation (CCE) is conducted throughout the semester as part of internal assessments, including written assignments, presentations, situation analysis, MCQ tests, viva voce, and group tasks. NIM collects feedback from students, teachers, alumni, and employers to continually improve its teaching and learning processes. The institute provides robust infrastructure, including ICT-enabled classrooms, a library, seminar halls, a computer lab, and internet and Wi-Fi facilities. NIM is dedicated to transforming students into professionals, entrepreneurs, and researchers with a strong sense of social responsibility and ethical citizenship, contributing value to industry, society, and the nation.

Teaching-learning and Evaluation

The institute employs a student-centric teaching and learning approach, with a transparent and timely evaluation mechanism focused on outcome-based education. Admissions are managed by the Directorate of Technical Education (DTE) of the Government of Maharashtra, following the rules of the State Common Entrance Test Cell, which conducts an entrance exam annually. During the assessment period, the average enrollment percentage was 97.78%, with the institute fully adhering to central and state government reservation policies, achieving 100% admission of students from reserved categories. The teacher-student ratio is maintained at 1:20, ensuring personalized attention. The institute boasts highly qualified teachers with extensive academic and industry experience, with 54.55% holding Ph.D. degrees, highlighting their competence to meet students' diverse needs. Student-centric methods like experiential learning, participative learning, and problem-solving, including summer internships, NIMA certification courses, industrial visits, and social responsibility activities, are implemented to develop analytical thinking and social awareness. These methods encourage active and participative learning, fostering critical thinking and teamwork among students. Value-added courses and certificate programs provide ample opportunities for skill development, enhancing students' curricular and co-curricular abilities and transforming them into successful leaders. The institute is equipped with ICT tools that enhance the quality of teaching and learning, which are effectively utilized by teachers for course delivery. The examination and evaluation process follows university guidelines, with the Director, College Exam Officer, and Exam Committee ensuring adherence to the schedule, maintaining transparency, robustness, and fairness in conducting, monitoring, and assessing examinations. Students are introduced to Outcome-Based Education (OBE) from the Student Induction Program and through interactions with course teachers. The mapping and attainment of Course Outcomes (COs) and Program Outcomes (POs) are measured and displayed on the institute's website, with attainment reports analyzed for necessary improvements. The average pass percentage of final-year students is 72.37%.

Research, Innovations and Extension

Navjeevan Institute of Management (NIM) is dedicated to achieving excellence in research and consultancy that benefits society. To foster a research-oriented culture, the institute has established a Research Policy. Over the past five years, NIM has significantly strengthened its research capacity and increased its research output. The institute also promotes entrepreneurship through its Entrepreneurship Development Cell, which has conducted various sessions on Intellectual Property Rights (IPR), Research Methodology (RM), and Entrepreneurship Development (ED). Over the last five years, NIM has successfully guided and mentored more than 33 entrepreneurs. The institute has organized and conducted over 50 workshops, seminars, and guest sessions focusing on research methodology, entrepreneurship, intellectual property rights (IPR), and the Indian knowledge system. Faculty at NIM are actively engaged in research, with around 22 research articles and papers published in UGC, ABDC, and peer-reviewed journals, as well as 8 books with ISBNs. The institute has organized more than 45 extension and outreach programs to sensitize students to social issues and involve the

community in their holistic development. NIM has established over 30 MoUs, linkages, and collaborations for academic research, student internships, research projects, and institutional social responsibility (ISR). Many activities have been conducted under these functional MoUs. The institute boasts excellent research infrastructure, including a well-equipped library with journals, e-journals, and databases. Faculty members and students regularly participate in, present, and publish their research at national and international conferences and seminars. Faculty members are also actively involved as resource persons and delegates at various events across India.

Infrastructure and Learning Resources

The institute offers state-of-the-art infrastructure to enhance the interactivity and effectiveness of the teaching and learning process. It encompasses a total built-up area of 1,581.41 square meters, featuring ample facilities such as ICT-equipped classrooms, seminar halls, a computer lab, faculty rooms, an IQAC room, an administrative office, a conference room, an examination control room, a library, a reading hall, and common rooms for both boys and girls. Additionally, the campus includes a spacious area for indoor sports. The library includes a separate reading hall and boasts a collection of 10,150 books, 26 journals and magazines, and 91 rare books. The NIM library provides access to e-resources through institutional and individual memberships with DELNET and NLIST by INFLIBNET, allowing users to access e-books, e-journals, and research papers via Shodhsindhu and Shodhganga. The institute regularly updates its IT facilities and offers a 200 Mbps broadband internet connection. It has a total of 60 computers with the latest configurations. Sufficient funds were incurred for the development of physical, academic and infrastructural facilities.

Student Support and Progression

Student support and progression are paramount at our educational institution, where the success of our students is our primary goal. We implement student-centric practices to create a supportive environment that empowers students, focusing on inclusivity, skill development, and social integration. Our commitment to student welfare is reflected in incentivizing participation in competitions, certification programs, and skill development activities. Upon admission, students access various facilities that support their growth, enabling them to apply knowledge, enhance critical thinking, and network with industry professionals. Our active student committee organizes events such as entrepreneurship development, corporate interactions, cultural celebrations under NIMBASH, and sports activities. We prioritize sports and recreational activities, internships, and consulting training programs for practical learning experiences. Student clubs dedicated to entrepreneurship, career guidance, and social responsibility foster leadership and teamwork. We facilitate access to government financial schemes and offer career counseling and placement services, with our alumni network supporting students' placement efforts. Additionally, students are involved in administrative bodies like the Anti-Ragging Committee, Grievance and ICC Committee, Placement Cell, Library Committee, and IQAC, ensuring their voices are heard in decision-making processes and promoting their well-being. In conclusion, our institution's dedication to student support and progression is evident through various initiatives and programs. Our student-centric approach fosters overall success, and we remain committed to evolving our practices to meet the changing needs of our students.

Governance, Leadership and Management

The governance of the institution is carried out through the Governing Body and the College Development

Council (CDC), which align with the institution's vision and mission for sustained growth. The institute employs decentralized and participatory practices through committees guided by faculty members. The Director oversees curricular and co-curricular activities by allocating tasks to faculty, ensuring representation of faculties and academic leaders in committees such as the IQAC, Governing Body, and College Development Committee. The institute provides the necessary infrastructure and IT network to facilitate effective use of ICT by staff and faculty. Teachers are actively involved in enhancing the effectiveness of institutional processes through planning, implementation, and evaluation, with responsibilities delegated by the Director. The institution develops and implements strategic and perspective plans for the mutual benefit of all stakeholders. Constant upgrading is prioritized, with teaching staff encouraged to advance their skills through financial assistance for conferences, faculty development programs (FDPs), and professional development training. Non-teaching staff are also supported in skill enhancement through leave and opportunities to attend development programs. The institute values human capital growth and well-being, offering effective welfare mechanisms per structured policies. A structured performance appraisal system assesses both teaching and non-teaching staff. Financial management and resource mobilization are handled by preparing a detailed budget that considers the requirements of all academic activities, the administrative office, and various committees. Regular financial audits ensure optimal utilization of the budget and infrastructure. The institution has a well-established IQAC that significantly contributes to improving quality assurance strategies by periodically monitoring the teaching-learning process and administrative performance through academic and administrative audits. Feedback from all stakeholders is collected, analyzed, and used for quality enhancement. Regular IQAC meetings are held thrice in a year. The IQAC is instrumental in adopting best practices, such as green campus initiatives, energy and environment audits, and collaborative efforts with other institutions for quality enhancement. Major quality initiatives monitored by the IQAC include e-learning, guest sessions, workshops, gender sensitization awareness, and promoting environmental consciousness and social responsibility.

Institutional Values and Best Practices

The institutional values and best practices of the institute are reflected in its commitment to several key ideals through its plans, programs, and initiatives. **Gender empowerment** is emphasized by adhering to gender sensitization regulations and supporting initiatives and policies that promote gender equity. The academic and administrative committees include students and faculty members, and the institute provides safety, security, and counseling services for female students. **Eco-friendly initiatives** are a priority, with a focus on environmental sustainability through rainwater management, energy management, and waste management. Energy and green audits contribute to maintaining a sustainable environment. The institute supports **Divyangjan facilities** by making its buildings disability-friendly, with ramps for easy access to classrooms and restrooms, suitable signage, and other amenities. **Inclusiveness** is embraced in all spheres, with a focus on inculcating strong moral standards and ethics among both staff and students. The institute has established a code of conduct for instructors, administrative staff, and students and commemorates national and international events to foster a sense of community and respect for diversity.

Best Practices

- **Scholarships for Financially Weak Students:** The institute provides scholarships to support students facing financial difficulties, ensuring that financial constraints do not hinder their academic progress and success.
- **Creating Entrepreneurs:** The institute fosters an entrepreneurial spirit by supporting and guiding students interested in starting their own businesses. This includes providing mentorship, and training to

help them develop their entrepreneurial skills and ventures.

- At NIM, skill development is a cornerstone of the institution's distinctiveness. The institute emphasizes practical learning through hands-on experiences, such as internships, industry visits, and certification programs. It offers a range of skill-building activities, including workshops, seminars, and training sessions, to enhance students' professional and personal competencies. This focus on skill development ensures that students are well-prepared for their careers and can adapt to the evolving demands of the job market.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	NAVJEEVAN INSTITUTE OF MANAGEMENT
Address	Shivshakti Chowk, 4th Scheme , CIDCO, Nashik-422008
City	NASHIK
State	Maharashtra
Pin	422008
Website	www.navjeevanmba.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director(in-charge)	Shinde Suvarna Rahul	0253-2393827	9604101118	-	navjeevan.mba@gmail.com
IQAC / CIQA coordinator	Nutan Nana Thoke	0253-2975651	9823555580	-	nutan.sai@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Maharashtra	Savitribai Phule Pune University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	04-04-2018	12	Nil
AICTE	View Document	04-04-2018	12	Nil
AICTE	View Document	04-04-2018	12	Nil
AICTE	View Document	04-04-2018	12	Nil

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Shivshakti Chowk, 4th Scheme , CIDCO, Nashik-422008	Urban	0.94	1581.41

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
PG	MBA,Management,MANAGEMENT	24	Graduation	English	120	120

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				3				8			
Recruited	0	0	0	0	0	3	0	3	2	6	0	8
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				9
Recruited	7	2	0	9
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	1	0	0	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	0	0	1
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	2	0	0	2	0	4
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	4	0	5
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	1	4	0	5	

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
PG	Male	73	0	0	0	73
	Female	48	0	0	0	48
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	18	10	0	0
	Female	9	8	0	0
	Others	0	0	0	0
ST	Male	1	3	0	0
	Female	1	1	0	0
	Others	0	0	0	0
OBC	Male	10	14	0	0
	Female	18	6	0	0
	Others	0	0	0	0
General	Male	25	19	0	0
	Female	10	12	0	0
	Others	0	0	0	0
Others	Male	19	12	0	0
	Female	10	7	0	0
	Others	0	0	0	0
Total		121	92	0	0

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Institute is affiliated to the Savitribai Phule Pune University and adheres to the curriculum given by the University. The syllabus is revised every three years, now we are following 2019 pattern for MBA (II year) and 2019 (Revised) pattern for MBA (I year). A discussion among the faculty members were initiated on the key principles of NEP such as diversity for all curriculum and pedagogy with technological innovations in teaching and learning, encouraging logical decision making and innovation, critical thinking and creativity. Academic programmes are redesigned by the Savitribai Phule Pune University will provide Multidisciplinary /Interdisciplinary courses as electives. When a learner successfully</p>
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	<p>completes the courses provided in an academic program at a certain level, he/she is allowed to transfer his/her credits in some of these courses to another same level academic program having these courses in common.</p>
2. Academic bank of credits (ABC):	<p>NIM being affiliated to SPPU,Pune have made it mandatory for all students to get registered for ABC. So as per directives of SPPU our all MBA I/II year students are registered for ABC.</p>
3. Skill development:	<p>Our MBA programme is designed in such a way to mould future managers thoroughly conversant with the application of tools and techniques of modern management practices in order to align with industry needs. This new pattern of MBA syllabus adopted curriculum and the training imparted will help our management programme aspirants to get fully trained in accordance with the industry requirements. We strive to enhance the employability for our graduates as per the industry's current human resources requirements. The MBA program has specialization in marketing, finance, human resources, business analytics and operation -supply chain management. We have introduced add-on and certificate courses like personality development, Advanced MS Excel, Entrepreneur Development, Mindfulness at workplace etc for improving management skills.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>We understand the cultural values permeated by the literary works in Marathi. We celebrate Marathi bhasha Din and Maharashtra Day to promote the preservation and protection of our Marathi language. We also celebrate days like Shivraj Abhishek Sohala where in students perform various events like lati game, dance on traditional songs, speeches on great warriors etc. The affiliating University curriculum is framed with mandatory courses like Professional ethics and human values, human rights, Constitution of India, Essence of Indian Traditional Knowledge, as a small step to inculcate constitutional obligations among the students. We celebrate national constitution day on 26th November every year, wherein we take oath to abide by constitutional norms, we as citizen must have rights and duties, and those are shared with the students and all staff members on the occasion on the constitution day.</p>
5. Focus on Outcome based education (OBE):	<p>MBA programme is offered as outcome-based</p>

	<p>education (OBE) which is designed by the Savitribai Phule Pune University. We follow the guidelines regarding Graduate attributes (GA), programme outcomes (PO), programme specific outcomes (PSO) and course outcomes (CO) given by the University. All courses are designed with outcomes based on cognitive abilities (Blooms taxonomy) namely Remembering, Understanding, Applying, Analyzing, Evaluating and Creating. Apart from the domain specific skills, learning outcomes at all levels ensure social responsiveness and ethics, as well as entrepreneurial skills so that student contributes proactively to economic, environmental and social well-being of the nation.</p>
<p>6. Distance education/online education:</p>	<p>We had conducted online classes during the Covid -19 pandemic. We know that educational institutions in the country has increasingly involved in using the digital platforms for engaging classes, conducting conferences and meetings. For online classes and webinars, we use platforms like Zoom Meet and Google meet</p>

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Electoral Literacy Club has been set up in the Institute in 2022 and is functioning along with NSS Scheme. The primary objective if this club is sensitizing the student community about democratic rights which includes casting votes in the elections</p>
<p>2. Whether students’ co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Yes, the ELC has both the faculty and Students Coordinators appointed by the head of the Institution.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior</p>	<p>The Institute conducts a number of activities to create sensitization of students and employees by conducting constitutional activities like constitutional day, youth day, voter’s awareness program, legal awareness program and voter’s registration drive for adopting the values, rights, duties and responsibilities of citizens. The constitutional day on 26th November has been conducted every year and a pledge is taken by all students and staff members. The Institute has an Electoral Literacy Club (ELC) in which the</p>

<p>citizens, etc.</p>	<p>institute conducts voter awareness programs. The Institute conducts a special speech on the importance of the value of casting the vote and how it helps in protecting the constitutional obligations under the ELC. Voter awareness rally was conducted in and around Institute campus. Posters are placed in the Institute to encourage students to participate cast their vote in the elections</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>1) The Electoral Literacy Club organizes various programs like debates to celebrate Indian Constitutional Day. 2) Graduate Constituency voter awareness & registration drive conducted in Nashik city. 3) Teachers Constituency voter awareness & registration drive conducted in Nashik city. 4) Right to vote: Pledge 5) Right to vote: Poster been made by students and displayed in the campus 6) Constitution day celebration</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The Institute makes every effort to sensitize its students about the electoral process. The ELC plays a crucial role in this regard. Through this club, the College notifies students above 18 years old who are yet to be enrolled as voters in the electoral roll to get their names registered as eligible voters from time to time.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
164	119	120	118	98

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2 Teachers

2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 11

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

Number of teaching staff / full time teachers year wise during the last five years

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

3 Institution

3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
51.10	14.51	15.16	20.95	26.49

File Description	Document
Upload Supporting Document	View Document

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:

The institute is affiliated to Savitribai Phule Pune University (SPPU) and follows the curriculum prescribed by the University. The institute plans and executes academic activities adhering to the University Academic Calendar. The institute Academic Calendar is finalized in the IQAC meeting considering various events, activities and examination schedule. It enlists different academic, co-curricular & extra-curricular activities along with the plan for student's evaluation. Once the academic calendar is approved subjects are distributed among the faculty according to their interest and expertise. The class wise time table is prepared as per the norms specified by the University. The faculty members prepare the teaching plan by referring to the academic calendar and ensure that the classroom sessions are conducted as per the plan. Each faculty maintains a course file containing teaching plan, time table, subject notes, Comprehensive Concurrent Internal Evaluation (CCIE), question bank, question papers, and other relevant content. The mode of instruction for theoretical content is mainly through traditional chalk & board methods aided by ICT tools. During Covid period the institute followed a blended teaching learning process. Teachers are encouraged to adopt innovative teaching tools to make the teaching learning process interesting. The students are also encouraged to complete online courses through various learning platforms. The specialization wise practical sessions are conducted in the tutorial room and computer lab.

The practical exercises are instructed through demonstrations, situation based analysis, Ad mad show, case study, industrial visits & Projects as per the need. The student's performance is internally assessed on the basis of attendance and CCIE. Internal marks are displayed on the notice board and grievance if any is handled by the subject teacher and CEO. Remedial lectures are held for all students. The external assessment is conducted by the university. Project based learning approach is adopted to identify real world problems. For practical exposure to industry environments, students are encouraged to participate in NIMA/AIMA training. Students opt for Summer internships after completion of 2nd semester in different industries. The students undertake projects under guidance of an internal guide who guides them for problem identification, concept selection, finalization of problem statement and project execution till its completion. The project work is internally evaluated through periodic reviews by an Expert committee. The final assessment of project work is carried out by university appointed examiners. Value added courses, certifications, workshops and expert sessions are conducted for curriculum enrichment. The smooth functioning of academic processes is ensured by the IQAC committee. The academic monitoring involves syllabus coverage reports, classroom observation, student interactions and feedback of students after the end of each semester. The institute has devised a feedback mechanism through which feedback is sought from students, teachers, alumni and employers based on curriculum, institute working, student satisfaction survey and suggestions for improvement. AAA audits are conducted annually, with actions taken based on the findings. The collected feedback is analyzed,

discussed and corrective actions are initiated for continual improvement. Our faculty actively participate in university decision-making processes regarding the syllabus, Academic Council, BOS, Paper Setting, Paper evaluating.

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: 28

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
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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: 34.41

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
35	35	54	51	38

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:

Institute follows SPPU Curriculum Courses integrating issues related to

Professional Ethics: The courses like Indian Ethos & business ethics, Business communication, Life Skill, Personality Development, Legal Aspects of Business, Labor Laws, Employment Relations, etc. spotlight on building up with Professional Ethics in students. Students are made aware of code of conduct and professional ethics during the induction program and through classroom sessions, guest sessions, placement training activities, events and extra curricular activities throughout the year. Also students learn, practice and implement Professional Ethics through industry visits and various certification programs.

Human Values: Human Values develop individuals being empathetic, kind, respectful, and responsible members of society. Institutes make sure Human Values are instilled through social involvement of students in activities conducted under NSS and Institute Social responsibility like Blood donation camp, visits to Adharashram, Balanathashram, creating awareness programme on the issue like child labour, organ donation, Say no to alcohol and tobacco, health hygiene, use of Helmet, Road safety etc. Indian Ethos and business ethics, OB, Startup & New Venture Management, HRM, etc. are courses that deal with students about human values and behavior. This course helps students recognize how they behave, respect each other, self-discipline, patience, kindness, lasting values, and relationships of trust.

Environment & Sustainability: Institutes urge students to consider Environment and Sustainability related situations into their decision making process. Students are made aware about environment concerns through guest sessions, seminars, conferences, competitions etc. Activities like tree plantation, cleanliness drive at various place, eco friendly Ganpati Visarjan, plastic free village, PUC camp, Save soil session, water conservation activities etc under NSS underwrite awareness towards spreading awareness

of safeguarding natural resources. Institutes take care of the environment and its sustainability aspects through use of LEDs, green environment, pollution free campus. Courses such as Economic Analysis for Business Decisions, Strategic Management, Startup and New Venture Management, Management for Sustainability, etc. are offered.

Gender: Courses such as Human Rights-I, Human Rights-II, and Global HR are included in MBA programs that specifically focus on gender and human rights issues. The Institute also organizes various programs such as health check camps, International Women's Day, and celebrations on Human Rights Day, Guest session on Gender Equity etc. The statutory as well as non-statutory committees consist of female students as members. Events were conducted like Nirbhaya Kanya Abhiyan, Beti Bachao Beti Padoo, honoured and felicitated womens from different fields in the nashik city.

In course content delivery process faculty members incorporate real life examples, situation analysis, Case Study, News article analysis, and current affairs study that ensures integration of said issues throughout the program resulting into a holistic development of students.

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: 50

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

Response: 82

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: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies

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: 95

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
105	59	60	60	58

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
120	60	60	60	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: 100

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
70	35	35	41	38

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
70	35	35	41	38

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: 18.22

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:

1. **Experiential Learning:** Experiential learning is designed to engage student's emotions as well as enhancing their knowledge and skills. Institute inculcate in teaching course concepts through application of experiential learning. These activities include Field Work, Research Work, Summer Internship Project (to understand the contemporary issues in management.), Entrepreneurship Development, Activity based learning, Team Building Learning, Industrial visits etc . Our students also complete 30 hour training under NIMA (Nashik Industries Manufacturing Association) to get an in-depth practical knowledge throughout the semester.
2. **Participative Learning:** The Institute uses many methods for participative learning like Group Discussions, Presentations, extempore, Management Games, webinar conferences etc. The internal assessment includes role play, group work, assignments, presentations and team building activities for their professional development so that students can hone their skills with respect to application of knowledge, analysis and solving of problems and coming up with innovative alternatives. The student actively participate in various committee of the institute and also organizes various events, cultural fest, sports etc which gives a platform for developing the management, leadership & team-working skills through active participation. The students also participate in social causes through various extension activities.
3. **Problem Solving Methodologies:** Students should learn to identify problems and use innovative thinking to solve problems faced by business organizations. Problem solving methodologies used for enhancing the learning experiences include project based learning(SIP), assignments, case analysis and discussions, situation based analysis, demonstrations, quizzes et.c and also through curricular topics on statistics (Decision Science), data analysis(BRM/QRM), numerical techniques (Accounting/Financial Management) etc. Advanced Excel certification course is introduced for students for effective learning.
4. **ICT Enabled Teaching-Learning:** NIM uses a diverse set of ICT tools to create, communicate, circulate, store and manage information. The teachers use LCD projectors for course delivery through powerpoint presentations & videos. All classrooms, tutorial room, library, seminar hall are connected in a local area network with high speed internet access. The students are given access to online platforms like Swayam, Eduex, Udemy, Coursera, NISM etc Digital library in NIM is equipped with E-Resources like DELNET, Swayam, MOOC and NDL. During covid period, the institute was able to manage uninterrupted teaching-learning with an extensive use of online platforms such as Google classroom, Google meet, Zoom meet, Webex.

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
9	6	6	6	6

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:** 54.55**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
6	3	3	3	3

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:

NIM being affiliated to SPPU follows the syllabus of Savitribai Phule Pune University (SPPU) which defines Programme Outcomes (PO), Course Outcomes (CO) (2016 pattern) and Bloom's Taxonomy under CBCS Pattern 2019 pattern and 2019 (revised) respectively. As per the norms of SPPU, Chief examination officer (CEO) is appointed who excute internal and external examination. As per the institute academic planning and syllabus of SPPU, the institute has designed an internal assessment mechanism. Institute academic calendar includes the tentative planned dates for Term end examination and it is communicated to students during the Induction programme. Exam department along with the Course teacher design Comprehensive Concurrent Evaluation (CCE's) based on syllabus and it is mapped to the course outcomes of respective courses. On the basis of a basket of various CCE's given in the syllabus of SPPU, course teachers design CCE's and its rubrics for respective courses. Each CCE is mapped with the specific course outcome as per Bloom's Taxonomy. Course faculty on the basis of status of syllabus completion conducts CCE.

A course file is prepared by the course teacher; the content of the course file includes details of planned concurrent evaluations and tentative schedule of the same. Additionally, internal term end examination is conducted as per SPPU exam pattern. CEO ensures smooth functioning of examination. Students are communicated about the assessment methods at the beginning of semester. Examination committee prepares and finalizes the time table referring to the academic calendar, with approval of the Director. Exam time table is communicated well in advance to faculty members and students. Question paper of the internal examination is mapped with the respective Course Outcomes. Faculty members are given a time frame of around 8 to 10 days for assessment of examination papers as per the model answer and communication of result. The CCE's marks are displayed on the notice board. Grievances on internal evaluation can be discussed with the respective course teacher and are resolved within 5 days of assessment sharing. CCE marks are then displayed for student's reference. Students can approach the

CEO for unresolved grievances, if any.

Mechanism for External Assessment

The external examination is conducted by affiliating University (SPPU). The smooth functioning of examination is executed by the SPPU Examination Committee and College Examination Officer (CEO). External examination is conducted as per the norms and schedule given by the SPPU. Institute follows all rules, regulations and ordinances laid by SPPU. Students can approach the competent authority of SPPU, in case of grievances beyond the institute's scope. Students may apply for photocopy/ revaluation of answer sheets by paying fees, once the results are declared. The SPPU competent authority deals with the grievances related to external examinations.

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:

NIM being affiliated to Savitribai Phule Pune University, Pune offers MBA Program and follows SPPU Curriculum and Examination Schedules.

The POs and COs of all the courses are defined by SPPU in the 2019 and 2019 Revised Syllabus. In the CDC meeting which is held before the commencement of academic year the Director along with IQAC coordinator discusses the POs, COs with course teachers and the required co-curricular and extra-curricular activities are planned accordingly.

As per academic planning of the institute and syllabus of SPPU, the institute design internal assessment mechanism. Then, the course teachers prepare Comprehensive Concurrent Evaluations of their respective course in alignment with COs, POs and after approval from the director the same is communicated to students, well in advance in their classroom sessions. Students are informed about the syllabus, examination pattern and expected outcomes of the courses during the induction program and classroom sessions. All COs & POs are displayed on the Institute website, notice boards and communicated to students through various ways like during the student admission counseling, through information/admission brochure, Institute website, during the Student Induction Program and during the lectures in the classrooms.

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:

COs and POs are the measures of the knowledge, skills, and attitudes that students are expected to acquire at the end of a course or program. The attainment of COs and POs is an important indicator of the effectiveness of a course and the teaching-learning evaluation process. As per the syllabus of SPPU, the institute has designed CO and PO evaluation and attainment Process.

Knowing the attainment of the outcomes is essential as it helps to make improvement in the teaching-learning process. The outcome of the students performance is visible in the final result that the university declares. The attainment levels are evaluated from the external and internal parameters. The internal evaluation includes the weightage to various CCE like Internal Term End Exam, Viva Voce, Assignment, Presentation, MCQ Test, attendance and timely completion of the prescribed work. The internal assessment is made on a continuous basis throughout the semester. The external evaluation is based on the performance in the university examination.

The CO and PO Evaluation and Attainment Process is as follows

The average marks obtained by all students in the examination under consideration are used for determining the attainment. The target level is set for the individual courses 5% above the average marks of the previous examination. The weightage for the internal assessment is decided as 30% while that for the external assessment is taken as 70%. The average score of the attainment is calculated based on these factors. The levels of attainment are prescribed at low, medium and high levels which are determined by comparing the marks of the prescribed percentage of students with the target values. These levels are then expressed as attainment scores in quantitative form as 1,2 & 3 for low, medium & high levels respectively. If the high level of attainment is achieved then the efforts are made to maintain the same. If the attainment levels are low or medium, then the course teacher deliberates on action points for improving these levels. The attainment levels during the covid period were exceeded for all the courses and reached to almost 100% as the unprecedented situation forced the university to dilute the passing criterion. Considering the adverse impact of covid period on students learning, the target levels are reduced for the academic year succeeding the covid. As the academic systems are recovering to normal levels, the attainment levels are improving in the current academic year. The institute plans to include a course exit survey as one of the weighted parameters for calculating the attainment in upcoming sessions. The determination of individual CO attainment will also be calculated in the forthcoming sessions. The institute organizes training programs and sessions on outcome based education for teachers. The institute is committed to implement outcome based education and achieve the desirable attainment levels by

adopting a continual improvement approach.

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: 72.37

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
43	22	45	46	30

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
57	57	52	48	43

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: 3.63

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: 0

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
0	0	0	0	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:

NIM has a well-defined Research Policy designed to promote a vibrant research culture among faculty and students. The institute has established an ecosystem that supports Innovations, Indian Knowledge Systems (IKS), Intellectual Property Rights (IPR), all aimed at fostering the creation and transfer of knowledge. The primary objectives of this ecosystem are to equip students with Management Thoughts, Skills, Strategies, and Administration Skills.

The institute has undertaken several initiatives under the Indian Knowledge Systems (IKS) to celebrate and preserve the rich heritage of India:

- 1. Chhatrapati Shivaji Maharaj Jayanti and Shivrajya Abhishek Sohala:** To honor the legacy of the Maratha Empire, we celebrate "Chhatrapati Shivaji Maharaj Jayanti," engaging current and former students in various cultural activities.

2. **Management Lessons from Ramayana and Mahabharata:** We conducted sessions exploring the teachings and management lessons from the Ramayana and Mahabharata.
3. **Indian Constitution:** A lecture was organized to deepen understanding of the Indian Constitution.
4. **India's Freedom Struggle:** A session was held focusing on the contributions of Indian freedom fighters.
5. **Marathi Bhasha Gaurav Din and Marathi Bhasha Samvardhan Pandharwada:** Celebrated annually from January 1st to 15th, these events aim to preserve and promote the Marathi language.
6. **Educational trips** to historical temples and forts further emphasize the importance of cultural and historical education.

Additionally, the faculty have contributed by writing books on knowledge management, conducting research on the significance of jail tourism, and publishing research papers.

Intellectual Property Rights

To provide a comprehensive understanding of the competitive and strategic advantages of Intellectual Property Rights (IPR), the institute has undertaken the following activities:

- **IPR Awareness Seminar:** NIM organized a guest session and workshop focused on raising awareness about IPR.
- **Patent Publications:** Faculty members from NIM have successfully published patent.

Entrepreneurship development

- **Entrepreneurship Awareness Initiatives:** The ED Cell has organized various guest lectures, workshops, and a certificate course on Entrepreneurship to equip students with the knowledge and skills needed to succeed in the entrepreneurial world.
- **Success in Entrepreneurship:** Through the guidance provided by the institute, over 31 students have successfully launched their ventures in the last five years, showcasing the ED Cell's effectiveness in nurturing entrepreneurial talent.
- **Publications on Agri-Business:** The faculty of NIM has also contributed to the field by publishing books focused on agri-business, emphasizing the importance of entrepreneurship in this sector.

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: 65

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
14	11	12	13	15

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: 2.45

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
10	6	3	5	3

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: 0.91

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
2	3	1	2	2

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 makes conscious efforts to strengthen the Institute -Neighborhood-Community network, marking a notable contribution to society and the environment. NIM's main focus is on student involvement, service-oriented activities, and the holistic development of students that promotes good citizenship. The Institute hosts a variety of outreach programmes to promote institute neighborhood community to sensitize the students towards community needs. The NSS of the MBA programme at NIM is successfully executing a wide variety of programmes that are focused on providing service to the community.

Environment Protection, the institute made thoughtful efforts to protect the environment in the vicinity and protect natural resources. Events under this title include creating awareness for eco-friendly Ganpati-idols, cleanliness drive under the Swachh-Bharat-Abhiyan, a Pollution free Diwali celebration, Water conservation, plastic free village, PUC Camp and tree plantation drive. Students also volunteered at Ganesh-Visarjan, helping devotees to dispose of the Nirmalya and protect natural-resources. Institute urges students to use bicycles rather than bikes/cars in order to reduce pollution.

For social awareness, Health Awareness activities such blood donation campaigns, guest session on mental health, Child rights, mask distribution at various places, covid awareness campaign, Donation drives such as the Kolhapur flood-relief initiative, have been carried out to address various societal challenges. Students celebrated diwali at the Old age home .Awareness of national-integrity and celebration of Azadi-ka-Amrit-Mohatsav were encouraged by online pledge on Rashtriya-Ekta-Diwas, integrity and Rashtragaan.

For Safety and empowerment of women, guest sessions on financial-wellness for women, session on preventive measures for rising cyber-crimes against women were conducted. Various sessions were conducted in rural and remote areas on the topic like digital learning, personal hygiene, social and civic responsibilities, Legal awareness at Dudgaon.

Outcome of the activities

- Students get an awareness of the social issues prevailing in the society.
- Students become aware of their ability to change in the neighborhood and thus the society.
- Students understand that even a small effort can make a difference in someone's life.
- These activities promote a sense of camaraderie and affection for the neighborhood, and especially the less privileged ones.
- Students get a platform to enhance various skills like problem-solving, analytical, perceptual, interpersonal, ethical leadership, and management competencies leading to Holistic Development.

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:

Navjeevan Institute of Management has received multiple appreciation letters from the government in recognition of its impactful ISR activities aimed at public development and awareness. These letters highlight the institute's dedication to societal well-being through various initiatives, reaffirming its commitment to community service and positive social change.

1. Honourable Rajabhau Parag Prakash Waje extends heartfelt appreciation for the mask distribution drive on 13th April 2020, recognizing the efforts in safeguarding public health during a critical time.
2. Gramsevak Nirhale appreciates the Tree Plantation Drive at Nirhale on 10th August 2019, commending your dedication to environmental conservation and enhancing the community's green cover. Your efforts are truly valued.
3. Honourable Seema Tai Hire extends heartfelt appreciation for the Fit India Movement rally and Godavari Nadi Swacchta initiative in Nashik conducted on 2nd October 2019, lauding your commitment to health and environmental conservation.
4. Honourable President Rajesh Ratnaparkhi of Jankalyan Rakthpethi, Nashik, expresses deep appreciation for the Blood Donation Drive on 3rd April 2022, recognizing your invaluable contribution to saving lives and community welfare.
5. Honourable Dr. Shinde Rahul R. expresses sincere appreciation for the Health Checkup Camp on 19th August 2018, commending NIM's dedication to community health and 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: 22

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
0	0	0	13	9

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: 23

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:

The institute is situated at a central location in the Nashik city with adequate physical infrastructure, academic setup and other facilities. The Institute has provided state of the art infrastructure to the students to make teaching learning more interactive and effective. The institute is spread across an area of 1581.41 with the operational area divided into three Floors. The academic infrastructure consists of classrooms and tutorial rooms. The computer lab is equipped with the latest configuration computer systems, application & system software and Internet Bandwidth 200 mbps (2 internet connection) and 40 Mbps(1Connection). The institute's ICT infrastructure helps in enhancing the quality of teaching-learning process. Classrooms are supported with ICT enabled tools like LCD Projectors, Web- Cam, LAN, Internet & Wi-Fi Connectivity that enable effective teaching-learning process.

The traditional teaching that is chalk and board is supported with digital tools such as Google classroom, Google form, Youtube educational video, video created through free online tools like renderforest, powtoon and powerpoint Presentations etc. Institute library has an adequate number of books, journals, magazines, e-resources, newspaper reading facility, library software, web OPAC, digital library and a spacious reading hall. NIM Library provides e-Resources facility with Institutional & Individual membership of DELNET & NLIST by INFLIBNET. Users can access e-books, e-Journals and research papers through Shodhsindhu and Shodhaganga. A separate space with 2 computers for Digital Library along with a printer is available. Library operations done through e library manager software and the circulation of books is through RFID technology & Barcodes.

The institute has provisioned itself with 1 large seminar halls with fully operational modern amenities and all basic facilities. There are CCTV installed in classrooms, Computer lab and all prominent locations across the campus to ensure optimum safety and surveillance. A playground within the campus is capable of hosting outdoor games and events. and also for activities like yoga & cultural programs. The campus has a spacious room for indoor sports.

The facilities for student's common room (separately) for boys and girls with Sanitary Napkin Vending machine, first aid and counseling area are available. The spacious parking area is covered under CCTV surveillance. A well-equipped fire protection system is installed at appropriate locations throughout the campus. The canteen facility along with a separate lunch area is available.

Special care is provided for differently-abled students, to help them feel comfortable. Additional Support Railings, Washrooms for specially-abled students, Ramp, Wheelchair facility are available.

The hygiene and cleanliness is ensured in the premises.

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: 17.74

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
16.33	0.11	0.37	0.95	4.98

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:**

Since its inception in 1994, the institute's library has been a cornerstone of academic support, offering a spacious and well-equipped environment for both students and staff. The library boasts an impressive collection of 12957 volumes and 6089 titles tailored to meet curricular requirements, along with 60 handbooks and project reports available for reference. It subscribes to 12 national and 12 international print journals, and 4 magazines. Additionally, the library houses a collection of 4000 freely accessible e-books and 837 CDs and DVDs. To further enhance resource availability, the institute holds a DELNET membership, providing access to 10,655 e-books and 911 e-journals. Institutional memberships with the National Digital Library, Swayam/NPTEL, and e-PG Pathshala further expand the range of networked library resources available to students and faculty. External e-resource links are conveniently hosted on the institute's website.

The library offers a comprehensive reading experience with five regularly accessed newspapers in English, Hindi, and Marathi. Each library user is provided with a unique membership ID, and library operations are fully computerized using the elibrary manager. This system supports both intranet and internet environments, incorporating advanced IT/web tools such as barcode scanners and webcams. Access to the library's database is facilitated through the Online Public Access Catalog (OPAC). The library is organized into various sections, including book acquisition, issue-return, reference, circulation, and newspaper sections.

The library features a state-of-the-art digital library with high-speed internet access to e-resources, and it implements both manual and electronic systems for registering visitor entry and exit. The diverse range of newspapers, including local, national, and business publications, enhances the reading experience. For safety and security, CCTV cameras are installed at various locations within the library.

The library's operations and resource improvements are overseen by a Library Advisory Committee, which includes departmental library coordinators. The library actively engages the academic community by organizing events such as Library Day, Marathi Rajbhasha Din, and Vachan Prerana Diwas, with enthusiastic participation from students and staff. The library remains committed to offering the highest quality services in terms of physical infrastructure and learning resources, ensuring it is optimally utilized by both students and faculty.

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:

IT Facilities: The Institute boasts 60(Desktop) +2 (Laptop) state-of-the-art computers, all supported by 200 Mbps (2 connection) and 40 mbps (1 connection) fibre optic lines for seamless internet connectivity, aiding both students and faculty in their academic endeavors. The facility is well-equipped with a variety of licensed system and application software. To facilitate internal transfer of data, LAN connection is utilized. Additionally, a System Administrator is on hand to manage IT-related operations efficiently.

Internet Connectivity: The campus offers a total of 200 Mbps (2 connection) and 40 mbps (1 connection) fibre optic lines for internet connectivity provided by BSNL and Airtel.

LAN Facility: The campus Implementing a 3-layer switching model in a campus network is a structured approach to efficiently manage and scale network operations. Using a star topology is a network layout where each network device (such as computers, printers, or servers) is connected directly to a central device like a hub or switch. This core network extends to Distributed Switching for the departments, where 100/1000 Mbps Gigabit switches are installed. Depending on access point requirements, 10/100 Mbps or 100/1000 Mbps Gigabit switches are used.

Wi-Fi Facility: IT support includes the installation of Wi-Fi zones in entire NIM campus. Staff and students can access this facility on their laptops and mobile phones by registering.

Intercom and Outgoing Calls: The campus is equipped with a comprehensive telecom network, featuring BSNL and Airtel lines with intercom capabilities. All sections, cells, and departments are provided with BSNL landline connections for both intercom and outgoing Calls: Additionally Mobile Phone with BSNL Network is also available.

Hardware & Softwares: The software and hardware are regularly updated. Softwares such as Tally, MCB, E library Manager, Payroll software, Windows, System and Application Softwares are available. Hardware includes projector, Laptop, computer, printer, scanner, Xerox machine, Ups, Computer accessories, Harddrive etc are available

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:** 4.1**4.3.2.1 Number of computers available for students usage during the latest completed academic year:**

Response: 40

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: 4.85**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
2.28	0.58	0.19	0.67	2.5

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: 46.69

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
88	54	45	51	51

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: 23.91

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
36	33	28	24	27

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: 23.75

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
36	33	27	24	27

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
164	119	120	118	98

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: 3.13

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
0	0	1	0	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: 0

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
0	0	0	0	0

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](#)

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: 10.2

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
10	11	11	10	09

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:

The Alumni Connection at Navjeevan Institute of Management (NIM) plays a critical role in the institution's continuous development and enhancement. This qualitative data highlights the multifaceted contributions of NIM alumni, which are integral to the institution's academic and professional ecosystem.

Alumni Meet: Alumni meet at NIM serve as an essential platform for fostering engagement between former and current students. These events provide opportunities for alumni to share their professional experiences and industry insights with current students, thereby enhancing the educational experience. The meet facilitate a sense of community and belonging, contributing to a supportive environment where students can seek guidance and mentorship from those who have successfully transitioned into their professional lives.

Guest Lectures, Expert Sessions, and Webinars: Alumni regularly participate in academic activities by delivering guest lectures, conducting expert sessions, and leading webinars. These contributions are invaluable, as they bring practical, real-world perspectives into the classroom. Alumni, who have achieved expertise in various fields, share contemporary industry knowledge and best practices, which significantly enrich the academic content provided to students. This interaction bridges the gap between theoretical learning and practical application, ensuring that NIM's curriculum remains relevant and aligned with industry standards.

Industrial Visits and Summer Internships: The involvement of alumni in organizing industrial visits and facilitating summer internships is another crucial aspect of their contribution. Alumni working in diverse sectors help coordinate visits to their workplaces, providing students with direct exposure to industry operations. These visits are instrumental in giving students a deeper understanding of the practical aspects of their studies. Additionally, alumni support in securing internships offers students opportunities to apply their knowledge in real-world settings, enhancing their employability and readiness for professional challenges.

Participation in Internal Quality Assurance Cell (IQAC): Alumni engagement in the Internal Quality Assurance Cell (IQAC) at NIM reflects their commitment to the institution's continuous improvement. Their input, drawn from professional experience, helps in maintaining high educational standards and ensures that the curriculum is updated to meet the evolving demands of the industry. Alumni feedback plays a critical role in shaping institutional policies and academic strategies, fostering an environment of quality and excellence.

Promotion of Institute Events and ISR Activities: Alumni also contribute to promoting institute events and participating in Institutional Social Responsibility (ISR) activities. Their involvement in these initiatives helps in broadening the reach and impact of NIM's programs. Alumni support in ISR activities further reinforces the institute's commitment to social responsibility and community engagement, aligning with the values that NIM seeks to instill in its students.

Book Donations and Alumni Connect Initiatives: Alumni regularly donate books to the institute’s library, thereby enriching the academic resources available to students. The Alumni Connect initiative and the alumni feedback form serve as key tools for maintaining ongoing communication between the institute and its graduates. These initiatives ensure that the institute remains responsive to the needs of its alumni and continues to benefit from their insights and experiences.

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:

Navjeevan Institute of Management is approved by (AICTE), affiliated to (SPPU) and approved by (DTE), Government of Maharashtra. Institute functions in compliance with the guidelines and norms of these Statutory Regulatory Agencies. The institutional leadership strives for achieving its vision and mission of imparting skill based quality education at affordable cost with state of the art resources

The institutional Governance and Leadership.

Institute has governance functional committees which include the Governing Body, CDC, statutory & non-statutory committees at different levels. The committees work on effective academic and holistic development of the students.

NEP implementation

The Institute adheres to the syllabus of SPPU and MBA Curriculum 2022 incorporates several aspects of NEP. The NEP implementation initiatives includes the Academic Bank of Credit, skill development certificate courses, Promotion of online education, innovation. Thus the institutional leadership and governance are aligned with its vision and mission.

Sustained institutional growth.

Institute's sustained growth is clearly evident as the institute has increased its intake capacity from 60 to 120. The institute has progressively improved its physical and academic infrastructure, Spacious parking facilities, upgraded IT infrastructure, increased library resources, significant developments in terms of academic programs, faculty Development and student skills. The IQAC is actively implementing quality initiatives for the progressive development of the Institute. The institute has signed MOU and collaborated with various organizations for improving student's employability & skills; an important part of NEP implementation; by offering On the job training, technology related workshops & seminars. The outcome of these activities is reflected in an improved placement ratio. The institute has displayed its sensitivity towards financially weak students by giving them concession in the fees. The students are permitted to pay fees in installments as per their convenience even in the routine course of action.

Decentralization

The institute practices a decentralization and delegation practice of conducting its operations by ensuring participation of staff members in institutional governance. The decentralization is reflected in distribution

of responsibilities and authorities among various portfolios like Director, IQAC coordinator, student Welfare officer, college examination officer and coordinators for admission, research, cultural programs, sports and other activities. Clear Planning helps in implementation of designed policies efficiently & effectively. The Institute has active student’s involvement in various committee .The institute has responded to changing needs of the market by establishing different bodies such as NEP Implementation Committee, Equal Opportunity Cell, Electoral Literacy Club, Social Media Cell etc. The Entrepreneurship Development (ED) Cell fosters innovation, providing students with mentorship, resources, and training to become entrepreneurs and job creators.

Short term and long term Institutional Perspective Plan.

Institute has increased intake from 60 to 120 Seats. The prospective plan includes initiatives for digitisation, infrastructure & resource augmentation, increasing employability, innovation ecosystem development, academic enrichment & NEP implementation and these are visible in various institutional practices. Many institutional processes are digitized by adopting e-governance with use of various software for managing institutional processes and use of digital tools for teaching-learning.Institute increases its presence on the national canvas through research, student competitions, faculty exchange and collaboration.

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:

NIM's operational systems are meticulously defined through the CDC, Governing body, and well-established policies, forming a robust administrative setup. The institute rigorously adheres to appointment and service rules, ensuring transparency and efficiency in decision-making processes.

At the institutional helm, leadership is vested in the Director, who, with the support of the CDC and IQAC, executes the perspective plan. A comprehensive policy framework governs academic and administrative processes, delineating responsibilities across authoritative positions, cells, committees, and staff members. This inclusive approach enables stakeholder participation in decision-making, safeguarding the institution's objectives during plan execution.

A clear hierarchy of authority ensures that individuals understand their roles and responsibilities,

with distinct levels of authority assigned to specific tasks.

Service rules, crafted under top management guidance, outline leave policies, recruitment procedures, and other facilities. The emphasis on faculty development is evident in the teacher training policy, which sees numerous faculty members completing FDPs, workshops, and training sessions.

The e-governance policy outlines guidelines for digital transformation initiatives, resulting in the digitization of various institutional processes through payment software, library software, and enhanced IT infrastructure.

Policies such as Research & Consultancy, Innovation & Startup, Internship, Environment & Energy Use, and Green Campus further underscore the institution's commitment to excellence and sustainability.

The effective functioning of institutional bodies is manifested through the seamless execution of activities and processes. Academic Processes and administrative operations are overseen by the Director and IQAC coordinator, while examination-related tasks are managed by CEO and exam cell committee.

Various committees, including the Internal Complaint Committee, SC/ST Cell, Grievance Redressal Committee, and Anti-ragging Committee, adeptly handle stakeholder concerns through regular interaction, meetings, and feedback mechanisms.

The student welfare officer spearheads developmental initiatives through the student development cell, while the library advisory committee assists in upgrading learning resources.

In parallel, the training & placement officer and their team foster industry interaction, ensuring students are well-prepared for future endeavors.

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:

The institute employs a structured performance appraisal system for both teaching and non-teaching staff, utilizing predefined parameters to assess their contributions and development.

For teaching staff, the appraisal involves evaluating their research contributions as well as self-development endeavors such as attending workshops, seminars, conferences, or pursuing further education. Additionally, academic performance, involvement in extracurricular activities, and administrative duties are considered. Each faculty also outlines a self-improvement plan for the upcoming academic year. The Director assesses the teacher's performance based on the submitted self-appraisal form, along with qualities such as sincerity, integrity, quality of work, and initiative demonstrated. Student feedback is also taken into account. The Director then provides a recommendation, accompanied by confidential remarks, to the top management for the final decision.

Non-teaching staff undergo similar evaluation based on the performance appraisal form, with additional considerations for their behavior towards students, colleagues, and higher authorities. Any deficiencies in their assigned tasks and the corrective actions taken are also reviewed.

The institute has following welfare measures for staff;

- **Employees Provident Fund & Group insurance for all employees.**
- **Leave facility: casual leave, medical leave, duty leave and compensatory leave as per the institute policy.**
- **Summer and winter vacation leave for eligible teaching & non-teaching employees.**
- **Tuition fee concession for the children of employees for pre-primary, primary and secondary school at Navjeevan Group of Schools.**
- **Encouragement for upgrading the education or professional skills/qualifications.**
- **NES's Co-operative society: where staff who are members of this society get financial assistance.**
- **Institute sponsored Staff picnic.**
- **Institute sponsored Uniform for teaching and Non-teaching staff**
- **Research reimbursement policy**
- **Recognition for Special Achievements.**
- **Short-Leave (time-off) on Birthdays, school open-day, bank and other personal work.**
- **Initiatives for health and wellness of the employees through Yoga and meditation.**
- **Festival and birthday celebrations**
- **Employee-Welcome and Farewell**
- **Provision of Canteen in the campus.**

The institute prioritizes employee career advancement by actively supporting higher education pursuits. This encouragement has resulted in several teaching faculty members successfully completing their Ph.D. programs. Additionally, a comprehensive Teacher Training Policy is in place, offering clear guidelines for professional development.

To ensure faculty remain abreast of new developments in education and technology, the institute arranges expert sessions and facilitates participation in discussions regarding emerging topics like the National Education Policy (NEP) and Intellectual Property Rights (IPR). Moreover, employees are encouraged to engage in Faculty Development Programs (FDPs), conferences, training sessions, and social activities geared towards enhancing their professional growth. Management recognizes and celebrates employee accomplishments, fostering an environment that encourages continuous improvement. Through a robust performance appraisal system and effective welfare measures, the institute demonstrates its commitment to supporting and nurturing its employees' well-being and career progression.

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: 51.52

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
4	2	2	6	3

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: 52.78

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
4	4	5	6	0

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
0	0	0	3	0

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:

The institute meticulously manages the mobilization and efficient utilization of its funds and resources. As a self-financed institution, its primary revenue stream stems from tuition fees set by the Fees Regulating Authority of the State Government. Additionally, it receives government scholarships and examination-related expenses from the university. Furthermore, small grants are

allocated for student development programs.

To ensure prudent allocation, the Director proposes a budget to the College Development Committee in consultation with the Chief Finance Officer. This budget covers planned and unforeseen activities, infrastructural enhancements, academic and administrative needs, student expenses, salaries, and routine administrative costs. Budgetary oversight is maintained by the Director and CFO.

Funds are allocated for various purposes including staff salaries, equipment procurement, library acquisitions, infrastructure enhancements, maintenance, sports, cultural events, insurance, examinations, student development, taxes, supplier payments, and other administrative expenses. The institute prioritizes staff welfare, infrastructure development, and academic excellence for the benefit of all stakeholders.

In the event of a deficit, support is provided by the Navjeevan Education Society. Regular financial audits, conducted by a practicing chartered accountant appointed by the institute, ensure transparency and accountability. The audit team meticulously examines financial documents, purchase records, payment vouchers, tax filings, and other expenses. Any audit queries are promptly addressed by the CFO and Director to uphold financial integrity. The institute uses its resources optimally which is reflected in the overall infrastructure development as well in various events and activities held in the Institute. In essence, the institute strives for effective mobilization and utilization of its funds and resources.

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:

The Internal Quality Assurance Cell (IQAC) is dedicated to enhancing the quality of academic and administrative operations within the institute. Regular reviews of teaching-learning processes are conducted, including assessments of syllabus completion, classroom teaching, adherence to the academic calendar, and result analysis. Feedback from both students and teachers is collected and

analyzed, leading to corrective actions for improvement. This has led to an increased integration of digital resources in teaching-learning, with faculty utilizing ICT tools like projectors and online platforms such as Google Classroom.

Furthermore, IQAC initiates efforts in research, innovation, teaching-learning methodologies, training and placement, National Education Policy (NEP) implementation, extension activities, and skill development. Faculty engagement in conferences, Faculty Development Programs (FDPs), advanced education pursuits, and certification modules is actively encouraged, with financial support provided for conference attendance and research paper publication.

These endeavors have yielded significant outcomes over the past five years, including the publication of five books and over ten research papers in UGC CARE listed journals. Additionally, two faculty members have completed their PhDs, six are currently pursuing their PhDs, and two faculty members have obtained patents.

The Institution Innovation Council fosters a culture of innovation and entrepreneurship, supported by the Startup & Innovation Cell, which includes representation from faculty, students, alumni, and industry experts. Expert sessions, competitions, and certification courses contribute to innovation development and student employability enhancement.

Moreover, initiatives such as the digitization of institutional processes, in-house training and placement activities, collaboration with training partners for skill development courses, and NEP implementation committee efforts further contribute to institutional excellence. Industry interaction is enhanced through the inclusion of industry experts in various committees and expert talks, while alumni involvement is strengthened by their inclusion in different institute bodies.

Overall, IQAC's continual improvement approach has resulted in enhanced institutional processes and outcomes, reinforcing the institute's commitment to excellence.

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
Provide Links for any other relevant document to support the claim (if any)	View Document
Link to Minute of IQAC meetings, hosted on HEI website	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:

The institute has implemented a comprehensive array of measures to foster gender equity across both academic and extracurricular spheres. Within our MBA curriculum, we have integrated subjects that delve into gender-related issues, encompassing individual human behavior, emotional intelligence, cyber laws, social media usage, cybercrime prevention, as well as yoga, meditation, and health management. Moreover, we regularly conduct sessions led by legal experts on cybersecurity and harassment prevention to enhance awareness around these vital topics.

Annually, we celebrate International Women's Day with great enthusiasm, organizing a diverse range of activities such as expert talks on health, fitness, health care workshops, and engaging competitions. These initiatives have significantly attracted female students to NIM, drawn by the safe and supportive environment we provide.

Our institution demonstrates gender sensitivity through various avenues. We offer ongoing counseling through our Mentorship session and facilitate access to external experts when necessary. The inclusion of a male and female Representative in various committee and the operation of functional Internal Complaint and Grievance Redressal Committees further highlight our commitment to addressing issues promptly.

Maintaining a balanced male-female staff ratio and ensuring women hold key positions across departments, including Director, Student Welfare officer, and Research Coordinator, underscores our dedication to gender equity. Actively involving women in institutional committees ensures their perspectives are valued and heard. Female students are encouraged to participate equally in various campus bodies and events, fostering an environment of inclusion and empowerment.

To guarantee the safety of all students, we have implemented CCTV surveillance, adequate lighting, and stationed security personnel throughout the campus. Essential facilities for women, such as designated restrooms, common rooms, sanitary vending machines, and emergency medical services, are provided. Additionally, we actively solicit feedback and suggestions through a dedicated platform, fostering a culture of continuous improvement.

Our female faculty and staff play a pivotal role in supporting students, reflecting our unwavering commitment to gender equity and creating an environment where all individuals can flourish. At NIM, our dedication to empowering women and fostering a truly inclusive and equitable learning environment contributes to the overall success of our institution.

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:

The Institute is deeply committed to nurturing the youth's sense of moral responsibility and fostering a constructive mindset to actively contribute to nation-building. Our curriculum integrates essential values such as human rights, peace, tolerance, love, compassion, harmony, social values, environmental awareness, and ethics. NIM is dedicated to providing higher education opportunities to all members of society, regardless of caste, creed, religion, gender, region, language, or community affiliation. Our goal is to empower young individuals to become ethical, responsible citizens who contribute positively to the advancement of our nation. Institute follows guidelines given by UGC / DTE / AICTE / Govt. of Maharashtra for admissions. Every year, students from various regions, caste and religions are admitted to the institute and also ensures students from all diverse backgrounds are studying without any discrimination

The institute prioritizes creating an inclusive environment that fosters tolerance and harmony among students and employees. This inclusivity is evident through various initiatives, such as allowing students from economically disadvantaged backgrounds to pay fees in installments and extending fee payment deadlines during the COVID-19 pandemic. We also offer assistance to students from minority communities in accessing government benefits and support those from rural and tribal areas in obtaining hostel facilities.

Our SC/ST cell provides guidance and support to students belonging to these categories, while programs promoting multilingualism celebrate linguistic diversity through events like Vachan Prerna Din and Marathi Bhasha Din. The cultural festival "NIMBASH" showcases the diverse cultures, languages, and regions represented at the institute, encouraging participation in

traditional, artistic, and recreational activities.

Newly admitted students undergo an induction program to familiarize them with the institute's environment, and all members of the community are free to practice their cultural traditions and rituals without restriction. We celebrate occasions in environmentally sustainable ways like creating awareness in the society regarding eco-friendly Visarjan ceremonies. Students belonging to diverse background participate in different festivals like Holi, Ganesh Visarjan, Dussehra, Diwali, Christmas, Ashadhi Ekadashi Vaari, Navaratri etc

Activities like Independence Day, Republic Day, and Maharashtra Day celebrations, along with initiatives like the Electoral Literacy Club, instill constitutional awareness and civic responsibility. We participate in national movements like "Har Ghar Tiranga" under "Azadi ka Amrut Mahotsav" and observe significant days such as National Youth Day, Constitution Day, and International Yoga Day to promote unity and peace.

Expert sessions on value education, gender equality and women's empowerment contribute to students' holistic development, with mechanisms like the Internal Complaint Committee addressing issues related to female students and employees. Faculty members integrate these teachings into classroom lessons to nurture responsible citizenship and respect for diversity. Institute promotes awareness among students and employees related to responsibilities of Indian Citizens. Students visit orphanages and old age homes as a part of philanthropic initiatives. During the flood situation in the nearby districts, a team of students and faculty collected support through donations and distributed it to affected people. Programs are carried out to spread awareness regarding environmental preservation through tree plantation, cleanup drives at nearby rivers and forts, Road Safety awareness etc

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 1

1. Title of the Practice

Institute Level Scholarship: Promoting Academic Excellence and Inclusivity

2. Objectives of the Practice

The primary objectives of the Institute Level Scholarship are to:

- Provide financial assistance to meritorious and economically disadvantaged students to ensure equitable access to quality education.
- Encourage a culture of academic dedication and continuous improvement.
- Reduce dropout rates by alleviating financial burdens on students and their families.
- Foster an inclusive learning environment that supports equal opportunities for all students.

3. The Context

In an increasingly competitive and financially demanding educational landscape, many students face significant challenges in funding their education. These challenges can hinder academic performance and limit opportunities for personal and professional development. The Institute Level Scholarship was established to address these issues by providing financial support to students who demonstrate academic excellence and financial need. This initiative aims to ensure that all students, regardless of their economic background, have the opportunity to pursue their education without the added stress of financial constraints.

4. Evidence of Success

Since the implementation of the Institute Level Scholarship, the following successes have been observed:

- **Increased Enrollment and Retention:** There has been a notable increase in student enrollment and retention rates, particularly among economically disadvantaged students.
- **Academic Performance:** Recipients of the scholarship have consistently demonstrated higher academic performance, with many achieving top ranks in their respective courses.
- **Graduation Rates:** The scholarship has contributed to higher graduation rates, as students are less likely to drop out due to financial difficulties.

5. Problems Encountered and Resources Required

Despite its success, the Institute Level Scholarship program has faced several challenges:

- **Funding Constraints:** Securing consistent and adequate funding to support the growing number of deserving student's remains a challenge. Efforts to collaborate with alumni, industry partners, and philanthropic organizations are ongoing to address this issue.
- **Awareness and Outreach:** Ensuring that all eligible students are aware of the scholarship opportunities requires continuous and effective communication strategies. Providing personalized counseling have been key areas of focus.
- **Sustainability:** Ensuring the long-term sustainability of the scholarship program requires strategic planning and the establishment of an endowment fund to secure future financial stability.

In conclusion, the Institute Level Scholarship stands as a testament to the institute's commitment to

fostering academic excellence and inclusivity. Through continuous efforts to overcome challenges and secure necessary resources, the program aims to provide lasting benefits to students and contribute to the broader goal of equitable education for all.

BEST PRACTICE 2

1. Title of the Practice:

“Build and Grow: EDP”

2. Objective of the Practice

The "Build & Grow: Entrepreneurship Development Program (EDP)" is designed to nurture and empower aspiring entrepreneurs by providing them with the essential skills, knowledge, and mindset required to successfully start, manage, and grow their own businesses. The program's primary objective is to foster innovation, enhance entrepreneurial acumen, and support the creation of sustainable business ventures, thereby contributing to economic development and job creation.

3. Context

In today's rapidly changing economic landscape, entrepreneurship has become a key driver of innovation and economic growth. Recognizing the critical role that entrepreneurs play in the economy, Navjeevan Institute of Management identified the need to support budding entrepreneurs through a structured program. The "Build & Grow: EDP" was introduced to address the challenges faced by new entrepreneurs, including lack of practical knowledge, limited access to resources, and insufficient mentoring.

4. The Practice

The "Build & Grow: EDP" is a comprehensive program tailored to meet the needs of aspiring and early-stage entrepreneurs. To inculcate this practice NIM includes a blend of theoretical knowledge and practical experiences, ensuring that participants gain a holistic understanding of the entrepreneurial journey. The program covers key areas such as business idea generation, business plan development, and financial management, marketing strategies, legal and regulatory considerations, and scaling up.

Key components of the program include:

- **Workshops and Seminars:** These sessions are led by experienced entrepreneurs, industry experts, and academicians who provide insights into the nuances of starting and running a business through ED cell.
- **Mentorship:** Participants are paired with successful entrepreneurs who guide them through the challenges of launching and growing their businesses.
- **Networking Opportunities:** The program facilitates connections with investors, industry leaders, and potential business partners, providing participants with valuable networking opportunities.

5. Evidence of Success

The "Build & Grow: EDP" has produced several success stories, with many participants going on to launch their own businesses. Graduates of the program have reported significant improvements in their entrepreneurial skills, confidence, and business acumen. Some have successfully secured funding, while others have expanded their operations and created job opportunities in their communities. The program has also enhanced the reputation of Navjeevan Institute of Management as a hub for entrepreneurial development.

6. Problems Encountered

One of the main challenges encountered during the implementation of the "Build & Grow: EDP" was ensuring the diversity of the cohort, as participants came from various industries and backgrounds. This required the program to be adaptable to meet the needs of entrepreneurs from different sectors. Additionally, finding the right mentors and industry experts who could commit the necessary time and resources to the program was a challenge.

7. Resources Required

To successfully implement the "Build & Grow: EDP," the following resources are essential:

- **Experienced Faculty and Industry Experts:** A team of skilled instructors and mentors with real-world entrepreneurial experience is crucial for delivering relevant and impactful content.
- **Infrastructure:** Adequate facilities, including classrooms, meeting spaces, and access to digital platforms, are necessary to support both in-person and online components of the program.
- **Administrative Support:** A dedicated team to manage program logistics, coordinate events, and assist participants is vital to the smooth operation of the program.

The "Build & Grow: EDP" continues to be a flagship initiative of the Navjeevan Institute of Management, embodying the institute's commitment to fostering entrepreneurship and driving economic growth. As the program evolves, it remains focused on empowering the next generation of entrepreneurs to build successful and sustainable businesses.

File Description	Document
Best practices as hosted on the Institutional website	View Document
Any other relevant information	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:

Navjeevan Education Society, a parent organization with over a century of service, has dedicated itself to educating students, carrying forward a legacy of social service and empowerment. Continuing this tradition Navjeevan Institute of Management has embraced a student-centric approach as a cornerstone of its educational philosophy. The primary objective of this practice is to prioritize the holistic development of students, ensuring that their academic, personal, and professional needs are met in a supportive and engaging learning environment. This approach aims to cultivate well-rounded individuals who are not only academically proficient but also possess the skills and mindset required to excel in their careers and contribute positively to society.

In the contemporary educational landscape, there is a growing recognition that students are at the heart of the learning process. Traditional lecture-based teaching methods are increasingly being supplemented or replaced by more interactive, personalized, and flexible approaches. Navjeevan Institute of Management recognized this shift early on and committed to creating a learning environment that actively involves students in their own education, fosters critical thinking, and encourages them to take ownership of their learning journey.

The institution aims to create socially responsible citizens through a high-quality academic environment led by qualified, dedicated, and experienced faculty members.

Modern teaching learning tools: Modern ICT tools complement traditional classroom teaching methods to enhance learning outcomes. The campus is well-equipped with facilities such as classrooms, tutorial rooms, a seminar hall, library and a computer lab.

Well-equipped Library: The library boasts a vast collection of reference books, journals, newspapers, handbooks, e-books, and project reports, supporting a comprehensive academic experience.

Extracurricular and Co-curricular Activities: Recognizing the importance of holistic development, the institute offers a wide range of extracurricular and co-curricular activities, including sports, cultural events, and community service opportunities. These activities help students develop leadership skills, teamwork, and a sense of social responsibility.

Industry Exposure and Practical Training: To bridge the gap between academia and industry, the institute organizes internships, industry visits, guest lectures by professionals, and projects. These experiences provide students with practical insights and help them build a network of industry contacts. The institute provides practical exposure and industry experience through internships, field visits, and NIMA certification.

Mentorship and Counseling: Students are paired with faculty mentors who provide academic guidance, career advice, and personal support. The institute also offers professional counseling services to help students navigate challenges related to stress, time management, and career planning.

Inclusive education to all category students: The institute adopts a student-centric approach, focusing on holistic development and promoting inclusive education by making it accessible to all sections of society. It provides detailed information about students from SC, ST, and minority communities, enabling eligible students to access various state and central government. The institute is committed to educate financially weak students, contributing to the betterment of society and the nation.

Conducive learning environment: The institution's campus is green, clean, disability-friendly, and well-equipped, providing a conducive environment for learning and research. It strives to create an inclusive atmosphere for students, staff, and visitors, continuously investing in infrastructure to maintain high standards of quality and safety. The institute's academic and administrative processes are efficient, supporting the holistic development of students through add-on programs, co-curricular, and extension activities.

Improved students' employability and career enhancement: Navjeevan Institute of Management regularly organizes workshops, seminars, and guest lectures on relevant topics to enhance teaching skills and ICT-based teaching-learning processes. To prepare students for competitive exams and improve their employability, the institute arranges sessions on competitive exams, group discussions, soft skills development, and personality development, facilitated by renowned experts.

Training and Placement Cell: The institute's Training & Placement Cell offers career opportunities, signing MoUs with various organizations for benefits like SIP, certification courses, and counseling. The training programs are tailored to meet industry needs, preparing students for future challenges. Courses focus on developing skills such as communication, leadership, teamwork, problem-solving, creativity, and innovation. Experienced trainers use interactive methods to deliver content, ensuring students are well-prepared for their chosen fields.

Industry connects: Navjeevan Institute of Management actively invites industry experts to interact with students, exposing them to the latest technology and preparing them to meet industry standards. Internship opportunities are a key component of the institute's roadmap, with on-campus activities and training programs continuously sharpening students' skills. The institute seeks collaboration with corporate partners through CSR initiatives, inviting professionals to contribute as mentors, facilitators, or guest speakers, thereby enhancing students' lives and fostering entrepreneurship through application-based projects as part of the curriculum.

Navjeevan Institute of Management's student-centric approach has become a hallmark of its educational offerings, distinguishing the institute as a leader in fostering an environment where students can thrive both academically and personally. This commitment to placing students at the center of the learning experience continues to drive the institute's success and reputation.

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

5. CONCLUSION

Additional Information :

Navjeevan Institute of Management, located in Cidco, Nashik, exemplifies a premier institution for aspiring business leaders, blending academic rigor with practical experience. Its affiliation with Savitribai Phule Pune University and its strategic location in Nashik provide students with a unique advantage, combining robust academic instruction with real-world applicability. The institute's commitment to fostering an environment of exploration, innovation, and practical implementation distinguishes it as a transformative platform. By emphasizing both academic excellence and holistic development, Navjeevan Institute of Management equips students with the knowledge, skills, and mindset essential for thriving in the competitive business landscape.

Concluding Remarks :

Navjeevan Institute of Management stands out as a leading institution for business education, characterized by its comprehensive approach to teaching and learning. The institute's curriculum is enriched by a range of workshops, guest sessions, and institutional social responsibility (ISR) activities that provide students with valuable insights and hands-on experience. The commitment to full admission and the presence of experienced faculty members ensure a high standard of education and personalized guidance. Strong top management supports the institution's strategic goals, while the well-equipped library, with its extensive collection, further enhances the learning experience. By focusing on holistic student development, Navjeevan Institute of Management not only prepares students academically but also nurtures their overall growth, positioning them for success in the dynamic world of business.

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6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.4.1	<p><i>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</i></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website</p> <p>Answer After DVV Verification: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies</p> <p>Remark : DVV has made the changes as per shared reports.</p>																																								
2.1.1	<p>Enrolment percentage</p> <p>2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to be considered)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>112</td> <td>60</td> <td>60</td> <td>60</td> <td>60</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>105</td> <td>59</td> <td>60</td> <td>60</td> <td>58</td> </tr> </tbody> </table> <p>2.1.1.2. Number of sanctioned seats year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>120</td> <td>60</td> <td>60</td> <td>60</td> <td>60</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>120</td> <td>60</td> <td>60</td> <td>60</td> <td>60</td> </tr> </tbody> </table> <p>Remark : DVV has considered first year students only.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	112	60	60	60	60	2022-23	2021-22	2020-21	2019-20	2018-19	105	59	60	60	58	2022-23	2021-22	2020-21	2019-20	2018-19	120	60	60	60	60	2022-23	2021-22	2020-21	2019-20	2018-19	120	60	60	60	60
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120	60	60	60	60																																					
3.4.3	<p><i>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.</i></p> <p>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</p>																																								

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
11	3	4	18	9

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	13	9

Remark : DVV has excluded days activities.

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.***

Answer before DVV Verification :

Answer After DVV Verification :23

Remark : DVV has made the changes as per shared reports.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
16.34	0.12	0.37	0.95	5.90

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
16.33	0.11	0.37	0.95	4.98

Remark : DVV has made necessary changes as per shared report.

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)***

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)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
47.06	11.57	19.84	17.49	33.84

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2.28	0.58	0.19	0.67	2.5

Remark : DVV has made the changes as per considered only maintenance.

5.2.1 Percentage of placement of outgoing students and students progressing to higher education during the last five years

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
36	34	30	26	28

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
36	33	27	24	27

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
43	22	45	46	30

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
164	119	120	118	98

Remark : DVV has made the changes as per shared report of outgoing students placed and / or progressed.

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)

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
41	35	11	33	32

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	11	11	10	09

Remark : DVV has made changes and Multiple activities on the relatively closer dates to be considered as one only.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>112</td> <td>60</td> <td>60</td> <td>60</td> <td>60</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>164</td> <td>119</td> <td>120</td> <td>118</td> <td>98</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	112	60	60	60	60	2022-23	2021-22	2020-21	2019-20	2018-19	164	119	120	118	98
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112	60	60	60	60																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
164	119	120	118	98																	
2.1	<p>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>75.337</td> <td>18.458</td> <td>29.062</td> <td>27.361</td> <td>49.715</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>51.10</td> <td>14.51</td> <td>15.16</td> <td>20.95</td> <td>26.49</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	75.337	18.458	29.062	27.361	49.715	2022-23	2021-22	2020-21	2019-20	2018-19	51.10	14.51	15.16	20.95	26.49
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