



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

N. L. DALMIA INSTITUTE OF MANAGEMENT STUDIES AND RESEARCH

**SRISHTI, SECTOR 1, MIRA ROAD (EAST), MUMBAI METROPOLITAN REGION,
401107, MAHARASHTRA, INDIA**

401107

www.nldalmia.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

N. L. Dalmia Institute of Management Studies and Research (NLDIMSR) was established in 1995 with the vision to become a world-class management institute. NLDIMSR is approved by AICTE, Ministry of HRD, Govt. of India. Being one of the leading institutes in Mumbai and one of the top B-Schools in India, NLDIMSR aims to provide the best Management education and resources to the students. NLDIMSR relinquished its Management Quota and admits students only on a merit basis.

NLDIMSR offers:

1. Two Years Full-Time Post-Graduate Diplomas in Management(PGDM) approved by AICTE
2. Two Years Full-Time Post-Graduate Diploma in Management(PGDM) - Finance approved by AICTE
3. Two Years Full Time Post-Graduate Diploma in Management(PGDM)- Business Analytics approved by AICTE
4. Executive Development Program- Bloomberg Research Analyst

Institute's Accreditations and Certifications:

- Accredited by the National Board of Accreditations (NBA) for the PGDM program.
- Certified by the Association of Indian Universities (AIU) for the PGDM program
- Accredited by NAAC with a grade 'A'
- SAQS international Accreditation (In progress),
- Accredited 'Premier Status' by ASIC (Accreditation Services for Schools & Colleges), UK
- Certified by CRISIL 'A***' at the State level and 'A**' rated at the National level for its PGDM program.
- Certified by ISO 9001:2015 certified by UKAS, United Kingdom Accredited Services, and SGS.

The Institute houses South Asia's largest standalone Bloomberg Lab with 24 terminals. The Institute is also India's first Experiential Learning Partner of Bloomberg. To develop a sense of social responsibility in the students, the Institute has introduced My Social Responsibility(MSR) by adopting Kondgaon Village, Palghar district.

The Institute has completed Research Projects for Maharashtra Police. NLDIMSR successfully conducts Management Development Program for the Indian Navy(INS HAML A) for its LL&MC course. The academic rigor equips the students to achieve 100 percent placements. The Institute has a very strong connection with 7700 + Alumni who are involved in Institute's academic and placement activities.

NLDIMSR has an excellent track record of 100% admissions. maintaining the gender balance of students. Also, the Institute has a commendable record of a 100% passing percentage of students, every year.

Vision

Vision: To Be a World Class Management Institute.

The vision and mission statement of N. L. Dalmia Institute of Management Studies and Research (NLDIMSR) is driven by the philosophy of the Late Shri Niranjana Lalji Dalmia, Founder, N. L. Dalmia Educational Society. NLDIMSR was established in 1995 by the Society to impart quality education in the field of Business Management. The focus of N. L. Dalmia Educational Society is service to mankind by empowering and helping them attaining integral development. With globalization and a diverse workforce, the nation requires leaders that can direct companies with people from different cultures. NLDIMSR's vision is not only to develop skills in its students for leading the global workforce but also to create socially and ethically responsible leaders. They need to be trained to develop sustainable businesses for the good of the masses.

Mission

To Provide Value-Based Quality Management Education with a Global Outlook and Social Conscience

The Mission of the Institute are formulated in accordance with the standards of Higher Education. It is customized as per the needs of the Indian economy and society needs. It aims to act as a catalyst and accelerate the nation's growth through the development of the best managerial talent. Vision and Mission Statement provide the long-term goals and objectives for the institute. The Vision and Mission statements are discussed appropriately at various levels keeping in view the larger concurrent vision, stakeholder expectations, and changing industry scenario. The Programme Educational Objectives are aimed at the Mission Statement and thereby the Vision Statement.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Quality Certifications, Accreditations and affiliations:

The Institute is :

- Accredited by the National Board of Accreditations (NBA) for the PGDM program.
- Certified by the Association of Indian Universities (AIU) for the PGDM program
- Accredited by NAAC with a grade 'A'
- SAQS international Accreditation (In progress),
- Accredited 'Premier Status' by ASIC (Accreditation Services for Schools & Colleges), UK
- Certified by CRISIL 'A***' at the State level and 'A**' rated at the National level for its PGDM program.
- Certified by ISO 9001:2015 certified by UKAS, United Kingdom Accredited Services, and SGS.

With a mission to advance quality management education through accreditations, memberships, and value-added services, the Institute has associations with national and international prestigious professional bodies.

1.

NLDIMSR's highly qualified faculty team is an alumnus of prestigious national/international Institutes with a good blend of industry and academic experience.

NLDIMSR has an excellent placement record. The academic rigor equips the students to achieve 100 percent placements.

The Institute focuses on a Student-centric learning environment in developing managerial and technical competency through quality education, collaborating with industries, and professional bodies, tie-ups for Certifications, value-added courses, exposure to the latest tools, techniques, and technologies, experiential learning, self-learning through seminars, conclaves, and extra-curricular activities and projects.

NLDIMSR has a tie-up with INS HAMLTA for imparting management training to its office in the area of LL&MC. The Institute has completed Research Projects for Maharashtra Police. A total of 6 Research projects have been conducted for Maharashtra Police, Mira Bhayander area.

The Institute has a state-of-the-art infrastructure conducive for teaching and learning.

NLDIMSR has established its Research Committee to create a conducive environment for the promotion of Research & Innovation activities in the institute. NLDIMSR Incubation Centre Nurture-E is entirely dedicated to the pursuit of new ideas, products, and services.

NLDIMSR has a strong alumni network of 7700+ alumni members.

Institutional Weakness

- Limited scope for Campus expansion so unable to have dedicated in house Hostel facilities
- High-value consultancy projects need to be undertaken.

Mobilization of major Grants from Government and Private sources for research.

Institutional Opportunity

- Expanding the activities and outcomes of the Incubation Centre
- International Accreditations of SAQS, AACSB, AMBA, EQUIS and likewise
- To establish a Campus abroad
- Scope for enhancing the quantum of government/industry-sponsored research projects.
- Enhance high-value industrial consultancy projects.
- Design and development of ODL/Online by faculty members to facilitate blended teaching-learning
- Initiate skill-based innovative diploma and certificate programs of short duration in online mode for executives, managers, business professionals, self-employed professionals, alumni and existing students.
- Enhance international placements.

Institutional Challenge

- A large number of private universities and off-campus deemed universities entering the state
- Online Education Portals Disrupting the Higher Education Market

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

NLDIMSR's vision is not only to develop skills in its students for leading the global workforce but also to create socially and ethically responsible leaders.

All the courses in any program of study offered by NLDIMSR are developed having relevance to local, national, and global developmental needs. All the programs have a Board of Studies and Academic Advisory Council comprising the faculty members and external subject experts who after deliberations approve the syllabus of any course. Every programme presents programme outcomes and carries the course outcomes of each course. Additionally, each course/subject of any given programme carries *a course objective* that unfolds the learning outcome for that course.

A curriculum is a blend of courses relevant to emerging national and global trends. The curriculum encourages students to develop their critical thinking, analytical and communication skills along with developing a strong conceptual base in management education.

Value-added courses on emerging technologies, guest sessions and panel discussions on the latest global business practices are included in the course delivery. My Social Responsibility (MSR) Cell activities to sensitize the student on social responsibility and local needs.

The curriculum and course are reviewed at regular intervals to examine the achievement of Program Outcomes as well as to ensure industry relevance. Inputs are obtained from faculty, industry experts, alumni, and placement partners for curriculum improvement. This process ensures that the curriculum is relevant and contemporary. Program Outcomes and Course Outcomes also provide valuable insights.

Choice Based Credit Systems have been implemented fully to provide flexibility to the students to improve their potential and make them entrepreneurial and employable. Experiential Learning initiatives like Project-Based Learning, Summer and final Internships, Business simulations, industry visits, Moot Court etc. are a part of the curriculum to give the students Industry exposure. In addition, courses relevant to Gender sensitivity, Professional ethics, Human Values, and Community Outreach are integrated into programmes.

Periodic Feedback from all the stakeholders is collected and analyzed for the enrichment of the curriculum. Their suggestions and recommendations have been implemented. The action taken report monitors the implementation status of the recommendations for the student's academic improvement.

Teaching-learning and Evaluation

The process of admitting students to the programmes at NLDIMSR follows a transparent, well-administered mechanism, complying with all the norms of the concerned regulatory agencies. The Institute satisfies the needs of students from diverse backgrounds including students from different locales, gender ratios, job experience and different educational faculties.

The Academic Calendar is designed in line with the quality objectives of the institute and monitored by the program office. Faculty members take initiative to learn and keep well-informed with the latest developments in the local and global business world. They adopt an innovative approach to teaching and learning and continuously pursue improvement in their practices and endeavour for individual and institutional excellence continuously.

NLDIMSR implements practices of participative and experiential learning education through effective methodologies. Owing to the COVID-19 pandemic, Coursera and EDEX platforms offered students a plethora of online courses in various disciplines. etc. Faculty members design and deliver the curriculum to provide learning experiences to the students. The Institute has implemented LMS (ERP) for its academic and administrative activities.

Data Analytical skills are imparted to students through hands-on workshops. In addition, introduce subjects like Business Data Analytics using R and Python, Market Research, Market Analytics, and HR Analytics as value-added and certification courses.

The Institute has well-defined Program Outcomes for its programs. The outcome of effectiveness in teaching-learning is measured through the attainment of program outcomes after the program and the attainment of course outcomes on completion of every course. Attainment of Course Outcomes is determined through Internal Assessments and Semester end exams.

Indirect Assessment of the attainment of Program Outcomes is done by taking feedback from the current batch of students and alumni. The feedback collected is compiled to determine the average attainment level of each PO.

NLDIMSR has Service Rules in the form of an HR Manual and an Institute Faculty Relationship Manual. It is circulated amongst the faculty and staff members. The Institute has well-defined and implemented policies of governance with stakeholders participating in the development of these policies. The respective Institute policies are communicated to students and faculty members.

Research, Innovations and Extension

NLDIMSR provides the essential infrastructure and a congenial atmosphere to encourage research and innovative activities on campus. NLDIMSR promotes research by faculty and students through its research committee. The Research Development Committee (RDC) takes care of various issues of research including research development, ethical matters, research seed money etc.

The institution provides support in terms of financial, academic and human resources required to enable faculty to submit project proposals and approach funding agencies for mobilizing resources for research. The institute has provided the availability of research journals reservoirs, plagiarism checker software and a rich e-library. To further promote the research, the Institute has also devised an incentive plan for faculties. The research is also a part of the appraisal form being filled out by the faculties.

The Institute has completed Research Projects for Maharashtra Police. A total of 6 Research projects have been conducted for Maharashtra Police, Mira Bhayander area. NLDIMSR regularly conducts Management Development Program for the Indian Navy (INS HAML A) for its LL & MC course.

The Institute's faculty members have published Research Papers in the ABDC category, Scopus and UGC Care listed Journals.

The Institute has an Incubation centre and e-Cell- Nurture-E, where the Institute encourages students to incubate innovative and path-breaking ideas and prepare Business plans based on empirical studies. Students are thus encouraged not only to be the best among employees but also to become entrepreneurs, creating wealth for the nation in turn.

To develop a sense of social responsibility in the students, the Institute has introduced My Social Responsibility (MSR). The Institute has adopted Kondgaon Village (Palghar district). The students are also sensitized to society and have incorporated civic engagements like MSR activities by adopting the Kondgaon village, wherein high strides on issues of literacy, hygiene and livelihood are undertaken.

To strengthen the global outlook and collaborations, the Institute has academic tie-ups in the area of collaborative research projects with national and international Institutions of excellence. The MOU facilitates joint research projects and student & faculty exchange. NLDIMSR motivates faculty members to undertake research in collaboration with industries, non-government organizations, and government organizations.

Infrastructure and Learning Resources

The Institute has the best, state-of-the-art infrastructure that provides a conducive environment for learning.

Each classroom is equipped with modern tools to deliver lectures and impart experiential learning to the students. NLDIMSR's acoustically designed air-conditioned auditorium has a seating capacity of up to 300 persons and is ideal for hosting more extensive curricular and extracurricular activities. The seminar hall has a seating capacity of up to 300 persons.

The campus is secure with round-the-clock security. Certain rooms and classrooms are restricted with access control devices for controlled use. The Institute also has a well-equipped firefighting mechanism. NLDIMSR. The institution has adequate facilities for cultural activities, yoga and Aerobics, indoor and outdoor games, and a conducive environment for sports activities. NLDIMSR has its own cricket Academy.

All rooms, classrooms, and common areas are accessible to the differently abled.

NLDIMSR has South Asia's second-largest 24 Terminals Bloomberg Lab and one of the largest financial labs in Academia in the country. Also, the Institute has an Experiential Learning Partner (ELP) Bloomberg Programme.

The Institute has implemented its LMS/ERP system *QualCampus* for academic as well as non-academic activities.

The Institute's modern Digital Library is equipped with the latest computing power and remote access capabilities that provide students & faculties access to e-resources on the campus, ensuring continuous and

uninterrupted learning and research.

The Library as a Learning Resource Centre (LRC) is well equipped to support teaching, learning, and research activities. Our state-of-the-art library spreads over a 4,800 sq. ft. area on campus across two floors with a seating capacity of 200. The library aims to serve the needs of faculty, research scholars, students, and other stakeholders by providing excellent information services and resources.,

NLDIMSR library has a rich collection of over 43600 print books, 25000+ eBooks, E databases, ILMS as Kimbus, KOHA, and RFID print and online journals, periodicals, newspapers, and Management films.

NLDIMSR has a well-established system for maintaining and utilizing physical, academic, and support facilities like the library and IT labs, monitored continually by IQAC and ISO Team.

Student Support and Progression

The Institute strives to create a learning environment aimed to foster and nurture a harmonious student community. Every student is expected to contribute to the academic ambiance of the Institute. The Institute adopts participative management for its students by forming various clubs and forums. NLDIMSR has students on its administrative committees as well. The Institute encourages participative management through various committees and forums. The Institute strives and thrives to nurture, transform and create global leaders.

The Institute organizes Conclaves, Seminars, Case study competitions, and cultural and sports events which are student-driven. Each department also has its student forums and clubs which conduct various activities. Each academic department has a Bi-annual magazine entirely managed by the students. All these activities allow students to hone their managerial and leadership skills and gain confidence.

To address the unique needs of the students, several subject-specific Clubs / Forums like MSR club, ACE Club, Finance Forum, General Management Committee, E-cell etc. are functioning within the campus, through which students organize their programs like Mulyankan, Vishleshan, Madhyam, Shikhar, Jalsa, Aakarshan, sports league etc. Student committees are also responsible for students' publications like GeM, Sparshh, Goonj, Delta, MarkX, Episteme etc.

NLDIMSR cares deeply about each alumnus and recognizes that the Institute's future, and its ability to enrich lives and improve communities around the world, depends upon the development of meaningful, lifelong relationships with the 7700+ alumni. The Senior Alumni also contribute their time to the Institute through guest lectures, Mock Interviews, Mentoring sessions, Judges for various events, etc.

NLDIMSR has a well-designed Mentoring program. The primary need for this program to be successful is the connection between the mentor and the mentee. The connect will ensure that the progress of the mentees is tracked from time to time and results are compared with the plan and corrective actions taken. It is expected that this process of continuous guidance will work for the mentees to attain milestones proactively over time and their overall individual objectives finally, with the completion of the course.

Governance, Leadership and Management

Management plays a pivotal role in enabling the N. L. Dalmia Institute of Management Studies and Research to

achieve its vision and mission. All policies, activities and programs are in alignment with the stated vision and mission and are designed to fulfil the objectives of the institute.

All policy issues and growth plans are appropriately discussed in these meetings and decisions are taken accordingly.

There are well-established procedures and processes for the planning and allocation of financial resources. The institution has developed strategies for mobilizing resources and ensuring transparency in the financial management of the institution. NLDIMSR conducts internal and external audits every year.

The Institute maintains a well-documented strategic plan, developed through a robust and collaborative planning process involving key stakeholder input, that informs the Institute on resource allocation priorities. The strategic plan also articulates a clear and focused mission for the Institute. The Institute's strategic plan defines the communities and learners the Institute intends to serve, including the level of degree programs the Institute offers.

NLDIMSR has a well-defined process of planning human resources including recruitment, performance appraisal and planning career advancement programs. The Institute also has a mechanism to seek feedback, and analysis of responses uses it for further planning. Efforts are made to upgrade the professional competence of the faculty and staff. The institute follows a structured mechanism for faculty self-performance appraisal and preparation and implementation of the faculty development plan.

The NLDIMSR management is focused on the professional development of its teaching and non-teaching staff members and continuously tries to motivate its employees the same. Academic guidance, financial support, and research facilities are provided to the faculty members by the Institute. The Institute has a practice of encouraging faculty members to develop its current nuances of contemporary practices.

The Institute also carries out the delegation of authority and monitoring of activities through different faculty committees to decentralize the functioning through a participative organizational structure.

Since quality enhancement is a continuous process, the IQAC has become a part of the Institute's system and plays a vital role in quality enhancement and sustenance goals.

Institutional Values and Best Practices

NLDIMSR is committed to transforming students into global leaders through continual improvement through a student-centric approach. The Institute sensitizes its students and employees of constitutional obligations through various cells and committees. NLDIMSR celebrates various national and international commemorative days, events, and festivals to create harmony towards cultural, regional, linguistic, communal socio-economic, and other diversities.

NLDIMSR ensures and believes in providing equal opportunity for all. The institution believes in the equality of all cultures and traditions as is evident from the fact that students belonging to different castes, religions, and regions are studying without any discrimination.

NLDIMSR has a practice of Connecting with its Alumni.

Objectives of Alumni Connect :

- To promote interaction and networking between the Institute and the Alumni members and also between the Alumni members' inter-se
- To encourage and promote the association of the Alumni with the Institute for the welfare of the Alumni members and liaison of the Institute with the industry / corporate world.
- To promote the creation of a network of Alumni to assist in the admission, induction, and placement of students and for employment opportunities.
- To encourage, promote and facilitate education and research, and other activities of the Institute.

NLDIMSR has philanthropic roots and the same is reflected in the roots of its mission, "To provide value-based quality management with a global outlook and social conscience". To develop a sense of social responsibility in the students, the Institute has introduced My Social Responsibility (MSR) The MSR committee in the year 2017, adopted Kondgaon village, a 100% tribal village, located in Palghar district, Vikramgad taluka.

Objectives of My Social Responsibility Club: To Sensitize the students of NLDIMSR on social responsibility and the realities of Indian rural areas.

NLDIMSR focuses on the holistic development of students. The Institute focuses on a Student-centric learning environment in developing managerial and technical competency through quality education, collaborating with industries, and professional bodies, tie-ups for Certifications, value-added courses, exposure to the latest tools, techniques, and technologies, experiential learning, self-learning through seminars, conclaves, and extra-curricular activities and projects.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	N. L. DALMIA INSTITUTE OF MANAGEMENT STUDIES AND RESEARCH
Address	Srishti, Sector 1, Mira Road (East), Mumbai Metropolitan Region, 401107, Maharashtra, India
City	Mira Road
State	Maharashtra
Pin	401107
Website	www.nldalmia.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	Maqsood Ahmed Khan	022-42990033	7738349119	022-42990088	director@nldalmia.edu.in
IQAC / CIQA coordinator	Vaishali Kulkarni	022-42990044	9820973132	022-42990088	vaishali.kulkarni@nldalmia.edu.in

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	Yes HindiCertificate (1) compressed.pdf
If Yes, Specify minority status	
Religious	
Linguistic	Hindi
Any Other	

Establishment Details	
Date of Establishment, Prior to the Grant of 'Autonomy'	31-07-1995
Date of grant of 'Autonomy' to the College by UGC	01-01-1970

University to which the college is affiliated		
State	University name	Document
No contents		

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	11-07-2022	12	

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	Srishti, Sector 1, Mira Road (East), Mumbai Metropolitan Region, 401107, Maharashtra, India	Urban	1.21	42700

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 Diploma recognised by statutory authority including university	PGDM, Management	24	Bachelor's degree with a minimum of 50% in graduation. The candidate must also have appeared for any of the 7 entrance exams i.e. CAT, XAT, MHCET, CMAT, ATMA, MAT, or GMAT.	English	180	180

PG Diploma recognised by statutory authority including university	PGDM, Management	24	Bachelor's degree with a minimum of 50% in graduation. The candidate must also have appeared for any of the 7 entrance exams i.e. CAT, XAT, MHCET, CMAT, ATMA, MAT, or GMAT.	English	120	120
PG Diploma recognised by statutory authority including university	PGDM, Management	24	Bachelor's degree in any discipline with a minimum passing percentage of 55% from an UGC approved University. Applicant should give any one of the Aptitude test: CAT/XAT/CMAT/MH-CET/MAT/ATMA.	English	60	32

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				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	8				9				19			
Recruited	5	3	0	8	6	3	0	9	8	11	0	19
Yet to Recruit	0				0				0			

Non-Teaching 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				29
Recruited	18	11	0	29
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				5
Recruited	5	0	0	5
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.	2	3	0	4	3	0	2	5	0	19
M.Phil.	0	0	0	0	1	0	0	1	0	2
PG	2	3	0	6	3	0	7	11	0	32
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	1	0	0	0	0	0	0	0	0	1
Ph.D.	2	0	0	0	0	0	0	0	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	3	0	0	0	0	0	1	0	0	4
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	Others	Total
		16	3	0

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 Diploma recognised by statutory authority including university	Male	134	80	0	0	214
	Female	77	41	0	0	118
	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	0	1	1	3
	Female	1	3	0	0
	Others	0	0	0	0
ST	Male	0	1	1	0
	Female	0	0	1	0
	Others	0	0	0	0
OBC	Male	5	7	20	23
	Female	2	6	14	14
	Others	0	0	0	0
General	Male	37	89	99	132
	Female	31	82	99	126
	Others	0	0	0	0
Others	Male	80	38	4	1
	Female	85	14	2	1
	Others	0	0	0	0
Total		241	241	241	300

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Management	View Document

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The Institute focuses on inculcating 21st-century skills in learners that comprise active learning, out-of-box thinking, critical thinking, effective communication, collaboration, technological skills, and life skills in various fields. The institute has implemented a cross-functional choice-based system for subject selection. Students are exposed to global business concepts, practices, and technologies through program subjects, and certifications like Fintech, Data Analytics, Data visualization, etc. Also, students are encouraged to undertake collaborative research activities with foreign universities. The Institute has strong international connections and encourages exposure to international universities and corporate through guest lectures, seminars, training programmes and research. The Institute has an "Incubation centre", Nurture-E, which encourages students to incubate innovative and path-breaking ideas and prepare "Business plans" based on empirical studies. Students are thus encouraged not only to be the best among employees but also to become entrepreneurs, creating wealth for the nation in turn. NLDIMSR has recently launched Communication Lab for students. It helps students improve their spoken English and for raising their confidence level while interacting with peers and superiors. This lab aims to train students for enhancing their interpersonal skills, thereby also increasing their chances of being successful at job interviews and group discussions. The institute strongly believes in disseminating relevant knowledge, values and skills that help in the holistic development of students and prepare them for their journey in the corporate world. Training is imparted through case studies, business simulations, research projects, team-building exercises, coaching and mentoring students to develop an acumen which will enable them to lead by example in their corporate careers. The Institute also practices life skills through extracurricular and co-curricular activities. NLDIMSR launched The Bliss Club (A State of</p>
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	<p>Mindfulness). The mission of this club is, to practice & promote healthy ways of thinking, living, and being. To develop a sense of social responsibility in the students, the Institute has introduced My Social Responsibility (MSR). The Institute has adopted Kondgaon Village (Palghar district). The Institute believes that social conscience and awareness are as learning business management skills. The adoption of Kondgaon village to develop and empower it is one of the important activities undertaken by students. Medical camps and awareness programs on sanitation are organised by the cell. These activities generate social awareness amongst students and also make them socially responsible citizens. MSR (My Social Responsibility): MSR has been encompassed as an integral part of the NLDIMSR curriculum to provide holistic experiential learning in the form of "My Social Responsibility" to inculcate sensitivity towards socially disadvantaged parts of the population. Students have been working batch after batch in the area of health, hygiene, education and livelihood.</p>
2. Academic bank of credits (ABC):	<p>Currently, the institution has not registered under ABC. The Institute is in the process of collaboration, internationalization of education, joint degrees between Indian and foreign institutions, and enabling credit transfer. The teaching methodology of NLDIMSR focuses primarily on learning the concepts, developing the ability to apply the concepts for business decisions and also evaluate the applications in the changing context of global scenarios. NLDIMSR uses a three-pronged approach to address these objectives. NLDIMSR synthesizes the entire program into course planning, subject planning and session planning. The sessions are planned in such a way that they contribute to building domain knowledge, opportunities to analyze and evaluate the various business situations and create a platform to experiment with the learnt knowledge. Faculty members at NLDIMSR use a variety of initiatives in teaching and learning, in the form of various innovative pedagogical tools. Examples of such tools are case studies, simulations, Bloomberg Lab, ICT-enabled courses, MSR, Industrial visits, Live projects, role plays, group discussions, games, etc.</p>
3. Skill development:	<p>NLDIMSR's PGDM program aims to develop participating students into professionals with</p>

management, technical skills, and soft skills as required by the industry. The two-year program enables students to understand and apply management concepts as well as develop critical cum analytical thinking, leadership, and communication skills through a balanced course structure, events, seminars, conclaves, training programs, and guest lectures. Students are provided with ample opportunities to interact with industry experts and hone their soft skills. NLDIMSR provides Certificate Program in Communication Skills and Personality Development. Communication Lab: NLDIMSR has recently launched a communication lab for students. It will help students improve their spoken English and for raising their confidence level while interacting with peers and superiors. This lab aims to train students for enhancing their interpersonal skills, thereby also increasing their chances of being successful at job interviews and group discussions. The Institute has an "Incubation center", Nurture-E, where it encourages students to incubate innovative and path-breaking ideas and prepare "Business plans" based on empirical studies. Students are thus encouraged not only to be the best among employees but also to become entrepreneurs, creating wealth for the nation in turn. NLDIMSR encourages its students to undergo certification programs offered by the Institute through different online and offline platforms in the area of technology and management. It helps students to enhance their practical knowledge and professional skills. NLDIMSR's vision is not only to develop skills in its students for leading the global workforce but also to create socially and ethically responsible leaders by training them by offering certifications in ethical courses. Regular guest lectures and workshops are conducted by industry on topics to give the students knowledge and information about skill development and business practices. NLDIMSR has created an infrastructure for online/ODL/ blended modes of learning. The Institute has a media lab/studio to record learning modules. The Institute has collaborated with the NSDS training institutes for certification programs. Coursera Online learning platform: a plethora of online courses in various disciplines are offered to the students of N. L. Dalmia Institute of Management Studies and Research. The course included videos and readings from professors at world-renowned universities and

	<p>industry leaders. Students could take practice quizzes to judge the retention of knowledge. The institution initiated various skill set development programs to strengthen the professional education and soft skills of students in alignment with the National Skills Qualifications Framework. The Institute focuses on a Student-centric learning environment in developing managerial and technical competency through quality education, collaborating with industries, and professional bodies, tie-ups for Certifications, value-added courses, exposure to the latest tools, techniques, and technologies, experiential learning, self-learning through seminars, and extra-curricular activities and projects. This aids the students to have a successful professional career Institute through different online and offline platforms. It helps students to enhance their practical knowledge and professional skills. NLDIMSR introduced value-added programs – Advanced Excel, Technical Analysis, Data Science, Fintech, Storytelling through data, Capstone project, Simulation on Talent Acquisition, Data Analytics, HR analytics, and Data visualization using Tableau and Power BI.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>NLDIMSR promotes Indian culture in various ways. The Institute initiates and implements different activities:</p> <ul style="list-style-type: none"> • Promoting organic farming in Kondgaon Village, which is adopted by NLDIMSR • Organizing vegetables, and fruits sale by Kondgaon farmers at the Institute • Promoting Indian art culture by providing them with a platform to create and sell Warli Painting at the Institute campus • Teachers participate in Indian Human Values workshops and Faculty development programmes regularly.
<p>5. Focus on Outcome based education (OBE):</p>	<p>NLDIMSR is NBA accredited for the PGDM programme. The Institute has adopted the OBE framework as guided by NAAC and NBA accreditation guidelines. The Institute has well-defined Programme Educational Objectives Program outcomes and course outcomes. NLDIMSR has also mapped its Mission statements with PEOs and PO with PO to achieve its Vision. Every course in the curriculum is mapped to Program Outcome. The attainment level of each course helps in the evaluation of the attainment of each Program Outcome.</p> <p>NLDIMSR's PEOs statements : PEO 1: To impart knowledge, strengthen analytical ability and develop management skills amongst PGDM students.</p>

PEO 2: To educate the students to perform in key business functional areas including Finance, Marketing and Human resources with an overview of global practice. PEO 3: To prepare students to work effectively and efficiently in teams with mutual respect amidst a diverse workforce in the current agile technological advances. PEO 4: To sensitize the students towards recognizing and addressing ethical issues and adhering to values to apply them in organizational and social settings. PEO 5: To train students to assume responsible roles in the corporate sphere. Program Outcomes are: PO1 - Apply knowledge of management theories and practices to solve business problems PO2 - Foster Analytical and Critical Thinking abilities for data-based decision making PO3 - Ability to develop Value based Leadership ability PO4 - Ability to understand, analyze and communicate global, economic, legal and ethical aspects of business PO5 - Ability to lead themselves and others in the achievement of organizational goals, contributing effectively to a team environment At the end of every Semester, Course Outcome attainment is calculated by each faculty for their respective courses based on marks scored by the students in Semester end exams and internal assessments. The attainment levels of each Course are mapped with the relevant POs every Semester/trimester. The attainment levels from Summer Internships and Final Project are also calculated. At the end of the Program (four/six semesters/trimesters), the final attainment levels from all courses, summer internship and final project are collated for all Semesters to determine the average attainment for each PO. The attainment level of PO calculated through the direct assessment method is given a weightage of 80% in the overall PO attainment evaluation. Indirect Assessment of the attainment of Program Outcomes is done by taking feedback from the current batch and alumni. Feedback from alumni is obtained once a year and the feedback from the current batch is obtained at the end of every Semester. The survey is administered through Google form floated by Academic Coordinator and team. The survey takes feedback from the students on the attainment of POs through Courses and other cocurricular activities conducted for the students in terms of training programs, workshops, guest lectures by industry experts,

	<p>student events, conclaves, seminars, summer internships, final projects, MSR activities, departmental club activities, projects etc. The process adopted to map the assessment questions, parameters of assessment rubrics etc. to the course outcomes to be explained with examples.</p>
6. Distance education/online education:	<p>The Institute has subscribed to the Coursera Platform for all its students, faculty members, and Alumni to advance their careers with more than 5,400 courses, Professional Certificates, and degrees from world-class universities and companies. Coursera Online learning platform: a plethora of online courses in various disciplines are offered to the students of N. L. Dalmia Institute of Management Studies and Research as a Continuous Internal Evaluation Component(CIE) The course included videos and readings from professors at world-renowned universities and industry leaders. Students could take practice quizzes to judge the retention of knowledge. Also, the Institute encourages students to enroll and complete the SWAYAM and other MOOC courses. The Institute has a rich collection of videos of eminent academicians and industry leaders. This collection is available to students and faculty members through D-SPACE access and remote access facility. The Institute has developed a Production Studio including Media Centre to capture, develop and disseminate e-content developed by the faculty members. It has an advanced Lecture Capturing System (LCS) using the latest software for mixing and editing of e-content. NLDIMSR is an NBA accredited Institute with 650 marks which allows the Institute to start online/ODL courses. The Institute is commencing online/ODL courses from the academic year 2023-24.</p>

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	<p>NLDIMSR Electoral Literacy Club is set up with the primary objective of sensitizing the student community about their democratic rights and electoral rights and familiarizing them with the electoral process of registration and casting votes in elections. The Institute conducts various activities to sensitize students like debates, mock parliaments,</p>
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	<p>elocution, and other programs which create awareness regarding electoral procedures. Through ELC, the Election Commission of India aims at strengthening the culture of electoral participation among young and future voters.</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 students' co-ordinator and co-ordinating faculty members are nominated by the Institute. The Institution has the ELC functional with the following office bearers: • Prof. Sourav Choudhury- Chairperson • Dr. Baisakhi Mitra Mustaphi- Convenor • Prof. Jestin Johny- Member • Prof Prakash Rathod- Member • Dr. Nazia Ansari- Member • Mr. Ayush Soni (PGDM Batch 2021-2023) • Ms Ruchita Sharma (PGDM Batch 2021-2023) • Mr. Nishant Sardana- (PGDM Batch 2021-2023) • Ms Vedanshi Agarwal- (PGDM Batch 2021-2023)</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 citizens, etc.</p>	<p>? To create awareness and interest among faculties and students through awareness activities and social media posts. To familiarize the targeted populations with EVM and VVPAT and to educate them about the robustness of EVM and integrity of the electoral process using EVMs. ? To harness the potential of ELC members for carrying electoral literacy in communities. ? To facilitate voter registration for its eligible members who are not yet registered.</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>The ELC takes initiatives that are socially relevant to electoral-related issues especially awareness drives, creating content, and publications highlighting their contribution to advancing democratic values and participation in electoral processes. 1. To help the target audience understand the value of their vote to ensure that they exercise their suffrage right in a confident, comfortable, and ethical manner. 2. To develop a culture of electoral participation and maximize informed and ethical voting and follow the principle 'Every vote counts' and 'No Voter to be Left Behind'.</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 students above 18 years who are to be enrolled as voters are sensitized about democratic rights which include casting votes in elections. The Institute conducts awareness programmes for the same. The Institute has also conducted poster mock parliaments</p>

to create awareness regarding electoral procedures.

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2021-22	2020-21	2019-20	2018-19	2017-18
2	2	2	2	2
File Description			Document	
Institutional data in prescribed format			View Document	

1.2

Number of departments offering academic programmes

Response: 1

2 Students

2.1

Number of students year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
533	478	477	478	481
File Description			Document	
Institutional data in prescribed format			View Document	

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
233	238	236	237	240
File Description			Document	
Institutional data in prescribed format			View Document	

2.3**Number of students appeared in the examination conducted by the Institution, year-wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
233	238	236	237	240
File Description		Document		
Institutional data in prescribed format		View Document		

2.4**Number of revaluation applications year-wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
3	0	0	7	0

3 Teachers**3.1****Number of courses in all programs year-wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
160	198	190	182	189
File Description		Document		
Institutional data in prescribed format		View Document		

3.2**Number of full time teachers year-wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
38	34	30	31	35
File Description		Document		
Institutional data in prescribed format		View Document		

3.3

Number of sanctioned posts year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
38	34	30	31	35
File Description		Document		
Institutional data in prescribed format		View Document		

4 Institution**4.1****Number of eligible applications received for admissions to all the programs year-wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
2441	3968	3889	3180	2971
File Description		Document		
Institutional data in prescribed format		View Document		

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

2021-22	2020-21	2019-20	2018-19	2017-18
42	42	18	8	4
File Description		Document		
Institutional data in prescribed format		View Document		

4.3**Total number of classrooms and seminar halls****Response: 21****4.4****Total number of computers in the campus for academic purpose****Response: 735**

4.5**Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
1863.62	1328.17	1410.48	1563.79	1585.78

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

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

Response:

The focus of N. L. Dalmia Institute Management Studies and Research (NLDIMSR) is service to mankind by empowering and helping them attain integral development. NLDIMSR's vision is not only to develop skills in its students for leading the global workforce but also to create socially and ethically responsible leaders.

Program Outcomes and Course Outcomes are developed pursuant to local, national, and global needs based on applying knowledge of management theories and practices to solve business problems thereby;

1. Fostering analytical and critical thinking abilities for data-based decision-making,
2. Ability to develop value-based leadership competence,
3. Ability to understand, analyze and communicate global, economic, legal, and ethical aspects of the business to lead themselves and others in the achievement of organizational goals contributing effectively to a team environment
4. Sensitize the students towards recognizing and adhering to values and apply them in organizational and social settings.

The curricula are customized as per the needs of the Indian economy, and society needs and aims to act as a catalyst and accelerate the nation's growth through the development of the best managerial talent. They are discussed appropriately at various levels keeping in view the larger concurrent vision, stakeholder expectations, and changing industry scenario.

The curriculum is a blend of courses and programs relevant to emerging national and global trends. The curriculum encourages students to develop their critical thinking, analytical and communication skills along with developing a strong conceptual base in management education. The students are exposed to basic concepts and their applications for effective management of the business, and new methods and practices in business. The Institute continuously updates and upgrades the curriculum to meet suit the professional needs of the students as well as realizes the core values adopted by the Institute.

Value-added courses on emerging technologies, guest sessions and panel discussions on the latest global business practices are included in the course delivery. My Social Responsibility (MSR) Cell activities to sensitize the student on social responsibility and local needs. The Program and its curriculum are guided by the Program's Educational Objectives and Program Outcomes which emphasize providing students with the necessary professional and personal skills required for holistic development like management knowledge, global business practices, technological advances, leadership skills, ethics, teamwork and social values.

The curriculum and course are reviewed at regular intervals to examine the achievement of Program Outcomes as well as to ensure industry relevance. Inputs are obtained from BOS and Academic Advisory committee members, faculty, industry experts, alumni, and placement partners for curriculum improvement. After incorporating the inputs from the Academic Advisory Council, Board of Studies and other experts, the curriculum and course contents are finalized and implemented. This process ensures that the curriculum is relevant and contemporary to the local and global need of businesses and trains its students to assume responsible roles in the corporate sphere with high ethical values and social consciousness.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

1.1.2 Percentage of Programmes where syllabus revision was carried out during the last five years.

Response: 100

1.1.2.1 Number of all Programmes offered by the institution during the last five years.

Response: 3

1.1.2.2 How many Programmes were revised out of total number of Programmes offered during the last five years

Response: 3

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Details of program syllabus revision in last 5 years(Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years

Response: 100

1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
160	198	190	182	189

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Average percentage of courses having focus on employability/ entrepreneurship(Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.2 Academic Flexibility

<p>1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.</p> <p>Response: 23.48</p>	
<p>1.2.1.1 How many new courses are introduced within the last five years</p> <p>Response: 216</p>	
<p>1.2.1.2 Number of courses offered by the institution across all programmes during the last five years.</p> <p>Response: 920</p>	
File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).

Response: 100

1.2.2.1 Number of Programmes in which CBCS / Elective course system implemented.

Response: 2

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.3 Curriculum Enrichment

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

Response:

The Institute strongly believes in integrating cross-cutting issues relevant to professional ethics, gender, human values, environment, and sustainability to ensure the holistic development of the students. The Institute promotes these activities through curriculum delivery and establishing various cells and clubs like My Social Responsibility (MSR) Club, and Women Development Committee which integrate these values into students.

Professional Ethics

The courses such as Principles and Practices of Management, Organizational Behavior, Financial Accounting and Control, Business Environment, Sales and Distribution Management, Business Ethics and Corporate Governance are some of the courses that address professional Ethics. The Institute also arranges Guest Sessions, Online Seminars on Ethical behaviour. NLDIMSR conducts workshops on Intellectual Property Rights for students (IPR). The Discipline Committee is in charge of keeping the campus in order. According to the Institute, maintaining discipline is the cornerstone of ethics. Seminars on Ethics by Clean Exit were also arranged for the students.

Gender

The courses such as Organization behaviour, Business Communication, Consumer Buying Behaviour, Competency Mapping and Career Development, Strategic HRM and International HRM, Entrepreneurship Management etc. include gender issues. The Institute has an established Women Development Committee which conducts various activities in collaboration with the Young Women's Christian Association. Activities on Gender Sensitivity, Sexual Harassment of Women at Workplace (Prevention, Prohibition & Redressal) Act 2013 etc. The Internal Complaint Committee helps maintain a close eye to avoid any

incident of sexual harassment. The Institute also conducts Guest lectures on Gender Diversity. The Institute maintains its gender ratio for student admissions and faculty/ staff recruitment.

Human Values

Courses like Principles and Practices of Management, Organizational Behaviour, Organization Structure, Theory and Design, Strategic HRM and International HRM, Learning & Development, and International Business, to name a few, talks about human values.

The Institute addresses the various aspects of Human values and integrates the same into the Curriculum in the following manner:

- The Institute has incorporated the subject CSR (Corporate Social Responsibility) in semester –II to imbibe social consciousness among students.
- The Institute also arranges Guest lectures on CSR by eminent speakers.
- The Institute's deep commitment to Management Education, balanced with a sense of social responsibility ensures that students understand the challenges faced by our economy at large. To develop a sense of social responsibility in the students, the Institute has introduced My Social Responsibility(MSR) by adopting Kondgaon Village wherein huge strides in literacy, hygiene and livelihood are undertaken.
- Faculty members were motivated to participate in AICTE value-based education for a value-based living – UHV Faculty Development Program

Environment and Sustainability

Courses like Supply Chain Management, Social Marketing, Logistics and Supply Chain Management, Consumer Buying Behaviour, Rural Marketing, Rural Banking and Micro Finance etc. talk about Environment and Sustainability issues.

Environment awareness camps, seminars, workshops, guest lectures, industry visits and field excursions are organized by the Institute regularly. NLDIMSR organised many environmental and health care activities like Swatch Bharat Abhiyan, Health Camps, No plastic drive Blood Donation Camp, Kondgaon Utsav to address the issues related to environmental sustainability and human values.

File Description	Document
Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.3.2 Number of value-added courses for imparting transferable and life skills offered during last five years.**Response:** 95**1.3.2.1 How many new value-added courses are added within the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
14	59	9	7	6

File Description	Document
List of value added courses (Data Template)	View Document
Brochure or any other document relating to value added courses	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.**Response:** 100**1.3.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
533	478	477	478	481

File Description	Document
List of students enrolled	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.3.4 Percentage of students undertaking field projects/ internships / student projects (Data for the latest completed academic year)

Response: 99.06

1.3.4.1 Number of students undertaking field projects / internships / student projects

Response: 528

File Description	Document
List of programs and number of students undertaking field projects / internships / student projects (Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.4 Feedback System

1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni

Response: A. All 4 of the above

File Description	Document
Any additional information	View Document
Action taken report of the Institution on feedback report as minuted by the Governing Council, Syndicate, Board of Management	View Document
Link for Additional Information	View Document
URL for stakeholder feedback report	View Document

1.4.2 The feedback system of the Institution comprises of the following :

Response: A. Feedback collected, analysed and action taken and report made available on website

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document
URL for stakeholder feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 100

2.1.1.1 Number of students admitted year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
300	240	240	240	240

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
300	240	240	240	240

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 100

2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
42	42	18	8	4

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

The Institute is committed to supporting slow learners and guiding them to achieve their academic potential. The Institute also encourages bright students to motivate slow learners for academic excellence. The institution assesses the learning levels of the students and conducts various activities to encourage advanced learners and to help slow learners achieve their goals.

The institute has a policy to help academically weak students and bright students. Students scoring less than 60% marks in continuous assessment and students who fail in the end trimester examination are identified as slow learners. Faculty members also identify slow learners based on their class participation and mentoring sessions. The performance of slow learners is also observed in the continuous internal evaluation.

Bright students are identified based on their overall performance and commitment to academics.

The Institute uses monitoring and mentoring to keep track of slow learners' progress. Along with teachers, some advanced learners are encouraged to mentor slow learners and help them with explanations and notes. Revision classes and counselling sessions are held and additional teaching has been taken up if required. The slow learners are guided by the faculty mentors on a continuous process. Mentoring is done every week by every faculty guiding them academically as well as on a personal level for all students (both bright and slow learners). Mentors guide and encourage the students to participate in different competitions, both at the state level and national levels. The advanced learners are also identified and encouraged to explore the information available online as well as e-resources and present papers in Seminars and Workshops, writing research papers and getting those published in research journals and in-house magazines.

Career Management Centre keeps close track of students and arranges career counselling sessions for slow learners regularly. Slow learners are motivated to engage in activities of various clubs to increase their involvement in academic and co-curricular activities. Group assignments and multiple projects are given to slow learners.

The students who exhibit research aptitude are encouraged by faculty members to write research papers and present them at conferences. In addition, the students are awarded certificates for participation and winning.

Bright learners are further encouraged by the faculty members and mentors by involving them in activities such as:

1. Nominated for Inter-Collegiate competitions such as Best summer project presentation, etc.
2. Nominated to represent the institution in select Inter-Collegiate Co-curricular and Extra-curricular activities.
3. Opportunity to develop their leadership skills

NLDIMSR assists Slow Learners:

1. The institute provides equal importance in taking care of weak students. Some of the assisting activities are as follows –
 2. Arrangement of extra sessions
2. Peer to-Peer learning
3. Monitoring by the respective mentors
4. Mentoring and Counselling by Alumni
5. Mentoring by CMC

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 14.03

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Response:

The Institute believes in fostering and nurturing a conducive teaching and learning environment on the campus. NLDIMSR has adopted student-centric teaching-learning processes such as experiential learning, participative learning and problem-solving methodologies for the enhanced learning experience.

NLDIMSR encourages and implements experiential learning as its pedagogy. Experiential learning is an involved learning process whereby students "learn by doing" and by reflecting on the experience. At NLDIMSR, Experiential learning activities include hands-on research lab experiments, internships, workshops, field visits, Communication lab etc. Well-planned, supervised and assessed experiential learning programs stimulate academic inquest by promoting interdisciplinary learning, social engagement, career development, cultural awareness, leadership, and other professional and intellectual skills.

NLDIMSR has adopted the following methods for experiential and participative learning :

Experiential Learning with Bloomberg Lab

The Institute houses South Asia's largest standalone Bloomberg Lab with 24 terminals for real-time insights from the global financial markets to prepare the students for top-end careers in Banking, Investment Management, Corporate Treasury Management and more. The Institute is also India's first Experiential Learning Partner of Bloomberg. The ELP Program is designed to recognize and celebrate academic institutions that are leaders in experiential learning through the integration of the Bloomberg Terminal exercises into their curricula.

Experiential Pedagogy

Anubhav - Capturing Real Life Experience: For "Principles and Practices of Management" (PPM) as one of the subjects for the first-year PGDM students, Alumni Interaction was conducted to give students real-life experiences on topics of the subject.

Business Simulation

Simulations attempt to replicate real-life situations and are more engaging and therefore make retention of learning more meaningful. At NLDIMSR, a few courses use this approach as an initiative to impart teaching and learning. In Strategic Management CAPSTONE simulation is used to give the students a first-hand flavour of running a company covering an entire gamut of business domains such as Strategy, Finance, HR, Operations Marketing etc.

Moot Court

NLDIMSR has implemented an innovative pedagogy for its students during the delivery of the Business Law course. Participants took part in simulated court or arbitration proceedings, usually involving drafting memorials or memoranda and participating in a verbal argument.

Data Modelling

Data Analytical skills are imparted to students through hands-on workshops. In addition, introduce subjects like Business Data Analytics using R and Python, Market Research, Market Analytics, and HR Analytics as value-added and certification courses.

Other experiential learnings, participative learning and problem-solving methodologies adopted by the Institute are as follows:

1. Case study solving and discussion-focused pedagogy
2. Extensive and regular interaction with industry experts and alumni
3. Value-added programs on the latest practices, techniques and tools like Fintech, Data Visualisation, SPSS, etc.
4. Summer Internship Projects
5. Research Projects and Live Projects
6. Student-led Forums and clubs to learn leadership skills
7. Student-led events and activities like Placements, Institute Publications, Inter B-School events
8. Student Participation in inter and intra-collegiate level Competitions
9. Industry Visits
10. My Social Responsibility Cell activities
11. Entrepreneurship Cell activities
12. Use of LMS for MIS platform

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.3.2 Teachers use ICT enabled tools including online resources for effective teaching and learning process.

Response:

Teachers and students of NLDIMSR extensively use ICT tools and online resources for effective teaching and learning.

Each of the classrooms is equipped with modern ICT tools to deliver lectures and impart experiential learning to the students. All Classrooms are equipped with Lectern, LCD/Laser Projectors, SMART Boards with Stylus, Computers with Camera, Audio Equipment (Amplifier and Speakers), etc. Outside each classroom, biometric machines for attendance, and a scheduler displays the details of the ongoing and upcoming lecture. The equipment is sufficient to carry out hybrid classes (partial attendance physically in class and the rest remotely).

The Institute has well equipped ICT lab with statistical analysis packages like SPSS, R Studio, Python, MS- 365 Suite, and Simulation software like CAPTONE and Markstrat, etc.

NLDIMSR has implemented its state-of-the-art IT infrastructure as:

- Wi-Fi-enabled Campus (through CISCO Access Points)
- 200 MBPS dedicated Internet lease line
- All students are provided with laptops with the latest configuration.
- LAN connected 65 Computer Lab with updated Operating Systems and other analytical software applications (SPSS, R, Python, etc.)
- 15 LAN-connected Digital Computer Labs with access to library e-Resources and the latest Research software.
- 24-terminal Bloomberg Laboratory for students to access information on Corporate Houses.
- All students and faculty are provided with the online version of Microsoft Teams including the Microsoft Office (O365) productivity suite for better learning.
- NLDIMSR's ERP solution with the cloud-based multi-modules software application.

Online Classes Owing to the pandemic, all classes were shifted online. ZOOM was selected as a tool to deliver online classes. As a backup, MS Teams was available to the faculty.

Every Faculty Member is provided with a laptop/Desktop with an internet facility.

Owing to the COVID-19 pandemic, the Coursera platform offered students a plethora of online courses in various disciplines. Also, the EDX platform offered certain courses to students of higher education.

Currently, the Institute has subscribed to 500 COURSERA licences for its students to enhance the teaching and learning resources.

The Institute's modern Digital Library is equipped with the best computing power and remote access capabilities that provide students & faculties access to e-resources on the campus, ensuring continuous and uninterrupted learning.

The E-journals and databases are accessed from campus as well as from home or anywhere through the Integrated platform Knimbus (Remote Access) The library has subscribed to Industrial Database, E-Journals, E-books and E-cases packages to motivate the researchers, students, and faculty. Presently the library is having the following Electronic Resources databases:

? EBSCO Business Elite (E-Journals Database)

? J-Gate (E-Journals Database)

- ? CMIE's Prowess (Industry Database)
- ? Proquest's Ebrary (E-books database)
- ? EMERALD Emerging Market Case Studies (EEMCS)
- ? Taxmann Publishers Daily updation of amendments.
- ? Knimbus Integrated platform (Remote Access)
- ? Urkund / Ouriginal Anti plagiarism software

NLDIMSR Library has DSpace as a Digitized Institutional Repository. Students and Faculty can access, download and copy digitized records of DSpace within the campus. DSpace includes Syllabus, Past years' papers, PDF books, Research papers presented or published by the faculty members and students, projects, events records etc.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document
Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process	View Document

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

Response: 19.74

2.3.3.1 Number of mentors ?????????????? ???????

Response: 27

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll	View Document
Circulars pertaining to assigning mentors to mentees	View Document
Any additional information	View Document
Link for additional information	View Document

2.3.4 Preparation and adherence of Academic Calendar and Teaching plans by the institution

Response:

The Academic Calendar is designed in line with the quality objectives of the institute and monitored by the program office. The academic calendar is prepared before the commencement of the academic year. The academic calendar is prepared by the Director of the institution in consultation with the faculty members and heads of departments. The academic calendar is shared with the students, faculty members and staff members at the beginning of the academic year.

A detailed academic calendar includes the following details:

1. Classes Commencement
2. Examination Commencement and end
4. Semester Break/ holidays
5. Beginning and End of Summer Internships
6. Beginning and End of Final Projects
7. Beginning and End of Formal Teaching Sessions.
8. Dates of all events to be conducted in the particular academic year.

Courses allotted to faculty members are finalized by the Director in consultation with faculty members, time table coordinator and HODs on basis of students' feedback. Faculty members prepare session plans and prepare teaching assignments for the next semester.

Faculty members plan the methods for internal assessment in the teaching/course Plan which is made known to students. Assessment methods are designed to evaluate the attainment of each Course Outcome. Each question in Semester/ Trimester end exams and each internal assessment tool is mapped to Course Outcomes. Faculty prepares the Course plan for every course/subject allotted in the prescribed format. The Course plan indicates the plan for course delivery and assessment tools. It also maps the Course Outcomes with Program Outcomes. The course plan is approved by HOD after discussion with faculty. The Course plan has to detail the assessment methods planned along with the weightage.

On completion of the course, Faculty calculates the attainment levels of each Course Outcome and maps the same with POs. Gap Analysis is done and measures for improvement in PO attainment are discussed with HOD and noted in the Course Completion and Review Report to incorporate the same in the next year's Course Plan.

The attainment level of PO calculated through the direct assessment method is given a weightage of 80% in the overall PO attainment evaluation. Indirect Assessment is done through Course Outcome Survey at the end of each Trimester and Program Exit Survey at the end of the program for each Batch.

The broad components of evaluation for any course/subject may be as follows. The total marks for each course with the maximum that can be assigned for each component will be as per the specific requirements of the course.

- Class participation/ Individual presentation in class
- Quizzes/ Class test/ Surprise test/ Assignments (announced/unannounced)
- Individual assignments/ Group assignments/ Presentations/ Decision sheets
- Case Discussion/ Case Presentation/ Decision sheets/ Project reports
- Research Paper Presentations /Viva
- Mid-term examination
- End-term examination
- Any other institute-specific component

Every course should have at least 3-4 evaluation components. The end-Term examination is a compulsory component. The mode of the End-Term Examination will depend on the course learning objective.

File Description	Document
Upload Academic Calendar and Teaching plans for five years	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 100

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years(Data Template)	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 55.34

2.4.2.1 Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D’Lit. year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
23	19	19	15	17

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 3.58

2.4.3.1 Total experience of full-time teachers

Response: 136

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.5 Evaluation Process and Reforms

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

Response: 37.22

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

2021-22	2020-21	2019-20	2018-19	2017-18
34.33	38.5	46.75	39	27.5

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 0.85

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	0	0	7	0

File Description	Document
Number of complaints and total number of students appeared year wise	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.5.3 IT integration and reforms in the examination procedures and processes including Continuous

Internal Assessment (CIA) have brought in considerable improvement in Examination Management System (EMS) of the Institution

Response:

Examination Procedures:

The examination department of NLDIMSR is the backbone of the examination system. All examination-related norms and processes are clearly defined in order to accomplish this and leave no room for any assumption or ambiguity. The examination department facilitates the conduction of both internal and end-term exams, evaluation, display of results, and maintenance of students' records for all courses. The LMS software is connected with the examination process to automate numerous activities. The examination department has a detailed written policy and a surveillance system for security.

Some of the key highlights of the examination policy are the following:

- Continuous internal assessment and end-term examination are separate heads for passing. i.e., 50:50 ratio for PGDM and For MMS 60:40.
- A Student will be declared PASS and be eligible for Grade in PGDM course, only if a student secures at least 50% and 40 % marks separately in each head of passing.
- A student who passes the CIA but fails in the end-term examination of the course shall repeat the next end-term examination.
- Supplementary examination for internal assessment shall be completed, as per the schedule planned by the Institute. The supplementary exam for the end-term examination is conducted in the next Trimester.
- A student who may have a permanent or temporary physical disability may apply to appoint a scribe for the examinations.
- All the examiners submit two sets of question papers.
- Question papers are set according to the outcome-based education (OBE) system.
- After the Question Papers are received, the same can be forwarded to the HoDs or Senior Faculty in the area for Vetting – the quality of the questions, CO-PO mapping, substantiality of the question paper, the phrasing of the questions, are the questions straight or higher-order application/thinking oriented?
- The Question Papers will be used only after they are vetted.
- Institute distributes the Diploma Certificates to all the passed students in the formal convocation program.

Processes Integrating IT

NLDIMSR has its own customized Learning Management System (LMS) Software named “Qual Campus”. The software has two modules related to the examination. One is “Assignment” which is related to continuous internal assessments (CIA) and the second one is “Examination” which is related to the end-term examination.

The Software has broadly the following features:

- The Qual Campus is a seamless software that integrates the examination department, faculty members, and students. The software has many automated processes right from uploading exam

information to the declaration of results and record keeping.

- Faculty members have their own credentials for log-in on Qual Campus LMS
- After log-in they can access the assignment module and can select the assignment type. Assignment type includes a variety of CIA components. They also need to upload other details like assignment start date, assignment end date, marks, mapping with course outcome, etc. An e-mail notification will be generated automatically to all the concerned students on their official email id about the new assignment.
- Students can access the assignment only between the start date and end and they can submit the assignment by logging on to Qual Campus using their own credentials.
- After submission faculty members can check their assignments online and submit the marks only on Qual-campus with comments. The assignment marks and comments will be visible to students automatically.
- Faculty members are submitting evaluation marks of end-term answer books on Qual-Campus.
- During the lockdown time period, the Exam Module of Qual Campus upgraded and added the feature of uploading the end-term question papers and submission of the scanned answer book by all the students. That feature was widely used by all the faculty members during the online examination period.

During the online end-term exam, invigilation was done by all the faculty members through their zoom licensed accounts. Institute also opted for the facility of NAD Digi locker and started to upload exam mark sheets and certificates of the current academic year and previous academic years. Institute also has an academic integrity policy and plagiarism check software named “Ouriginal” (Old name Urkund). It is mandatory for all the students to scan all the assignments and project reports before submission and they can submit their assignments and project reports with “Ouriginal” analysis report.

The Continuous Internal Assessment System (CIAS)

The continuous internal assessment components of the exam include:

- Class Participation
- Individual Presentations
- Quizzes
- Class Test
- Assignments
- Case Discussions and Analysis,
- Live Projects
- Viva-Voce

It is advisable for every course to have at least 3-4 evaluation components. All the internal assessment components are finalized by the particular teaching faculty members before the semester/trimester start and they describe in their detailed course plan with all the details like an individual assignment or a group assignment, marks of component, and intended course learning outcome (CLO) to be assessed. It is also mandatory for all the faculty members to upload and conduct all the internal exams through only LMS and submit all the CIA marks to the exam department prior to 15 days of end term examination. All the CIA marks are compiled automatically and generated report by LMS.

Reforms in the Examination Procedure

NLDIMSR continuously improves the quality of examination procedure toward a more transparent and fairness in the examination process by applying the following examination reforms:

- Follow the grading system for reporting the result of a student's performance
- The examination module of Qual Campus software was designed and fully equipped based on outcome-based education (OBE).
- Examiners map all the components/questions with course outcomes (CO).
- Institute also introduce the rubrics for CIA and advised examiners to evaluate the performance based on the suggested rubrics.
- After evaluation of all the components and end-term answer books, the examiner calculates the attainment level of each COs and submits the report.
- At the end of the Academic Year, Dean and Programme office evaluate the attainment and achievement of overall POs based on the different attainment levels of COs and submit the report.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Response:

The Institute has well-defined Program Outcomes for its PGDM program approved by AICTE and the MMS program (till 2020-21) approved by the University of Mumbai. The outcome of effectiveness in teaching-learning is measured through the attainment of program outcomes after the program and the attainment of course outcomes on completion of every course. Students' performance in the examinations and meeting of learning outcomes is a very important indicator of successful completion of the program. The Program Outcomes are as under:

Program Outcomes / Program Educational objectives are disseminated to stakeholders through various platforms as under:

- 1.It is published on the Institute's website (<https://www.nldalmia.in>).
- 2.It is published in the Institute's brochures, Student Manual, Admission brochure, Placement brochure, and other promotional material.
- 3.It is exhibited at various venues like administrative offices, faculty cabins, auditoriums, seminar halls, classrooms, computer labs etc. within the Institute where viewership is high.

4.It is disseminated through Institute videos and presentations during Institutional programmes.

5.It is communicated during events that are conducted internally and externally.

6.It is displayed on various social media platforms such as Facebook, LinkedIn, Twitter, etc.

7.During the deliberations and discussions of the various committees such as the College Development Committee meeting, the Governing Council meeting, the Placement Committee, the Advisory Committee meeting, the Academic Advisory Committee meeting, etc.

8.The Course Plan, and Course Completion Report prepared by faculty members includes Program Outcomes.

Course Outcomes

A Course outcome has defined the knowledge, skills, the application of the knowledge and the skills the learner has acquired which he/she can demonstrate as the result of pursuing the Management course.

Course Outcomes are defined for every course (subject) and lay down the expected learning outcomes from students at the end of the course delivery. Course Outcomes are mapped to Program Outcomes. The Course Outcomes are drafted carefully using Bloom's Taxonomy.

Course Outcome attainment is calculated by each faculty for their respective courses based on marks scored by the students in Semester/ trimester end exams and internal assessment. The attainment levels of each Course are mapped with the relevant POs every Semester/trimester. The attainment levels from Summer Internships and Final Project are also calculated. At the end of the Program (four/six semesters/trimesters), the final attainment levels from all courses, summer internship and final project are collated for all Semesters/trimesters to determine the average attainment for each PO.

Course Outcomes are communicated to stakeholders as under:

- 1.Course Plan prepared by the faculty includes Course Outcomes. The faculty discusses the Course Outcomes with the students.
- 2.Each component of Continuous Assessment and Term-end Assessment is mapped to Course Outcomes.
- 3.During the deliberations and discussions in Academic department meetings, Board of Studies and Academic Advisory Committee meetings, the attainment of Course Outcomes is discussed.
- 4.CO's are published on the Institute's website (<https://www.nldalmia.in>).

File Description	Document
Upload COs for all courses (exemplars from Glossary)	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.**Response:**

Attainment of Program Outcomes is measured through two methods:

Sr. No.	Method to Evaluate Program Outcome	Weightage in the overall evaluation
1	Direct Assessment through Course Outcome attainment	80%
2	Indirect Assessment through student and alumni survey	20%

PO attainment through Direct Assessment:

Every course in the curriculum is mapped to Program Outcome. The attainment level of each course helps in the evaluation of the attainment of each Program Outcome. The average attainment level of all courses mapped to a Program Outcome is calculated to determine the attainment of Program Outcome through courses. The process to calculate PO attainment is described below:

At the end of every Semester, Course Outcome attainment is calculated by each faculty for their respective courses based on marks scored by the students in Semester end exams and internal assessments. The attainment levels of each Course are mapped with the relevant POs every Semester. The attainment levels from Summer Internships and Final Project are also calculated. At the end of the Program (four semesters), the final attainment levels from all courses, summer internship and final project are collated for all Semesters to determine the average attainment for each PO. The attainment level of PO calculated through the direct assessment method is given a weightage of 80% in the overall PO attainment evaluation.

PO Attainment through Indirect Assessment

Indirect Assessment of the attainment of Program Outcomes is done by taking feedback from the current batch and alumni through a Google form floated by the Program Office at the end of the program. Student feedback on the attainment of POs through Courses and other co-curricular activities conducted for the students in terms of training programs, workshops, guest lectures by industry experts, student events, conclaves, seminars, summer internships, final projects, MSR activities, departmental club activities, projects etc is taken.

Attainment of Course Outcomes

Course Outcomes are defined for every course using Bloom's Taxonomy as the base. Attainment of Course Outcomes (COs) is determined through Continuous Assessment (20% weightage) and Term end examination (80% weightage). Target Attainment levels are defined for courses.

1. **Continuous Assessment (CA):** Faculty plans assessment tools like case analysis, tests, presentations, Viva –voce, assignments, projects etc to assess the attainment of Cos. Each such tool is mapped to one or more COs. The marks scored by the students are used to compute the attainment of COs through continuous assessment.
2. **Term-end Examinations:** Every question in the question paper is mapped to one or more COs. The marks scored by the students in each question are used to compute the attainment of COs

The attainment is compared to Target Attainment levels defined to determine the final score of CO Attainment.

The curriculum and course contents of the PGDM program are reviewed at regular intervals to examine achievement of Program Outcomes as well as to ensure industry relevance. PGDM curriculum and course contents are reviewed for every batch (once in an academic year).

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.6.3 Pass Percentage of students(Data for the latest completed academic year)

Response: 100

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

Response: 233

2.6.3.2 Total number of final year students who appeared for the examination conducted by the Institution.

Response: 233

File Description	Document
Upload List of Programmes and number of students passed and appeared in the final year examination(Data Template)	View Document
Any additional information	View Document
Link for the annual report	View Document
Link for additional information	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.41

File Description	Document
Upload database of all currently enrolled students	View Document
Upload any additional information	View Document
Link for any additional information	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

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

Response:

NLDIMSR provides the essential infrastructure and a congenial atmosphere to encourage research activities on campus. NLDIMSR promotes research by faculty through its research committee. The Research Development Committee takes care of various issues of research including research development, ethical matters, research seed money, etc. The committee comprises NLDIMSR's faculty members and external experts. The Committee screens research proposals for their feasibility, robustness, and applied value. The Institute also facilitates the participation of the faculty members in seminars, conferences, workshops, etc. at national and international levels. The Institute also conducts research Seminars and International Research Conclaves.

The Institute encourages faculty members and students to travel to national and international conferences to present their research work. RDC plays a pivotal role in initiating research works in the Institute which are funded by Government and non-Government organizations like Maharashtra Police. The Institute has also constituted an Ethical Review Committee to look at the ethical issues involved in research. The RDC facilitates the researchers to avail and utilize seed money for their research activities.

The Institute takes care to provide physical infrastructure. Facilities required for research in the IT area are computers, statistical software like SPSS, and open-source software like R and Python are provided to all the faculty members and students.

The Institute has the best, state-of-the-art infrastructure that provides a conducive environment for research and learning. NLDIMSR has South Asia's second-largest 24 Terminals Bloomberg Lab and one of the largest financial labs in Academia in the country. Also, the Institute has an Experiential Learning Partner (ELP) Bloomberg Programme. The Bloomberg lab is extensively used for research development activities by faculty members and students.

The Institute's modern Digital Library is equipped with supreme computing power and remote access capabilities that provide students & faculties access to e-resources o? the campus, ensuring continuous and uninterrupted research and learning. NLDIMSR's Digital Library is well-equipped with the following databases and software :

- **Library Management Software (LMS):** Koha, DSpace Repository, RFID
- **Industry Database:** Capitaline
- **Industry Database:** CMIE's Prowess
- **E-Journals Database:** EBSCO Business Elite and J-Gate
- **E-books Database:** ProQuest Ebrary (25,000 plus E-books)
- **Anti-Plagiarism Software:** URKUND
- **Sage Business Cases**

NLDIMSR has an Internet facility provided free to Faculty, Staff and Students. 2x100 MBPS, taking care

of redundancy, Internet Leased Lines through well-known Service Providers Jio and Tata.

NLDIMSR Library preserves the Institute's published Journals and Magazines - Innovision, Delta, Sparssh, Mark X, Episteme etc. Faculty and Students' Research and publication work uploaded in DSpace.

NLDIMSR uses Urkund / Ouriginal Plagiarism Software for checking the Research work and Project work of students and faculty members regularly.

Apart from the individual laptop that the student possesses, additionally, the computer lab, the Bloomberg lab and the digital lab have computers and other applications (analytical and gaming), that they can use for their research and development.

The Institute has devised a Summer Project format based on research methodology. Also encouraged students to undertake research projects in the industry.

Every year, NLDIMSR conducts SHIKHAR –A national-level research paper presentation competition in the area of Economics.

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View Document
Any additional information	View Document
URL of Policy document on promotion of research uploaded on website	View Document

3.1.2 The institution provides seed money to its teachers for research (average per year, INR in Lakhs)

Response: 21.8

3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).

2021-22	2020-21	2019-20	2018-19	2017-18
25.00	22.00	22.00	20.00	20.00

File Description	Document
Minutes of the relevant bodies of the Institution	View Document
List of teachers receiving grant and details of grant received	View Document
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	View Document
Any additional information	View Document

3.1.3 Percentage of teachers awarded national / international fellowship for advanced studies/research during the last five years

Response: 5.36

3.1.3.1 The number of teachers awarded national / international fellowship for advanced studies / research year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	4	3	1

File Description	Document
List of teachers and their international fellowship details	View Document
e-copies of the award letters of the teachers	View Document
Any additional information	View Document

3.2 Resource Mobilization for Research

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

Response: 26.71

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

2021-22	2020-21	2019-20	2018-19	2017-18
1.25	0	19.46	00	6.00

File Description	Document
List of project and grant details	View Document
e-copies of the grant award letters for research projects sponsored by government and non-government	View Document
Any additional information	View Document

3.2.2 Percentage of teachers having research projects during the last five years

Response: 27.38

3.2.2.1 Number of teachers having research projects during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
5	0	14	8	19

File Description	Document
Names of teachers having research projects	View Document
Any additional information	View Document
Link for additional information	View Document

3.2.3 Percentage of teachers recognised as research guides

Response: 18.42

3.2.3.1 Number of teachers recognized as research guides

Response: 7

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	View Document
Any additional information	View Document
Link for additional information	View Document

3.2.4 Average percentage of departments having Research projects funded by government and non-government agencies during the last five years**Response:** 80**3.2.4.1 Number of departments having Research projects funded by government and non-government agencies during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	1	1	1

3.2.4.2 Number of departments offering academic programmes

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	1	1	1

File Description	Document
Supporting document from Funding Agency	View Document
List of research projects and funding details	View Document
Any additional information	View Document
Paste link to funding agency website	View Document

3.3 Innovation Ecosystem

3.3.1 Institution has created an eco system for innovations, creation and transfer of knowledge supported by dedicated centers for research, entrepreneurship, community orientation, Incubation etc.

Response:

NLDIMSR has established its Research Committee to create a conducive environment for the promotion of Research & Innovation activities in the institute. Consultancy Projects, Incubation, Design and Innovation Centre ensure smooth functioning and effective Management of Research & Innovation activities at the institute. The Institute also promote collaborative research.

At NLDIMSR, faculty members strive to come up with new and innovative teaching methodologies to teach the students most effectively to make them conceptually strong. Faculty members at NLDIMSR use a variety of initiatives in teaching and learning, in the form of various innovative pedagogical tools. Examples of such tools are case studies, simulations, Bloomberg Lab, ICT-enabled courses, MSR,

Industrial visits, Live projects, role plays, group discussions, games and activities.

With “Innovation” as the buzzword for business growth, many traditional businesses are leaning toward the concept of innovation. NLDIMSR Innovation Lab/Incubation Centre Nurtur-E is entirely dedicated to the pursuit of new ideas, products, and services. Creative processes like brainstorming and design thinking are encouraged to drive ideation and the development of innovations.

Nurtur-E is the Entrepreneurship Cell (E-Cell) a student-driven body of N. L. Dalmia Institute of Management Studies and Research solely to promote and inspire the entrepreneurial spirits among the students. The Institute believes in facilitating the ideas and current start-ups on the campus to help develop them into businesses. Nurtur-E focuses on providing business knowledge and exposure to the students through seminars, events, debates, competitions, alumni interactions, and interactive sessions with existing Entrepreneurs and Venture Capitalists.

Nurtur-E, The Entrepreneurship Cell of NLDIMSR were proud to launch their first annual Business Magazine under the name, “Udyamee: An Idea Today, A Business Tomorrow”. The theme of the business magazine was “Aatmanirbhar Bharat” and it was Volume 1, Issue 1 of 2021.

Every year, the Nurtur-E Entrepreneurship cell of NLDIMSR organises a Case study competition ‘Case-A-thon’ to develop innovation and entrepreneurial spirit among students. NLDIMSR organized ‘Case-a-Thon 3.0’ on 11th November 2022.

The competition was to present on the topic “Rapido’s rapid disruption in the world of mobility”

The NLDIMSR INNOVISION Journal of Management Research aims to create an international platform for the exchange of ideas in all fields of business and management. The journal publishes high-quality research articles in areas such as accounting, business strategy, economics, entrepreneurship, ethics, finance, human resource management etc.

NLDIMSR has formed its Student Research Advisory Committee to promote research activities among students and increase the participation of the student in this area and also help them in placements and starting their ventures.

The Institute believes that social conscience and awareness are as learning business management skills. NLDIMSR has adopted Kondgaon village (Dist. Palghar) to develop and empower it, which is one of the important activities undertaken by students. Medical camps and awareness programs on sanitation are organised by the MSR cell. These activities generate social awareness amongst students and also make them socially responsible citizens.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development during the last five years.

Response: 102

3.3.2.1 Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year-wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
18	14	19	24	27

File Description	Document
Report of the event	View Document
List of workshops/seminars during last 5 years	View Document
Any additional information	View Document

3.4 Research Publications and Awards

3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following: 1. Inclusion of research ethics in the research methodology course work 2. Presence of Ethics committee 3. Plagiarism check through software 4. Research Advisory Committee

Response: A. All of the above

File Description	Document
Any additional information	View Document
Link for additional information	View Document

3.4.2 Number of Ph.D's registered per teacher (as per the data given w.r.t recognized Ph.D guides/supervisors provided at 3.2.3 metric) during the last five years

Response: 0.29

3.4.2.1 How many Ph.Ds are registered within last 5 years

Response: 2

3.4.2.2 Number of teachers recognized as guides during the last five years

Response: 7

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
URL to the research page on HEI web site	View Document

3.4.3 Number of research papers per teachers in the Journals notified on UGC website during the last five years

Response: 2.32

3.4.3.1 Number of research papers in the Journals notified on UGC website during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
21	18	6	12	21

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document
Any additional information	View Document

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

Response: 1.28

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

2021-22	2020-21	2019-20	2018-19	2017-18
8	5	5	8	17

File Description	Document
List books and chapters in edited volumes / books published	View Document
Any additional information	View Document

3.4.5 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed

Response: 3.15

File Description	Document
Bibliometrics of the publications during the last five years	View Document
Any additional information	View Document

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

Response: 3

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View Document
Any additional information	View Document

3.5 Consultancy

3.5.1 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).

Response: 45.63

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

2021-22	2020-21	2019-20	2018-19	2017-18
5.17	1.84	36.02	1.60	1.00

File Description	Document
List of consultants and revenue generated by them	View Document
Audited statements of accounts indicating the revenue generated through consultancy and corporate training	View Document
Any additional information	View Document

3.5.2 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs).

Response: 107.76

3.5.2.1 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
71.92	1.18	15.08	18.88	0.70

File Description	Document
List of training programmes, teachers and staff trained for undertaking consultancy	View Document
List of facilities and staff available for undertaking consultancy	View Document
Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy	View Document
Any additional information	View Document

3.6 Extension Activities

3.6.1 Extension activities are carried out in the neighbourhood community, sensitising students to social issues, for their holistic development, and impact thereof during the last five years

Response:

NLDIMSR is actively and aggressively organizing and participating in various extension activities and

outreach programs to promote the Institute-Neighbourhood community to sensitize the students towards community needs. The Institute believes in not only promoting societal and community activities to sensitize students but also leading in shaping the students and faculty and staff into responsible citizens of the nation and imparting all-around development of students in each vertical.

Keeping this mission in view, My Social Responsibility Committee (MSR) was established in the year 2011 to inculcate this awareness and goodness through various programs like Cleanliness, Green Environment & tree plantation, Gender sensitization, Cloths & stationary donation camp, Campaign - Say No to crackers, Hygiene and Environment Awareness, Plantation drive, Mental health awareness, National Youth Day celebration, Road safety awareness campaign, Blood donation camps, Women Development and Empowerment activities, International Disability day activities etc. All these mentioned activities have a positive impact on the students, and they developed student community relationships, leadership skills, and self-confidence of students. It also helped in cultivating the hidden personality of students and creating awareness among students.

In 2017 NLDIMSR adopted Kondgaon, a 100% tribal village in Palghar District and the students during their visits have been working on the verticals of Education, Health and hygiene, Social development and Environment. As a part of their curriculum the PGDM and MMS students undertake about 5 visits a year and engage the students and the people on the various verticals so as to support them in their quest for a better tomorrow. As a part of social development programme the MSR Committee also organizes 'Kondgaon Utsav' event wherein the villagers are given access to Institute's premises to put up a village market and sell organically grown vegetables directly to the customers without the middlemen. The added attraction is the availability of Warli-painted handicrafts and pottery products. These programs serve the twin purposes of touching and enriching the lives of the students and the people of Kondgaon, as well as providing valuable rural exposure to the MBA students of NLDIMSR so as to sensitize them to the ground realities as future industry leaders of the country as well as of the world.

MSR Committee works namely through four verticals, such as Education, Hygiene and Healthcare, Skill Development, and Environment. Team MSR has been making efforts to help 5000+ villagers under the mentioned verticals. More than 2000+ girls have benefitted through awareness of Menstrual Hygiene and to date, 40,000+ Sanitary Napkins have been distributed. 1500+ villagers have been aided through regular Medical & Dental Camp with the free distribution of medicines and dental kits. 50+ trees have been planted and 2000+ students from Kondgaon village have received books, stationery, and raincoats. 3000+ hours of voluntary services have been provided by PGDM students of NLDIMSR so far. The village was declared a Covid-19 free village and received R.R. Sunadar Gaon Puraskar in the year 2022.

File Description	Document
Upload Any additional information	View Document
Paste link for additional information	View Document

3.6.2 Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government recognised bodies during last five years

Response: 14**3.6.2.1 Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
4	2	4	2	2

File Description	Document
Number of awards for extension activities in last 5 year	View Document
e-copy of the award letters	View Document
Any additional information	View Document

3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**Response: 103****3.6.3.1 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
22	4	24	16	37

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	View Document
Any additional information	View Document

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years**Response: 100**

3.6.4.1 Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
533	478	477	478	481

File Description	Document
Reports of the event	View Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document
Any additional information	View Document

3.7 Collaboration**3.7.1 Number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work****Response:** 242**3.7.1.1 Total number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work**

2021-22	2020-21	2019-20	2018-19	2017-18
297	411	251	122	129

File Description	Document
Number of Collaborative activities for research, faculty etc	View Document
Copies of collaboration	View Document
Any additional information	View Document

3.7.2 Number of functional MoUs with institutions of national, international importance, other institutions, industries, corporate houses etc. during the last five years (only functional MoUs with ongoing activities to be considered)**Response:** 32

3.7.2.1 Number of functional MoUs with institutions of national, international importance, other Institutions, industries, corporate houses etc. year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
11	4	4	2	11

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	View Document
Details of functional MoUs with institutions of national, international importance, other Institutions etc during the last five years	View Document
Any additional information	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Response:

The Institute has the best, state-of-the-art infrastructure that provides a conducive environment for learning.

Each classroom is equipped with modern tools to deliver lectures and impart experiential learning to the students. All Classrooms are air-conditioned and equipped with Lectern, LCD/Laser Projectors, SMART Boards with Stylus, Computers with a Camera, and Audio Equipment (Amplifier and Speakers). Outside each classroom, a scheduler displays the details of the ongoing and upcoming lectures.

NLDIMSR's IT infrastructure provides:

- Wi-Fi enabled Campus with an Internet bandwidth of 200MBPS
- All students are provided with laptops and 80 computers with the latest configuration provided to faculty and staff.
- 65 LAN-connected Computer Lab with updated Operating System and other analytical software applications (SPSS, R, Python, etc.)
- 15 LAN-connected Digital Computer Lab with remote access facility for all e-resources.
- 24 -terminal Bloomberg Laboratory for students to access information on Corporate Houses
- All students and faculty are provided with the online version of Microsoft Teams including the Microsoft Office (O365) productivity suite for better learning.
 - Knowledge Repository – D-Space 6.
 - Zoom and Microsoft Teams Platform for online teaching learning and meetings

NLDIMSR has integrated the following technologies into its teaching learning and curriculum enrichment.

- **Bloomberg Lab:**

NLDIMSR has South Asia's second-largest 24 Terminals Bloomberg Lab and one of the largest financial labs in Academia in the country. Also, the Institute has an Experiential Learning Partner (ELP) Bloomberg Programme. By bringing Bloomberg Professional Service to the campus, the Institute strategically prepares its students for specific, top-end careers in Banking, Investment Management, Institutional Broking, Investment Banking, and Corporate Treasury Management. The Institute provides extremely focused and high-end programs like Bloomberg Market Concepts (BMC) & Bloomberg Essentials Online Training (BESS) with a high degree of practical learning and on-the-job applicability for all students on campus.

- **Student skill set development using online certification platforms**

The Institute has introduced various online skill development courses like Bloomberg, Coursera, Edx, Fintech, Capstone simulation etc. for student development. The Institute has tie-ups with an online professional skill set development courses.

- **ERP and LMS system**

The Institute has implemented its LMS/ERP system *QualCampus* for academic as well as non-academic activities. Assignments, quizzes, evaluation, project monitoring etc. activities are well executed using *QualCampus*. A detailed document is made separately describing each module in use.

- **Digital Library**

The Institute's modern Digital Library is equipped with supreme computing power and remote access capabilities that provide students & faculties access to e-resources of the campus, ensuring continuous and uninterrupted learning and research.

- **Auditorium and Seminar Hall**

NLDIMSR's acoustically designed air-conditioned auditorium has a seating capacity of up to 300 persons and is ideal for hosting more extensive curricular and extracurricular activities. The seminar hall has a seating capacity of up to 300 persons.

Other than classrooms and learning facilities, the campus also has the following for students' overall development like Incubation centre and indoor and outdoor sports facilities. NLDIMSR has its own Cricket Academy.

File Description	Document
Upload Any additional information	View Document
Paste link for additional information	View Document

4.1.2 The institution has adequate facilities for cultural activities, yoga, games and sports (indoor & outdoor); (gymnasium, yoga centre, auditorium, etc.,)

Response:

The institution has adequate facilities for cultural activities, yoga and Aerobics, indoor and outdoor games and a conducive environment for sports activities.

Sports Facility

Sports in the institution play a vital role in preparing students holistically and facing challenges in a competitive spirit. It helps in building a spirit of teamwork and harmony among the students. The students

are provided with excellent indoor and outdoor facilities and encouraged to take part in tournaments and have a participative and winning attitude. The Institute promotes sports activities for inculcating healthy sportsman spirit among the students.

Indoor Sports Facility

The Institute provides facilities for table tennis, badminton and box cricket to its students. It has a recreation room where indoor games like carom and chess are played. To ensure the mental and physical well-being of the students, Other than the above sporting facilities, there is also an indoor gymnasium that has fitness equipment. These indoor areas double up as breakout zones as well.

Outdoor Sports Facilities

Amongst the outdoor games that can be played in the open area of the campus are handball and football. Additionally, the campus has an indoor and outdoor (open-to-air) gymnasium too that can be used year-round. The Institute utilizes a sports ground close to the institute premises. It possesses its own off-campus cricket academy (Cricket Zone).

N. L. Dalmia Cricket Academy (NLDCA) is a state-of-the-art indoor cricket facility. NLDCA has 7 moving nets furnished with Australian artificial turf under floodlights, equipped with 3 imported bowling machines. Pitch Vision Technology for Video analysis and the latest modern equipment.

Yoga and Aerobics Centre:

The Institute has a well-equipped Yoga centre and aerobics centre with audio-visual facilities. Yoga sessions are conducted in the Seminar Hall.

Gymnasium

NLDIMSR has a well-equipped indoor and outdoor gymnasium available on the campus with modern equipment. Before or after lecture hours, students can use the facility to build on their physical fitness and embark on a healthier path.

Common Rooms for Boys and Girls

The Common Room for Boys and Girls are gender-specific for the students. These rooms are used for discussions, and informal interactions and to relax and revitalize after their busy lecture schedules.

Auditorium and Seminar Hall

NLDIMSR's acoustically designed air-conditioned auditorium has a seating capacity of up to 300 persons and is ideal for hosting more extensive curricular and extracurricular activities. The seminar hall has a seating capacity of up to 300 persons.

NLDIMSR regularly conducts HOWZATT intercollegiate cricket tournaments.

Facilities for Cultural Activities/ Events

Various cultural and club activities are regularly organized every year in the Institute.

Auditorium

NLDIMSR's acoustically designed air-conditioned auditorium has a seating capacity of up to 300 persons (338.9 sq. m.) and stands ideal for hosting more extensive cultural activities and functions.

Seminar Hall

The multipurpose Seminar hall is available for cultural activities, various cultural activities are performed in the multipurpose hall.

File Description	Document
Upload any additional information	View Document
Geotagged pictures	View Document
Paste link for additional information	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 21

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Paste link for additional information	View Document

4.1.4 Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)

Response: 13.6

4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
271	140	180	228	247

File Description	Document
Upload Details of Expenditure , excluding salary during the last five years	View Document
Upload audited utilization statements	View Document
Upload any additional information	View Document
Link for any additional information	View Document

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS)

Response:

The NLDIMSR Library as a Learning Resource Centre (LRC) - is well equipped to support Teaching, Learning, and Research activities.

Institute's state-of-the-art Library is spread over 444 sq. mts area on the campus on two floors with a seating capacity of 200.

NLDIMSR library has a very rich collection of National and International Books, Journals, periodicals, and other material.

NLDIMSR library has over 55000 volumes of books, Institute subscribed to 60+ Journals and periodicals, and the library has a good collection of Management films. NLDIMSR Library also subscribed to online resources like e-books database Ebrary content with 27000 plus e-books, e-journals databases J-Gate and Ebsco over 11000 full-text e-journals, e- cases Emerald (EEMCS – 1123, Sage Business Cases – 4700), Industry Database Capitaline & CMIE Prowess 52000 listed and unlisted Companies data. etc.

Digital Library:

There are 22 Computers in the Library including the Digital library. A Wi-Fi system is available. Students can access the Internet and all the subscribed databases on computers as well as on their Laptops.

NLDIMSR Library staff scanned and uploaded documents in Digital Library.

NLDIMSR Library Services:

NLDIMSR Library aims to serve the needs of faculty, research scholars, Students, and other members of the Library by providing excellent Information services and resources.

- **Book Bank Facility** – NLDIMSR library Providing a set of textbooks/notes (Study Material) in all the semesters to all the courses students.
- **Current Awareness Service (CAS)** – Daily 20 newspapers are displayed on the library newspapers stand. Contents of periodicals shared with faculties.
- **New arrivals information** - Newly arrived books displayed in showcase of library reading hall area and on webopac for users awareness.
- **Reference service** – The staff assisting students and faculties to locate books and other print and online material in the library.
- **Remote access Facility** – NLDIMSR library subscribed Knimbus an Integrated platform to access all the subscribed Electronic Resources to Faculty and Students from outside the campus.
- **Question Bank** - (Internal and University old Question papers) made available in DSpace. Students and faculty can access and download Q. papers in campus.
- **Library Orientation** – for newly admitted students and newly joined faculty members in the starting of the academic year.
- **Training and Demo sessions** - Database training sessions conducting in the starting of the academic year for the students and Demo Sessions of Information Resources arranged for faculty members.
- **Reprography service** – Photocopy, Scanning and Printout facility made available in the library.
- **Inter Library Loan Facility (ILL)** - NLDIMSR Library has taken the membership of AIRC (American Information Resource Centre) and DELNET (Developing Library Network).
- **Complementary Business Newspapers** – NLDIMSR Library subscribed 300 copies of Economic times for free distribution to students.
- **LCD TV** - on both floors to display Business News to keep students updated with changing Global Economic dynamics.
- **In-house Publications** – NLDIMSR Library preserves the Institute’s published Journals and Magazines - Innovision, Delta, Sparssh, Mark X, Episteme etc.
- **Quality of Information Resources and Services** – The Library Advisory Committee (LAC) is monitoring Quality of resources and services. .

File Description	Document
Upload any additional information	View Document
Paste Link for additional information	View Document

4.2.2 Institution has access to the following: 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources

Response: A. Any 4 or more of the above

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Details of subscriptions like e-journals, e-books , e-ShodhSindhu, Shodhganga Membership etc	View Document

4.2.3 Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 76.17

4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
68.62	51.17	75.48	90.79	94.78

File Description	Document
Details of annual expenditure for purchase of and subscription to journals/e-journals during the last five years	View Document
Audited statements of accounts	View Document
Any additional information	View Document

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 6.65

4.2.4.1 Number of teachers and students using library per day over last one year

Response: 38

File Description	Document
Details of library usage by teachers and students	View Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution has an IT policy covering wi-fi, cyber security, etc., and allocated budget for updating its IT facilities

Response:

NLDIMSR has a well-defined IT policy covering Wi-Fi, backup procedures, cyber security, etc., and an allocated budget for updating its IT facilities.

The N. L Dalmia Institute of Management Studies and Research (NLDIMSR) Information Technology (IT) Policy and Procedure Manual provides the policies and procedures for the selection and use of IT within the institution which must be followed by all staff. It also provides guidelines NLDIMSR will use to administer these policies, with the correct procedure to follow.

This document serves as a rulebook and roadmap for successfully and properly utilizing the technology resources at NLDIMSR. Careful consideration should be taken to verify that one's actions fall within the authorized parameters for access, utilization, distribution, and modification of NLDIMSR's technology resources set forth within this document.

NLDIMSR IT Policy Applicable to all staff (faculty and back office), students and guests who are accessing the Network of NLDIMSR.

The following activities provide a general roadmap to use NLDIMSR's technology resources acceptably:

- All passwords used to access NLDIMSR systems must be kept secure and protected from unauthorized use.
- No user account can be shared between individuals. Authorized users are responsible for the security of their passwords and accounts.
- Do not transfer personally identifiable information on portable equipment and storage devices.
- All computers residing on the internal NLDIMSR network, whether owned by the employee or NLDIMSR, shall be continually executing approved virus-scanning software with a current, up-to-date virus database.
- Employees must use extreme caution when opening e-mail attachments received from unknown senders.
- Personally identifiable information cannot be sent via electronic means and should be transferred within the internal network. *I/*
- Off-campus work should be completed via a secure connection so that no data is transferred off-network.
- All workstations should be kept secure. Users should lock the workstation when not attended to protect unauthorized users from accessing secure files.

The NLDIMSR IT Systems Department maintains systems to hold and retain all essential data for each

A configuration policy has been established to create a standard configuration for all technology resources at NLDIMSR. Because of the variances between the types, makes, models, configurations, builds, versions, and brands of technology resources available, it is necessary to standardize all technology resources to make service and maintenance easier and also to help keep costs down.

The sensitivity guidelines mentioned in the IT policy provide details on how to protect at various

sensitivity levels. Use these guidelines as a reference only, as NLDIMSR Confidential Information at each level may necessitate more or less stringent measures of protection depending upon the circumstances and the nature of the NLDIMSR Confidential Information in question.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 0.73

File Description	Document
Upload any additional information	View Document
Student - computer ratio	View Document

4.3.3 Bandwidth of internet connection in the Institution.

Response: 250 MBPS

File Description	Document
Upload any additional information	View Document
Details of available bandwidth of internet connection in the Institution	View Document

4.3.4 Institution has the following Facilities for e-content development

- 1. Media centre**
- 2. Audio visual centre**
- 3. Lecture Capturing System(LCS)**
- 4. Mixing equipments and softwares for editing**

Response: A. All of the above

File Description	Document
Upload Additional information	View Document
Institutional data in prescribed format	View Document
Link for Additional information	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years

Response: 66.75

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

2021-22	2020-21	2019-20	2018-19	2017-18
152.4	1137.00	1155.00	1245.00	1244.00

File Description	Document
Upload any additional information	View Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts	View Document

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

Response:

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

NLDIMSR has a well-established system for maintaining and utilizing physical, academic, and support facilities like the library and IT labs, monitored continually by IQAC and ISO Team.

The Institute was awarded ISO 9001:2015 certification for implementing a "Quality Management System"

by SGS –UKAS, assuring consistency in imparting quality management education through robust academic and allied systems. Currently, SFIMAR is ISO 9001:2015 Certified Institute which focuses on continual improvement in imparting quality management education services. The main objective of ISO implementation is to improve the institute's functioning and meet the stakeholders' expectations.

The current ISO 9001-2015 certification implementation has assured the risk management aspects regarding all its procedures. ISO has devised SOPs for all the departments and processes followed within the campus. In addition, it focuses on Academic Departments, Supporting Departments like Library, IT Labs, Maintenance, and Placement; it also covers outsourced activities functioning within campus like the cafeteria, hostel, and security services.

Established Systems for Maintenance Dept.

The facility Management handles the general campus maintenance and housekeeping activities and follows the SOP with proper monitoring mechanisms. The Maintenance procedure explains the detailed department procedure, the purpose, scope, responsibilities, work environment, and list of records to be maintained. It also has an approved list of forms and formats used by the department. The objective of the Maintenance department is to monitor and control the outsourced Services of SFIMAR. Monitoring is done through Annual Maintenance Contracts and Control through periodical vendor valuation/ revaluation. The work environment's scope includes the institute's physical infrastructure, Sports facilities, facility management, and outsourced housekeeping and Security services. Finally, the action plan is mentioned objective-wise for the department. The Maintenance Dept. has a Preventive Maintenance schedule, describing the activities under various AMCs and their frequency for a given period. There are also checklists for House Keeping that include details of washroom cleaning and general cleaning schedules month-wise and date-wise. The institute has a definite and systematic mechanism for the maintenance and upkeep of such facilities. Some of them are maintained by an Annual Maintenance Contract (AMC) given to concerned agencies; external agencies maintain some on-demand as needed. The others are supported by the facility members of the Institution and skilled staff like plumbers, carpenters, and electricians appointed by the management.

Established Systems for LIRC

Established Systems for LIRC NLDIMSR's Library Department (LIRC) handles and supports the academic departments on campus and manages the utilization of related services and resources such as books, journals, e-journals, databases, etc. The Librarian is the head of the Library, and as per ISO 9001:2015 requirements, the following policies and procedural documents are in place and used by the department. The library procedure explains the detailed functioning of the library.

The LIRC procedures manage the activities as:

- Procurement and acquisition of library resources
- Circulation of books
- Development of library facilities
- Library membership details
- Digital library
- Library maintenance
- Library Events
- Service rules of LIRC

Established Systems for IT

The N. L Dalmia Institute of Management Studies and Research (NLDIMSR) Information Technology (IT) Policy and Procedure Manual provides the policies and procedures for the selection and use of IT within the institution which must be followed by all staff. It also provides guidelines NLDIMSR will use to administer these policies, with the correct procedure to follow. NLDIMSR keeps all IT policies current and relevant. Therefore, from time to time it will be

necessary to modify and amend some sections of the policies and procedures, or to add new procedures. Any suggestions, recommendations or feedback on the policies and procedures specified in this manual are welcome. IT procedures serve as a roadmap for successfully and properly utilizing the technology resources at NLDIMSR. Careful consideration is taken to verify that one's actions fall within the authorized parameters for access, utilization, distribution, and modification of NLDIMSR's technology resources set forth within this document.

Established Systems for IT

The sports activities maintenance procedure is well maintained in Sports procedures. The sports equipments are well maintained by the Institute and new equipments are purchased regularly. The play area is maintained and monitored regularly. Indoor and outdoor games are made available for students. Apart from this, the Institute possesses a Gymnasium. It is an air-conditioned space accompanied by good-quality equipment that helps to ensure the fine health of staff and students and faculty. The purpose of the sports procedure is to establish the standard practice of operations and ensure to reserve sports field (Cricket Academy) is been maintained by NLDIMSR.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

Response: 7.57

5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2021-22	2020-21	2019-20	2018-19	2017-18
1	17	71	61	31

File Description	Document
upload self attested letter with the list of students sanctioned scholarships	View Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	View Document

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution and non-government agencies during the last five years

Response: 0.24

5.1.2.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2021-22	2020-21	2019-20	2018-19	2017-18
2	3	1	0	0

File Description	Document
Upload any additional information	View Document
Number of students benefited by scholarships and freships besides government schemes in last 5 years	View Document
Institutional data in prescribed format	View Document

5.1.3 Following Capacity development and skills enhancement activities are organised for improving students capability 1. Soft skills 2. Language and communication skills 3. Life skills (Yoga, physical fitness, health and hygiene) 4. Awareness of trends in technology

Response: B. 3 of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.

Response: 100.05

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

2021-22	2020-21	2019-20	2018-19	2017-18
530	481	477	478	482

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document
Any additional information	View Document

5.1.5 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
Upload any additional information	View Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 101.01

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

2021-22	2020-21	2019-20	2018-19	2017-18
233	241	241	241	240

File Description	Document
Upload any additional information	View Document
Self attested list of students placed	View Document
Details of student placement during the last five years	View Document

5.2.2 Percentage of student progression to higher education (previous graduating batch).

Response: 0

5.2.2.1 Number of outgoing student progressing to higher education.

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education	View Document
Any additional information	View Document

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: IIT/JAM/ NET / SLET/ GATE/ GMAT/CAT,GRE/ TOEFL/ Civil Services/ State government examinations) year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Upload supporting data for student/alumni	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document
Any additional information	View Document

5.3 Student Participation and Activities

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Number of awards/medals for outstanding performance in sports/ cultural activities at inter-university / state / national / international level during the last five years	View Document
e-copies of award letters and certificates	View Document
Any additional information	View Document

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

Response:

The Institute strives to create a learning environment aimed to foster and nurture a harmonious student community. Every student is expected to contribute to the academic ambience of the Institute. The Institute adopts participative management for its students by forming various clubs and forums. NLDIMSR has PGDM students on its administrative committees as well. The Institute encourages participative management through various committees and forums. The Institute strives and thrives to nurture, transform and create global leaders.

The Institute organises Conclaves, Seminars, Case study competitions, and cultural and sports events which are student-driven. Each department also has its student forums and clubs which conduct various activities. Each academic department has a Bi-annual magazine entirely managed by the students. All these activities allow students to hone their managerial and leadership skills and gain confidence.

Students at NLDIMSR are actively involved in the planning and deploying of several programs related to their development through curricular, co-curricular, and extracurricular activities. These co-curricular and extracurricular Clubs and the Student Development Activities provide the platforms for their engagement and representation in decision-making. A Committee leads each forum/platform constituted of students and a few teachers to oversee and coordinate the activities. The students manage the coordination and conduct of the activities after due discussion in Committee meetings. Students are members of Student Development Committees, and their contribution is to present views and make decisions on behalf of students.

To address the unique needs of the students, several subject-specific Clubs / Forums like MSR club, ACE Club, Finance Forum, General Management Committee, E-cell etc. are functioning within the campus, through which students organize their programs like Mulyankan, Vishleshan, Madhyam, Shikhar, Jalsa, Aakarshan, sports league etc. Student committees are also responsible for students' publications like GeM, Sparshh, Goonj, Delta, MarkX, Episteme etc.

For example, The placement department works closely with the student placement committee. Students are empowered to connect with companies, inviting them to participate and coordinate the entire placement process. This way they can hone their leadership skills and learn to work in a team.

Students function as members on various administrative and statutory committees of the institute like IQAC, CWDC, student development committee etc.

Process of Inclusion of Students in Committees:

- During the induction/orientation program, Programme heads briefly explain events, clubs, forums, committees, and activities in which students can participate through self-nomination.
- Students can self-nominate themselves in events and clubs, where they showcase their management skills and talents.
- After the commencement of the first-year classes, students are interviewed by the senior students to join clubs/events.
- Committees are formed based on the interview evaluation.
- The entire execution (Budget preparation, event planning, communication, operations etc.) is carried out by the students' committees.
- Each event/club/forum/activity is managed by faculty/staff coordinator(s) who facilitates students to carry out the coordinated tasks.
- Students are given certificates of appreciation for their enthusiasm in performing the roles of leader and manager.
- A closing meeting is conducted at the end of every activity to discuss learnings and opportunities for improvement.

File Description	Document
Upload any additional information	View Document
Paste link for Additional Information	View Document

5.3.3 Average number of sports and cultural events / competitions organised by the institution per year

Response: 10.2

5.3.3.1 Number of sports and cultural events / competitions organised by the institution year - wise

during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
6	6	13	7	19

File Description	Document
Upload any additional information	View Document
Report of the event	View Document
Number of sports and cultural events / competitions organised per year	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.

Response:

NLDIMSR has a duly formed and registered Alumni Association “N. L. Dalmia Institute of Management Studies and Research – Alumni Association”

NLDIMSR Alumni Connect has come a long way from an annual get-together to constructive and ongoing participation of the Alumni in igniting the young minds of ongoing program batches from admissions to placements.

Following are the various ways by which the Alumni willingly and gladly give back to their Alma Mater.

Alumni Meet:

The Alumni Relations team organizes annual alumni meetings for all the alumni. The Annual Alumni Meet brings to the alumni a chance to reconnect with their Alma Mater.

Guest Sessions (Visit to Institute & Interaction with students):

Guest sessions are a great tool to share alumni experiences with the current students, the experience of their journey after leaving the NLDIMSR and their inputs about the industry.

Academic Advisory Council / Placements Advisory Committee (Curriculum Development & Assistance in Placements):

As members of the Academic Advisory Council and other committees, they advise the Institute to take Institute to newer heights with their valuable industry inputs for the enrichment of the curriculum in the

academic advisory council meeting.

Live Projects (Project Guidance & Mentoring):

NLDIMSR encourages Alumni to share live projects with the students. This allows students and alumni to explore new perspectives towards the new business challenges, it gives an alumnus chance to mentor NLDIMSR students and guide the students to implement the classroom learnings and provide expected output from the live project.

Alumni Involvement is Experiential Learning – A Sample assignment:

Anubhav - Capturing Real Life Experience: For "Principles and Practices of Management" (PPM) as one of the subjects for the first-year PGDM students, Alumni Interaction was conducted to give students real-life experiences on various topics.

Summer Internship Mentoring Program (Project Guidance & Mentoring of students):

A cohort of Sr. Alumni stepped up to help a batch that is yet to set foot on campus. They signed up as mentors for the 'Summer Internship Mentoring Program' to share their experiences and knowledge and extend their support to guide the new batch.

Mock Interviews & GDPI (Assistance in Placements):

Sr. Alumni participated in mock interviews & GDPI which is a regular practice of NLDIMSR to prepare the students for final placement season It will enhance students' performance during final placements; Students get constructive feedback on their performance, body language and professional etiquette.

Pre-Competitions and Pre-Placements Talks:

NLDIMSR Alumni are invited to conduct pre-placement talks to cover various aspects of the company and tell students if they are suitable for the job applied for. It also allows students to clarify doubts if any and provides them with a better understanding of the requirements.

PGDM Admissions Panellist:

Senior Alumni serve as a panellist during the PGDM admission process as an interviewer.

PGDM Orientation/Induction Program:

They also inspire the new students during the fortnight/week-long induction/orientation program.

Placements:

During the placement season of the current students, the Alumni serve as recruiters of the organizations in which they work for different specializations.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

5.4.2 Alumni financial contribution during the last five years (in INR).

Response: E. <2 Lakhs

File Description	Document
Any additional information	View Document
Link for additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the Institution

Response:

Vision

To Be a World Class Management Institute

Mission

To Provide Value-Based Quality Management Education with a Global Outlook and Social Conscience.

The vision and mission statement of N. L. Dalmia Institute of Management Studies and Research (NLDIMSR) is driven by the philosophy of the Late Shri Niranjnlalji Dalmia, Founder, of N. L. Dalmia Educational Society. NLDIMSR was established in 1995 by the Society to impart quality education in the field of Business Management. The focus of N. L. Dalmia Educational Society is service to mankind by empowering and helping them attain integral development.

With globalization and a diverse workforce, the nation requires leaders that can direct companies with people from different cultures. NLDIMSR's vision is not only to develop skills in its students for leading the global workforce but also to create socially and ethically responsible leaders. They need to be trained to develop sustainable businesses for the good of the masses.

The Institute maintains a well-documented strategic plan, developed through a robust and collaborative planning process involving key stakeholder input, that informs the Institute on resource allocation priorities. The strategic plan also articulates a clear and focused mission for the Institute. The mission informs the strategic plan and is reviewed and updated periodically in alignment with the Institute's normal planning cycle.

As per the Institute's policy, all the Departmental Heads are given the authority to frame the departmental activities in consultation with the Director. These activities are monitored and reviewed separately in IQAC meetings, ISO audits, Management Review Meetings, and various faculty and staff meetings.

The Institute also carries out the delegation of authority and monitoring of these activities through different committees to decentralize the functioning through a participative organization structure. The Institute has different committees i.e., library committee, placement committee, IQAC etc. which meet periodically to suggest areas for improvements. These Committees are formed to take academic and administrative decisions. These committees also have special invitees on the requirement.

Financial and Administrative powers are conferred with the Chief Executive Officer of the N.L. Dalmia Institute of Management Studies and Research and at the departmental level to the Head of the Departments. The Head of the Departments or even the event in-charge faculty member prepare a budget for various industry-to-connect activities such as conclaves, paper presentation competition, students

visiting the industry, and guest lectures. The budgets are approved freely by the authorities. For better participation and involvement of various stakeholders, various organizing committees have been formed that involved faculty members, staff members and students. These committees are responsible for the smooth conduction of institutional activities. Meetings of external and internal stakeholders like Academic advisory committee meetings, Board of Studies Meetings, and IQAC meetings are conducted periodically and suggestions opted during a meeting with stakeholders are given due consideration in designing the institute development plans and efficient management. Besides, the faculty and management meetings and management and staff meetings are also done regularly for continuous review of institutional development activities.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

6.1.2 The effective leadership is reflected in various institutional practices such as decentralization and participative management.

Response:

The Administration is decentralized to a great extent by a delegation of responsibilities with the Director, Dean, Heads of Department, and activity coordinators. Periodical meeting of the constituted committees is held to plan, execute, mentor, and evaluate the intended activities both for the current academic year and for the next three years. The benchmark is set for every activity to ensure quality administration through the concerted efforts of all stakeholders.

A periodical review of the syllabus and curriculum is regularly done for each discipline and Department to update and deliver quality education to the Students. The Role and functions of the Board of Studies and Academic Council are closely monitored to assist them to function effectively. The faculty members are involved in decision-making at various levels.

At the Department Level, the Head of the Department holed the responsibility of motivation and mobilization of the option. Suggestions and feedback from the staff member at all aspects of administration and academics. Heads / Coordinators pass it on to the Director and CEO at the appropriate forum facilitating the process of decision-making.

Staff members hold various administrative positions which are as follows: CEO, Director, Dean, HoDs, members of the Board of Studies and academic council, and governing body – thus creating a platform for the faculty to be actively involved in decision-making. Further, the staff members are encouraged to assist management in decision-making both through individual suggestions/representation and/or through staff meetings. The staff meetings helps the management with their suggestions.

To enhance the process of developing alternatives to facilitate effective decision-making, the various

academic and administrative statutory bodies/committees are involved by the management of NLDIMSR. The quantitative and qualitative factors of decisions advocated by any department are analyzed by the superior body along with cost-benefit analysis and the final decision is arrived at, in the presence of the stakeholders, thus giving full credit to the participant who is expected to use their creativity and innovation in the process of decision making.

The Process of decision-making at NLDIMSR involves the following statutory bodies: Managing council-Academic Advisory Committee, Board of Studies, Forum of HoDs, and event/ dept. Coordinators, Apart from these official forums, the Students' forum namely the Students Welfare Committee also has been consulted on matters of concern related to students.

Case Study - Institutional practice of decentralization and participative management through ISO 9001:2015 implementation.

File Description	Document
Any additional information	View Document
Link for additional information	View Document
Link for strategic plan and deployment documents on the website	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

Strategic Area: Consultancy and Executive education

The Institute maintains a well-documented strategic plan, developed through a robust and collaborative planning process involving key stakeholder input, that informs the Institute on resource allocation priorities.

N. L. Dalmia Institute of Management Studies & Research (NLDIMSR) provides consultancy services to public and private sector organizations. Consultancy services cover a wide range - from Financial Planning, Human Resource Planning, HR Policy, Organizational Restructuring, Organizational Development Interventions, Market Research and Development of Effective Marketing Strategies to Digital Marketing Strategies and Training Interventions and much more.

Over the years, NLDIMSR has worked extensively with a wide variety of clients, including multinational companies, private and public sector companies, growth-stage companies and start-ups.

NLDIMSR's expertise and innovative business strategies have helped businesses to eliminate inefficiencies, grow customer bases, create new products, and much more. The Institute is committed to, looking further, and providing unparalleled value for our clients. The Institute aims at helping micro, small

and medium enterprises. These enterprises face several day-to-day and strategic issues.

Currently, NLDIMSR is working with a host of companies spanning top-of-the-league Multinationals and Corporate houses to Public Sector Enterprises, creating cutting-edge training modules (Executive Development Programmes) that give them an opportunity in a constantly changing global marketplace.

Objectives :

- To initiate and enhance consultancy projects in the area of Finance, Marketing, HR and General management area.
- To initiate new areas of executive education in the area of Finance, Marketing, HR and General management area

NLDIMSR encouraged its faculty members to undertake Consultancy assignments for external organizations. This enhanced the Industry-Academia partnership and also encouraged faculty members to use their scholarly expertise for the benefit of the industry. The Institute has undertaken and completed the following consultancy assignments.

The Institute has shown commendable improvement continuously in consultancy and MDP /EDP initiatives.

The Institute has successfully undertaken and completed Consultancy and MDP projects in the area of Finance, HR and Marketing.

- In the AY 2021-22 NLDIMSR has successfully 5 Consultancy assignments and 3 Executive Development assignments:

Outcome:

- 1.Successfully completion of Consultancy services in the area of Marketing, Finance, quality Management etc.
- 2.Revenue generation for the Institute.
- 3.Enhanced Industry – Academic connect

File Description	Document
Any additional information	View Document
Link for additional information	View Document
Link for Strategic Plan and deployment documents on the website	View Document

6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.

Response:

Management plays a pivotal role in enabling the N. L. Dalmia Institute of Management Studies and Research to achieve its vision and mission. All policies, activities and programs are in alignment with the stated vision and mission and are designed to fulfil the objectives of the institute.

The policies are developed by top management in discussion with internal and external stakeholders such as Managing council members, Faculty, Staff, Students, Alumni, recruiters etc. The policy documents are uploaded to the Institute's ERP system.

These policies are monitored and reviewed separately in IQAC meetings, ISO audits, Management Review Meetings, and various faculty and staff meetings.

Academic and non-academic committees/Forums are functional in different institutional areas. The administrative activities of the institute are decentralized.

Managing Council of the Society:

The managing council is responsible for the Academic, Administrative and Financial matters of the Institute. It covers - Quality of Programmes, Strategic plans, Academic and Administrative policies and development plans, Faculty recruitment, Faculty Development, Research and Consultancy, Students' Academic Performance, Industry-Institute Interaction, Placement etc. The Managing council is responsible for developing a vision for the community and deciding what needs to be done to achieve that vision.

Academic Advisory Council:

The Academic Advisory Committee is responsible for guiding regulating and maintaining the standards of curriculum, teaching, research and examinations in the Institute.

Board of Studies:

The Board of Studies is responsible for the teaching and learning initiatives, defining new pedagogies, designing course structure, designing value-added courses, and quality assurance of PGDM courses offered by the Institute. The Board ensures the effective implementation of the teaching objectives of the Institution and is ultimately responsible for the content, structure, delivery and quality assurance.

Placement Advisory Committee:

Placement Advisory Committee has been constituted with the following objectives: 1. To establish an industry-academia think-tank which deliberates on institutional supply, industry demand, and employment trends concerning specific management fields. 2. To assist the Institute in its drive towards designing and offering programmes suitable to future industry needs, and to improve the placement standards as well as compensation packages

The delegation of power and Decentralization flows from the Director of the Institute to the Dean, Programme Heads, Departmental Heads, and all other heads of the committees. The Programme Head, Academic Coordinator, Facilitators, Mentors, and Faculty members ensure that all the activities required for the attainment of the Programme are well-managed and executed. Their collective involvement fortifies the teaching-learning process and enhances the employability of the students. Decentralization, a delegation of power, and a collaborative decision-making approach are also improved with faculty participation in the various committees.

The policies are documents are uploaded on the Institute's ERP system. The policy documents are available and accessible to faculty and staff members.

Service Rules are well-defined in the HR policy of the Institute. The top management developed the policies in discussion with Faculty, Staff, Students, Parents, Alumni, Governing Council, and Executive Committee members. HR policy is available for reference on the Institute's Website, Institutional Repository – DSpace, and available in the administration office for easy access to faculty, staff, and students. Information. All relevant information on rules, policies, and procedures is communicated to employees and students via Notices, Circulars, email, and SMS.

File Description	Document
Any additional information	View Document
Link to Organogram of the Institution webpage	View Document
Link for additional information	View Document

6.2.3 Implementation of e-governance in areas of operation

- 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	View Document
Institutional data in prescribed format	View Document
ERP (Enterprise Resource Planning) Document	View Document
Any additional information	View Document
Link for additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff and avenues for career development/ progression

Response:

The institution believes in empowering its employees through several welfare measures. An air-conditioned work environment with a Wi-Fi facility adds much-needed motivation to the workplace. Besides this, the staff rooms with individual workstations are given to each faculty which complements the requirements.

Each office staff also is given a computer to work on. A hygienic work environment is ensured through a dedicated staff that is responsible to keep the set-up clean. Welfare Measures for Teaching & Non-Teaching:

Group Medical Insurance & Personal accident Insurance facility has been given to all the employees. Health Check-up camps for all its employees and students are conducted for all employees. In addition to that, all the teaching and non-teaching staff members of the Institute get reimbursement for blood tests and other primary diagnostic tests. For better mental and to help them overcome various hurdles faced by them, the Institute conducts sessions on well-being for all its employees and students.

The institute has installed six defibrillators on campus to help employees in condition of sudden cardiac arrest.

Special leaves are sanctioned to the teaching staff for institution-related programmes, foreign visits, research-related work etc. NLDIMSR provides Provident Fund & Gratuity to all its employees.

NLDIMSR celebrates monthly birthdays and farewells for its employees. Also, annual picnics and outings are organized regularly.

Career Advancement Schemes are well-designed and implemented. For career enhancement and comprehensive development of the skillset of its faculty and staff members. NLDIMSR provides financial assistance to all its faculty and staff members for attending Seminars, Conferences, Workshops, and refresher courses organized by other reputed institutes and organizations.

Also, NLDIMSR conducts various seminars and workshops for its faculty and staff members on campus.

Recently the Institute has subscribed to Coursera learning platform with 500 licenses for its students, faculty and staff members to upgrade their skills and excel in their work area.

The Institute encourages all its employees to acquire higher degrees for their career growth and knowledge enhancement. It also provides study leave for its permanent employees who wish to study further and gain higher qualifications.

In case of any medical emergency with any employee's family member, NLDIMSR provides an advance salary option to all its employees.

All faculty members and staff members are provided with a laptop Laptop and desktops.

NLDIMSR promotes Research and Publication by providing incentives to its faculty members.

The management is focused on the professional development and upskilling of its teaching and non-teaching staff members and continuously motivates its employees. Annually, various conclaves and FDP programmes are organized by the Institute.

Different Staff Development Programmes are organized for non-teaching employees by organizing training sessions, such as basic and advanced MS Excel, Interactive dashboards, ERP, Google, Process-oriented approach, and other computer software training- to acquaint the non-teaching staff with the latest technologies.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

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

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
38	34	30	31	35

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.3 Average number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the last five years.

Response: 18.2

6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
11	10	17	24	29

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres).	View Document
Reports of Academic Staff College or similar centers	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 88.11

6.3.4.1 Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
33	29	26	28	32

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	View Document
IQAC report summary	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The internal financial audit is done by members of the society and/or external members every year. These members are authorized by the chairman of the N L Dalmia Society. There were no objections in the internal audit for the financial years from 2015-16 to 2021-22. The Internal auditors have certified that NLDIMSR has well maintained books of accounts, and all connected accounts are in proper order.

Auditor J. F. Shah and Company do the external financial audit for NLDIMSR Accounts annually. The latest financial audit was completed in October 2022. No significant objections or were observed in the audit. The auditor gives the compliance report at the end of the financial year. The Institute has complied with all the necessary audit and accounting standards, and there is no unqualified audit opinion and no significant audit objections.

The dates of the financial audit are as follows:

Financial Year	External Audit from date to date
2017-18	22/09/2018
2018-19	28/09/2019
2019-20	21/12/2020
2020-21	20/09/2021
2021-22	26/09/2022

File Description	Document
Any additional information	View Document
Link for additional information	View Document

6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III and V) (INR in Lakhs)

Response: 2.67

6.4.2.1 Total Grants received from non-government bodies, individuals, Philanthropers year-wise during the last five years (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
1.20	0	0.48	0.81	0.18

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Annual statements of accounts	View Document
Link for additional information	View Document

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

The institution has a practice for the definition, generation, and mobilization of financial resources. Financial discipline is ensured through a proper auditing process by a chartered accountant.

Generation of funds:

Being a self-financed Institute, fees taken from the students are the primary source of funding for the Institute. Institute currently has three full-time PGDM courses. The Institute closed down the MMS program in 2020. Income and expenses statements are as per these courses from the financial year 2016-2017 to 2011-22. As part of the effective use of financial resources, surplus money is preserved by the Institute in the banks in fixed deposits. In addition, regular interest on these deposits is a supplementary source of funding for the Institute. The Institute also earns funds from consultancy and MDP activities for some of the leading companies in India, such as HPCL, Kotak securities, Future Group- Big Bazar, Maharashtra Police, Pay Agri Innovation Ltd. INS-HAMLA (Indian Navy), Izealient Technologies name a few. Other minor fund-generating sources are inter-collegiate events like Aakarshan- Cultural event of NLDIMSR, Jalsa- A Dandia Night of NLDIMSR etc. conducted by the Institute. The Institute also gets

some income from re-examination fees, the sale of application forms for admission, and autonomous (Executive programme) for working professionals. The Institute also generates funds through Sponsored Research projects.

Mobilization of funds: ·

Optimal Utilization of Resources, as stated, the main source of earnings is fees, therefore the institute undertakes a strong & rigorous process of budget preparation for each academic year so that it can function smoothly and discharge its responsibility for which it was established. The funds of the institution are judiciously utilized for meeting various expenses and investments · In the pursuit of the institute's mission of providing quality education to students a part of the income generated is utilized for the development of academic and physical infrastructure. · Resources are allocated for student activities, value-added programmes, Certification programmes, Guest lectures and functions to ascertain student welfare. The salary of staff appointed is paid out through the funds generated from the courses of the institute. · Operations Committee asks for requirements from all the departments and negotiates the rates with vendors and suppliers. This centralized operations procedure ensures transparency, quality, and cost-effectiveness. All the departments and committees submit budgets for the activities and yearly functions to be conducted by them which are taken care of and sanctioned by senior management. Sports materials and stationery are purchased in bulk after determining annual requirements to make it cost-effective.

Optimal utilization is ensured through earmarked budgets, careful spending, and accountability for all expenditures incurred.

The Institute's long-term planning process guides its annual budget development. Major themes in the budget plan include the following:

- Attract and retain the best faculty,
- Support teaching enhancement skills and research activities,
- Expand the use of technology,
- Maintain the quality and environment of the Campus and its facilities,
- Address faculty/staff salary competitiveness,

File Description	Document
Any additional information	View Document
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 visible in terms of – Incremental improvements made for the preceding five years with regard to quality (in case of first cycle) Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)

Response:

The IQAC (Internal Quality Assessment Cell) in the Institute ensures the effective implementation of the teaching-learning process. IQAC provides the necessary oversight for the Institute in its quest to create a 'learning community' that includes mentoring and collaborative participation by stakeholders. IQAC has designed a focused course of action that addresses well-defined issues directly related to improving student learning. It not only assesses the implementation of the approved curriculum, but goes a step further to ensure that all learning activities should lead to developing the student's intellectual curiosity, flexibility, and depth. IQAC's function encompasses people, processes and technology.

Through one such initiative, IQAC introduced Value added programs Programs along with the regular curriculum to develop the techno-managerial skills of students by offering them certifications which will help students' employability.

Also, the IQAC has taken initiative to enhance the interaction with its alumni and involve them in Institutional development activities.

Practice 1: Initiation of Value added courses

Objective:

NLDIMSR encourages its students to undergo certification programmes offered by the Institute through different online and offline platforms. The main objective of To help students to enhance practical knowledge and professional skills.

Implementation:

Along with courses, value-added programs and non-credit courses are offered to students to enhance their technical skills. Bloomberg Certification, Advanced Excel, Technical Analysis, Data Science, Fintech, Storytelling through data, Capstone project, Data Analytics, HR analytics, and Data visualization using Tableau and Power BI are the value-added programs introduced by IQAC in the last five years.

Outcome:

- Skill set enhancement of students
- The high pay package for Summer and final placements

Practice: 2 Alumni Involvement in Institutional Development

Objective:

To involve alumni in institutional development activities.

NLDIMSR IQAC initiated and enhanced the Alumni involvement program in a structured way. The Alumni program has come a long way–From an annual get-together to the constructive and ongoing participation of the Alumni in igniting the young minds of ongoing program batches from admissions to placements in the last five years.

Implementation:

Following are the various ways by which the Alumni willingly and gladly give back to their Alma Mater.

- Regular online and offline Alumni Meets
- Guest Sessions (Visit to Institute & Interaction with students)
- On the panel of Academic Advisory Council / Placements Advisory Committee (Curriculum Development & Assistance in Placements)
- Live Projects (Project Guidance & Mentoring)
- Summer Internship Mentoring Program (Project Guidance & Mentoring of students)
- Mock Interviews & GDPI (Assistance in Placements)
- Pre-Competitions and Pre-Placements Talks (Assistance in Placements)
- Feedback from Alumni on Curriculum Development
- PGDM Admissions Panellist
- PGDM Orientation
- Summer and Final Placements

NLDIMSR Alumni relations team is well connected with alumni via its website and various social media platforms like LinkedIn, Facebook, Instagram, WhatsApp and Telegram groups, these platforms help NLDIMSR productively communicate with alumni, all important information about alumni success stories, spotlight and events of the NLDIMSR activities are communicated to all alumni. These platforms also help in sharing of ideas, thoughts, and information through virtual networks and communities

Outcome:

- Enhancement in students' learning
- Skill set development of students

File Description	Document
Any additional information	View Document
Link for additional information	View Document

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

IQAC being the central body within the college monitors and review the teaching-learning process regularly. Based on stakeholders' feedback various innovative activities and reforms were introduced.

IQAC periodically reviews the teaching-learning process, structures & methodologies of operations, and learning outcomes: The standard methods of teaching, learning, and evaluation which are proven over the years are being followed.

Academic Calendar: Based on the Academic Calendar the Institute schedules the academic calendar well in advance at the start of the year with ample time frame for not only the regular teaching-learning process but also to accommodate the various events like seminars/ guest lectures/ workshops/ FDP's/ Hands-on-series and many more.

Preparation of lesson plan for each Semester/Trimester: The lesson plan is prepared by the faculty members for all the subjects they teach in that particular semester. Enriching the curriculum with guest lectures, industrial visits, and Internships.

Evaluation of teachers by students: The institution has a feedback system to evaluate the teachers by students. The regular evaluation of the teachers by the students, feedback on teaching methodologies, course delivery, attitude, strengths and weaknesses, and difficulties faced in the subject gives a clear idea about the problems faced by the students.

Student learning outcomes: The POs, PSOs, and COs attainment is measured every session, for low attained courses, the proper action is planned and efforts are made to improve the attainments if required beyond curriculum content and activities planned and implemented, this helps in improving the employability of students and also rewarded with the NBA accreditation.

Effective continuous internal evaluation examination and final evaluation systems: Institute maintains an effective internal evaluation and final evaluation system.

Students' result analysis: Institute has the provision of analysis of student's performance after the announcement of their semester results. If the result of the students, in a subject, is not found up to the mark, necessary steps are taken to find out the reasons and the concerned faculty members are counseled and motivated to work towards improvement.

The IQAC has also contributed towards institutionalizing quality assurance strategies and developed various processes as follows:

1. Promote industrial involvement in academic practices by organizing industrial training, industrial visits, workshops, and guest lecturers from industry experts, MOUs, etc.
2. Implementation of Outcome-based learning education in each program.
3. Introduces aptitude classes and soft skill classes for students to enhance personality and employability.
4. Participation of college in NIRF, ARIIA, NBA, AISHE, and various other quality audits recognized by the state, national and international agencies.
5. Establishment of the Institute Innovation Council (IIC) under MHRD.
6. Establishing a Research and Development cell to promote Research and Development activities.

7. Conducting quality programs i.e., seminars, webinars, guest lectures, conferences, etc.
8. Establishment of various processes to take feedback/surveys from various stakeholders.
9. To implement and enhance the use of ICT tools to strengthen the teaching-learning process.
10. Establishment of the Mentor-mentee process and its effective implementation.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

6.5.3 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements
2. Collaborative quality initiatives with other institution(s)
3. Participation in NIRF
4. Any other quality audit recognized by state, national or international agencies (ISO Certification)

Response: All of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document
Paste web link of Annual reports of Institution	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

NLDIMSR ensures and believes in providing equal opportunity for all. Therefore, the gender ratio of staff and students in the Institute gives both men and women equality of opportunity.

The Institution is committed to promoting gender equality. In this direction, the Institute facilitates an enabling environment that is creative, productive and respectful to all, irrespective of gender identity. The Institution promotes gender sensitization through co-curricular activities like guest lectures, Women's Day celebrations, organizing health camps for women and counselling. Equal importance is given to both men and women in all the activities of the Institute. This enables them to treat each other with respect, dignity and equality.

The Institution maintains and promotes gender equity through forming different committees including both male and female staff members and student admission ratio. Equal gender leadership roles and representation in all student activities are ensured by:

1. Female faculty and staff members of Head of Dept. position.
2. Equal salary structure for male and female staff.
3. Appointing two Class Representatives (one boy and one girl).
4. Boys and Girls, both are considered Committee Members of Students' forums and committees.

Safety and security:

The Institute has made all the necessary provisions for women's safety and security, like installing CCTV cameras across the campus, and security checks at the Institute's entrance. Also, various Committees like Internal Complaint Committee, Anti-ragging Committee, Student Grievance Redressal Committee, and College Women Development Cell are constituted which are responsible for ascertaining gender equity, safety, and grievance redressal.

Common Rooms:

The Institute has a separate girls' common room equipped with the requisite facilities for hygiene and safety. In addition, the Institute has installed a sanitary napkins vending machine for ladies' staff and female students in the washroom.

Sensitization of gender quality through My Social Responsibility (MSR):

As a part of the 'My Social Responsibility' (MSR) programme, NLDIMSR conducts various gender sensitization activities for Institute's adopted Kondgaon Village women like health awareness campaigns, sanitary pad distribution etc.

Mentoring: The Institution has a dedicated Mentoring system. Students have been assigned mentors whose role is to help assimilate the NLDIMSR culture and facilitate the holistic development of students.

College Women Development Cell (CWDC) and Internal Complaint Committee:

Gender equity also reflects in the Institute's faculty and administrative staff, where responsible positions in Institute functioning are assigned irrespective of gender. In addition, members of all Committees include almost equal representation of both genders. Also, in the CWDC, a significant proportion of females are part of the managing committee. The above Committees conduct meetings at regular intervals to discuss various issues/concerns. They also prepare an action-taken report to close any loop that may arise during such meetings.

Female Security personnel.:

The Institute has female guards to keep the interest of girl students. All the girl students have the right to report to any female guard anytime and the guards are available to help without fail. It instils a sense of security among the female students and their parents also feel assured.

File Description	Document
Annual gender sensitization action plan	View Document
Specific facilities provided for women in terms of: a.Safety and security b.Counselling c.Common Rooms d. Day care center for young children e. Any other relevant information	View Document

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

- 1.Solar energy**
- 2.Biogas plant**
- 3.Wheeling to the Grid**
- 4.Sensor-based energy conservation**
- 5.Use of LED bulbs/ power efficient equipment**

Response: A. 4 or All of the above

File Description	Document
Geotagged Photographs	View Document
Any other relevant information	View Document

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

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

Response:

NLDIMSR facilitates several techniques for the management of degradable and non-degradable waste. The primary focus is to reduce, reuse and recycle the waste. The waste generated on the campus mainly comes from the Canteen (biodegradable), used / waste paper, and e-waste from computers and other electronic devices.

Solid Waste Management:

In solid-waste management, the collecting, treating, and disposing of paper and hard plastic solid material is done separately as it can be recycled for further use, if at all. To a great extent, the Institute achieves the above by separating the waste at the generation stage itself. The Institute has separate bins not only for wet and dry (in the canteen) but also for paper and plastic waste (rest of the campus). The wet waste collected in the canteen is then processed in the compost machine (100% natural process) to generate manure that can be used in urban farming and landscaping.

Liquid waste management: Liquid waste is treated through the municipal drainage system.

Biomedical waste management: When the covid-19 pandemic hit the world, the Institute installed red-coloured waste paper baskets in various locations on the campus for the collection of used masks and other one-time-use materials such as gloves. These are disposed of separately by the local municipality.

Also, Sanitary pad vending machines are installed in the girls' washrooms. Used sanitary pads are collected by the vendor for disposal.

Disposal of e-waste: Disposal of e-waste is an emerging global environmental and public health issue, as this waste has become the most rapidly growing segment of the formal municipal waste stream in the world. The Institute disposes of off computers and their waste periodically to an e-waste recycling company that provides us with a certificate stating that the waste has been appropriately taken care of.

Since the Institute has no wet labs, it does not generate hazardous, radioactive material or biomedical waste.

Rain Water Harvesting and Recycling:

The recycled water from the rainwater tank is used for watering the plants. Some of the water collected is flushed into the soil to maintain the water table. For rainwater waste management, the Institute has installed a rainwater harvesting system that recycles uncontaminated water for domestic and irrigation needs. Rainwater harvesting is a simple method by which rainfall is collected for future usage. The collected rainwater may be stored, utilised in different ways or directly used for recharge purposes.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Geotagged photographs of the facilities	View Document
Any other relevant information	View Document

7.1.4 Water conservation facilities available in the Institution:

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

Response: A. Any 4 or all of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document
Link for any additional information	View Document

7.1.5 Green campus initiatives include:

- 1. Restricted entry of automobiles**
- 2. Use of Bicycles/ Battery powered vehicles**
- 3. Pedestrian Friendly pathways**
- 4. Ban on use of Plastic**
- 5. Landscaping with trees and plants**

Response: A. Any 4 or All of the above

File Description	Document
Various policy documents / decisions circulated for implementation	View Document
Geotagged photos / videos of the facilities	View Document
Any other relevant documents	View Document

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

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

Response: A. Any 4 or all of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	View Document
Certificates of the awards received	View Document
Any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document
Details of the Software procured for providing the assistance	View Document
Any other relevant information	View Document

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

Response:

The institution believes in the equality of all cultures and traditions as is evident from the fact that students belonging to different castes, religions, and regions are studying without any discrimination. The Institute has conducted several programs for providing an inclusive environment. It has taken various initiatives for promoting tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic, and other diversities.

NLDIMSR also organizes various cultural programs to celebrate the cultural diversity of India. Students from various regional and cultural backgrounds participate in such programs and present their regional or cultural folk songs and dances. These cultural events are organized on different occasions like Independence Day, Republic Day, Navratri, Diwali etc. The Institute conducts Aakarshan- A cultural event for students.

The college and its teacher and staff jointly celebrate the cultural and regional festivals, like New-year's Day, teacher's Day, orientation and farewell program, Induction program, oath, plantation, Women's Day, Yoga Day, and also festivals like Navratri Pooja celebration and Diwali Festival.

Motivational lectures of eminent persons in the field are arranged for the all-round development of the students for their personality development and to make them responsible citizens following the national values of social and communal harmony and national integration.

NLDIMSR allows students to develop their ability to work together and create and have them organize various events such as Mulyankan, Utkarsh, Maadhyam, Aakarshan, and Shikhar all through the year as well as through various clubs which are run by different functions.

All faculty and staff members abide by an inclusive human resource policy uploaded on the website for better transparency.

The Institute maintains socioeconomic equity by offering Institutional scholarship schemes to deserving students. The institute also takes account of socioeconomic diversities among the students and facilitates scholarships to students with weak financial backgrounds.

NLDIMSR promotes collaborative international research among its faculty and students. The Institute has successfully completed research papers and student assignments.

The Institute also promotes its initiatives in providing an inclusive environment tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities on social media platforms like Instagram, Facebook and LinkedIn.

NLDIMSR made a Social Media campaign on World Music Day on 21st June 2021. World Music Day celebrates the positive power of music, by encouraging people to gather, play their instruments, dance and sing together. Through the celebration of music, positivity and amateur and professional musicians who inspire us, World Music Day aims to provide free music for everyone to enjoy, whilst also promoting peace and goodwill.

NLDIMSR made a Social Media campaign on Guru Purnima on 16th July 2019. Guru Purnima is being celebrated since ancient times to feel grateful to have a guru, A teacher in one's life. We celebrate this day in remembrance of the efforts of all those who work on us to make us better human beings, to whom we can always look up, to those who teach us not just to jump the obstacle but to face and overcome it.

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

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

NLDIMSR sensitises the students towards their responsibilities as citizens of India. The Institute provides them with a democratic environment where they can ask questions, debate and dialogue among themselves and with the faculty members to develop an open-minded attitude, essential for becoming conscious citizens. Every year the college celebrates Independence Day and Republic Day. All staff and students are encouraged to participate actively in these programmes. Speeches are delivered by eminent guests and senior faculty on these occasions, whereby the students learn the importance of constitutional obligations.

The Institute organizes various programs from time to time for the promotion of Constitutional values, rights, duties, and responsibilities of citizens. The University designs various activities to create awareness about the national identity and symbols. The students regularly participated in the events like Mock Parliament's activity.

Recently, NLDIMSR celebrated Constitutional Day on 26th November 2022, to commemorate the adaptation of the Constitution of India. Students participated in a reading of the preamble on a virtual platform and also participated in the Constitution Day quiz.

NLDIMSR organizes Blood Donation Camps regularly. Teachers and students donate blood to ensure that precious lives are saved. NLDIMSR also celebrates Women's Day to mark the achievements of women throughout history. Similarly, the Institute organizes a Swachh Bharat Cleanliness Drive. The drive is aimed to promote the importance of cleanliness

NLDIMSR has adopted and inculcated green initiatives among students through planting Medicinal Plants & Trees, Having Sustainable Waste Management through Organic Waste Converter, harnessing Solar Energy, adopting Sensor based Energy conservation, use of LED bulbs/ Power Efficient Equipment, and Rain Water Harvesting.

The students are engaged in several programs like webinars, Conferences, Expert talks, etc. which enrich their awareness about these aspects. Organizing Annual Competitions on various contemporary legal issues has widened their cognitive space.

In addition to this many regular programs are conducted by Institute Innovation Council (IIC)

to educate women about their rights. Also, seminars and workshops are

conducted on days of national importance on various rights, duties and responsibilities of a citizen. Seminars on topics like the Right to Information, Sexual Harassment, and Gender Equity are conducted periodically.

To develop a sense of social responsibility in the students, the Institute has introduced My Social Responsibility (MSR). The Institute has adopted Kondgaon Village (Palghar district).

MSR has been encompassed as an integral part of the NLDIMSR curriculum to provide holistic experiential learning in the form of "My Social Responsibility" to inculcate sensitivity towards the socially disadvantaged part of the population. Students have been working batch after batch in the area of health, hygiene, education and livelihood by adopting a village "Kondgaon Village.

File Description	Document
<ul style="list-style-type: none"> • Details of activities that inculcate values; necessary to render students in to responsible citizens 	View Document
Any other relevant information	View Document

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

1. The Code of Conduct is displayed on the website

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

Response: A. All of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	View Document
Code of ethics policy document	View Document
Any other relevant information	View Document

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).**Response:**

As part of its mission, the institute has maintained its individuality in providing the finest education available today while upholding traditional values. Our beliefs are based on the values of world peace, harmony, and tolerance. The Institute is committed to organizing activities on global commemoration days as well as celebrating India's rich culture and diversity. The days required to be recognized are noted in the calendar. Students are not only made aware through these events, but they are also taught the importance of being a global citizen. The students share their opinions and knowledge about a particular event or celebration during the assembly.

Republic Day: The Institute observes Republic Day on January 26 each year to commemorate the adoption of the Indian Constitution and works to make India the greatest democratic country in the world. The national flag is raised at the ceremony, and the CEO and Director make a speech that promotes nationalism.

Independence Day: Every year on August 15, NLDIMSR celebrates Independence Day with a flag-raising ceremony and a march led by students. Senior management gives motivational speeches.

International Yoga Day: International Yoga Day is observed by Institute every year on June 21. A speech is given to explain to everyone the benefits of yoga, including how it unites the mind and body, restraint and fulfilment.

Voters Day: Voters Day is celebrated on 25th January wherein the students are given awareness on their duties and rights as a loyal citizen.

Teacher's Day: Teachers' Day is observed on September 5 in memory of Dr. Sarvepalli Radhakrishnan, who was born on that date in 1888. Teachers and children happily take part in the many planned activities

Women’s Day: Every year on March 8th, International Women's Day is observed to acknowledge the contributions of women to society and to advance gender equality. The institute organises a number of events and activities for its staff and students.

Diwali Celebration: The NLDIMSR plans a range of events and activities to celebrate the festival with great fervour and joy. Competitions such as rangoli design and diya decorating, are organised.

New year Celebration: The New Year celebration is a fun-filled event that brings together students and staff to welcome the start of a new year.

Christmas Celebration: Our institute's Christmas celebration is a happy and special event that unites staff and students in honour of the holiday. It is a wonderful chance to spread joy and holiday cheer and take part in the season's festivities.

Kondgao Utsav : The Kondgao Utsav honours the region's rich cultural and traditional heritage. The NLDIMSR takes part in this Utsav as a part of its efforts to foster social cohesion.

Makar Sankranti : Makar Sankranti celebrations at NLDIMSR normally include a variety of events, including kite flying competitions and traditional dance performances.

Birthday Celebrations: The Institute organises events to honour staff and faculty members on their birthdays. Every month, the HR plans a party with cake cutting and delectable food for everyone who has a birthday during that month.

File Description	Document
Geotagged photographs of some of the events	View Document
Any other relevant information	View Document
Annual report of the celebrations and commemorative events for the last five years	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: Alumni Connect**
2. **Objectives:**

- To promote interaction and networking between the Institute and the Alumni members and also between the Alumni members inter-se
- To encourage and promote association of the Alumni with the Institute for welfare of the Alumni members and liaison of the Institute with the industry / corporate world.
- To promote creation of a network of Alumni to assist in the admission, induction and placement of students and for employment opportunities.
- To encourage, promote and facilitate education and research and other activities of the Institute.

3. The Context

NLDIMSR Alumni connect has come a long way—From an annual get-together to constructive and ongoing participation of the Alumni in igniting the young minds of ongoing program batches from admissions to placements. Following are the various ways by which the Alumni willingly and gladly give back to their Alma Mater.

NLDIMSR cares deeply about each alumnus, and recognizes that the Institute's future, and its ability to enrich lives and improve communities around the world, depends upon the development of meaningful, lifelong relationships with the 7500+ alumni. Today, an institute's relationship with its alumni is more important than ever. NLDIMSR's Alumni Relations team is renewing their commitment to graduates, developing new ways to support their careers and well-being throughout their lifetime and in return alumni continue to positively share their alma mater's story, support it with their skills and experience, and engage with current and future students.

4. The Practice

NLDIMSR alumni are connected with the Institute in following ways:

Alumni Meet:

Alumni Relations team organizes annual alumni meet for all the alumni. The Annual Alumni Meet brings to the alumni a chance to reconnect with their Alma Mater.

Guest Sessions (Visit to Institute & Interaction with students):

Guest sessions are great tool to share alumni experience with the current students, the experience of their journey after leaving the NLDIMSR and their inputs about the industry. They give the students very useful insights from their past college days to present work life.

Academic Advisory council / Placements Advisory Committee (Curriculum Development & Assistance in placements):

As members of the Academic Advisory council and other committees they advise the Institute to take the Institute to newer heights with their valuable industry inputs for the enrichment of the curriculum in academic advisory council meeting.

Live Projects (Project Guidance & Mentoring):

NLDIMSR encourages Alumni to share live projects with the students. This gives an opportunity to

students and alumni to explore new perspective towards the new business challenges, it gives an alumnus chance to mentor NLDIMSR students and guide the students to implement the classroom learnings and provide expected output from the live project.

Alumni involvement is Experiential Learning:

Interaction with Alumni is conducted to give students real-life experiences on various topics through experiential learning.

Summer Internship Mentoring Program (Project Guidance & Mentoring of students):

A cohort of Sr. Alumni stepped up to help a batch that is yet to set foot on campus. They signed up as mentors for the 'Summer Internship Mentoring Program' to share their experiences and knowledge and extend their support to guide the students.

Mock Interviews & GDPI (Assistance in Placements):

Sr. Alumni participates for mock interviews & GDPI which is a regular practice of NLDIMSR to prepare the students for final placement season It enhances student's performance during final placements; Students get constructive feedback on their performance, body language and professional etiquettes; It helps students to know the type of academic and general knowledge questions that are asked in an interview; Students and respective mentors get to know the areas of improvement and implement the feedback received.

Pre-Competitions and Pre-Placements Talks (Assistance in Placements):

NLDIMSR Alumni are invited to conduct pre-placements talks to cover various aspects of company and tells students if they are suitable for the job applied for. It's also gives an opportunity to students to clarify doubts if any and provides them better understanding of the requirements. As and when required, Alumni office has arranged for pre-placements talks for the benefit of the graduating students.

Alumni feedback:

Through various NLDIMSR events and activities, Alumni relations team is in continuous process to capture feedback from entire alumni community. Alumni offer consistent, actionable feedback, these feedbacks often improve NLDIMSR's performance as institute and enhance experience of all stakeholders.

Evidence of Success

- Enhanced students' skills.
- Improved placements
- Institutional development
- Enhanced sense of belongingness

Best Practice 2

1. Title of the Practice: NLDIMSR's My Social Responsibility

2. Introduction:

N. L. Dalmia Institute of Management Studies & Research have philanthropic roots and the same is being reflected in the roots of its mission, “To provide value-based quality management with a global outlook and social conscience”. In order to develop a sense of social responsibility in the students, the Institute has introduced My Social Responsibility (MSR) The MSR committee in the year 2017, adopted Kondgaon village, a 100% tribal village, located in Palghar district, Vikramgad taluka.

Objectives of My Social Responsibility Club:

To Sensitize the students of NLDIMSR on social responsibility and the realities of Indian rural area.

3. The Context

A decade ago, some students from the batch of 2010-12 of N. L. Dalmia Institute of Management Studies and Research, Mumbai came up with an idea of forming a committee that would devote themselves towards the betterment of the society. This idea got recognized in 2011, when a committee called ‘Sparssh’ was formed and this provided students an opportunity to mutually serve the society by realizing their social responsibility. ‘Sparssh’ the name that translates to ‘touching lives for a better tomorrow’, and ever since its inception, it has been on a constant endeavour to stay true to its name. Their aim is to spread smiles, not just by donating or resourcing the needy, but also by spending time with them, fulfilling their wishes, and by being a part of their hardships and happiness. In the year 2017, it was renamed as ‘My Social Responsibility’, in short referred to as ‘MSR’. The vision of MSR is to provide an opportunity to students to help the needy and unprivileged sections of society.

For smooth functioning, the committee is divided into 5 teams namely: Rural Team, People’s Connect Team, Events Team, Social Media Team and the Technical Team, where all of them working collaboratively towards achieving the vision and mission of MSR. Over the years, Team MSR conducted various activities, but still it felt an urge to expand its presence and dreamt to work for the holistic development of a tribal village.

The aim of adopting the village was to make the students socially responsible and provide help for development of Kondgaon and its residents. Apart from its initiatives in Kondgaon, the committee constantly looks for opportunities to work in collaboration with various NGOs and conducts many campaigns with them. NLDIMSR Students visit the Kondgaon village as a part of their rural immersion programme every academic year.

4. The Practice

The Activities conducted in the village are divided in 4 verticals as:

1. Education
2. Skill Development
3. Hygiene & Healthcare
4. Environment

Education Vertical:

1. During the covid situation students after taking permission from *Sarpanch* visited schools of Kondgaon to conduct Maths’s sessions, Quiz sessions.

2. MSR donated Uniforms and stationary kits to all schools of Kondgaon
3. Addressing the importance of Sanitation and toilets, Team MSR interacted with the villagers of Kondgaon villagers. The students made them aware of ill effects of open defecation which may cause diarrhoea and other health related problems.
4. To make learning more fun students conducted storytelling and drawing activities.

Skill Development:

1. Team MSR in collaboration with Koyande's Institute of Fashion Studies, conducted workshop for the women of Kondgaon. The women were trained in basic skill of sewing.
2. Kondgaon Utsav has been a yearly event which gives platform to the residents of Kondgaon to directly sell their freshly grown organic vegetables and hand made Warli paintings in college campus.

Hygiene & Healthcare:

1. MSR conducts medical camp at Kondgaon village and every patient was provided with the necessary medicines and supplements, so that their economic status would not come in the way of leading a healthy life.
2. MSR has distributed sanitary napkins to 350 girls in the village and also masks and sanitizers were distributed so as to ensure safety of villagers.
3. To create among the adolescent girls and women of Kondgaon village, Team MSR in collaboration with India Development Foundation (IDF), conducted a Menstrual Awareness Camp for 300 students.
4. Team MSR collaborating with IDF for "Mask for Masses" Initiative aiming at integrating local Self Help Group and distributing masks for those who need it.

Environment :

1. Tree plantation drive was started by team MSR at Kondgaon village to encourage students to plant as many trees as possible.

An Example of MSR activity:

MSR – Free Dental & Oral Hygiene Awareness Camp & Dental Kit & Sanitary Napkin Distribution at Kondgaon Village - 24/04/2022

Oral health plays a vital role in the overall health and wellbeing of the individual. With the objective of helping Kondgaon villagers' access oral health and hygiene facilities, the MSR Committee conducted a free dental check-up and awareness camp in association with DentA-Zone on 24th April, 2022 at Kondgaon village. In addition to that, free dental kits and sanitary napkins were distributed to the villagers.

Under the guidance of Dr. Aditi Mahale & Dr. Yogesh Mahale, 150 villagers comprising both children & adults were benefitted. Dr. Aditi demonstrated the correct way to brush the teeth twice a day. The doctors also guided the patients about the food intake and daily routine they should follow to prevent dental disorders.

5. Evidence of Success

1. In 2019 MSR has been felicitated by Mr. Narendra Singh Tomar, Minister of Agriculture and Minister of Rural Development at CSR Journal Excellence Award at New Delhi.
2. Students were encouraged to start their own NGO and also MSR inspired students to go for social entrepreneurship to solve social, cultural and environmental issues.
3. MSR annually publishes “Sparssh” magazine to allow the students to realise the social responsibility and to implement it.
4. Kondgaon has been felicitated with ‘Sundar Gaon ‘ Award with Rs. 10 lacs cash prize in 2022.

6. Problems Encountered and Resources Required

As major source of income for villagers is through agriculture and MSR wants to create alternative source of income. For example, sewing machine, Sanitary Napkin making machine or candle making machine could be solution but lack of funds and resources is an impediment to implement these initiatives. MSR is trying to collaborate with different agencies and NGOs to raise the resources. MSR has lot of potential to work in education vertical but students cannot visit village frequently due to long distance.

File Description	Document
Best practices in the Institutional web site	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:

NLDIMSR focuses on the holistic development of students. NLDIMSR’s vision is not only to develop skills in its students for leading the global workforce but also to create socially and ethically responsible leaders. They need to be trained to develop sustainable businesses for the good of the masses. NLDIMSR consistently inspires students and provides a platform for managerial, technical, communication, and entrepreneurial skill development. Institute’s, Mission and Program’s educational Objectives and program outcomes are well connected with each other to achieve the Vision of the Institute.

Skill set development through value-added programs:

The Institute focuses on a Student-centric learning environment in developing managerial and technical competency through quality education, collaborating with industries, and professional bodies, tie-ups for Certifications, value-added courses, exposure to the latest tools, techniques, and technologies, experiential learning, self-learning through seminars, co, and extra-curricular activities and projects.

This aids the students to have a successful professional career. Students are exposed to global business

concepts, practices, and technologies through program subjects, certifications like Advanced Excel, Technical Analysis, Data Science, Fintech, Storytelling through data, Capstone project, Simulation on Talent Acquisition, Data Analytics, HR analytics, Data visualization using Tableau and Power BI.

Along with courses, value-added programs, and non-credit courses are offered to students to enhance their technical skills. Bloomberg Certification, Advanced Excel, Data Analytics, Simulation, Basics of Derivatives, and Fixed Income Securities, are some of the value-added programs given to participating students. NLDIMSR has merged value added in the program curriculum.

Entrepreneurial Skill set development :

NLDIMSR nurtures the Entrepreneurial Skills of its students through the activities conducted under its Entrepreneurship Cell .

Nurtur-E is the Entrepreneurship Cell (E-Cell) is a student-driven body of N. L. Dalmia Institute of Management Studies and Research solely to promote and inspire the entrepreneurial spirits among the students. The Institute believes in facilitating the ideas and current start-ups on the campus to help develop them into businesses. Nurtur-E focuses on providing business knowledge and exposure to the students through seminars, events, debates, competitions, alumni interactions, and interactive Objectives

- To inculcate the passion and spirit among students to pursue entrepreneurship
- To spread knowledge about entrepreneurship through guest lectures, workshops, etc.
- Identifying unique ideas and providing a platform to budding entrepreneurs
- To motivate students to develop their start-up sessions with existing Entrepreneurs and Venture Capitalists.

The students are provided with a glimpse of the world of entrepreneurship by entrepreneurs and Senior professionals from the industry during the Orientation Program. Industry experts and entrepreneurs interact with the students and provide them with valuable insights about the prevailing business practices in various industry sectors and start-ups. UDYAMEE is a magazine published by students of E-Cell. Articles are invited pertaining to Entrepreneurship.

As a result of innovative and entrepreneurial activities conducted by NLDIMSR, many of our students and alumni have started their own ventures. Students were encouraged to start their own NGOs and also MSR inspired students to go for social entrepreneurship to solve social, cultural, and environmental issues.

Human value development through My Social Responsibility (MSR) Initiative :

The Institute has adopted Kondgaon village and is working on various verticals like Health & Hygiene, Education, for the overall development of the village. The institute has also tied up with various NGOs for organizing various donation activities to help the poor and needy. MSR has been encompassed as an integral part of the NLDIMSR curriculum to provide holistic experiential learning in the form of “My Social Responsibility” to inculcate sensitivity towards the socially disadvantaged part of the population.

Communication Skill Development Through Communication Lab :

NLDIMSR has taken the initiative and introduced a *Communication Lab* at the Institute. The communication lab helps students improve their spoken English and for raising their confidence level while interacting with peers and superiors.

The communication lab provides expert individualized guidance and feedback:

- On public speaking projects (such as individual presentations, speeches, and group speaking assignments).
- On writing-based communication (academic papers, reports, personal statements, and research-based essays).

Communication Lab helped students in the following way :

1. Students experience an increase in their confidence level.
2. They get to know the type of questions asked at the interviews.
3. formulate answers for some of the most obvious questions.
4. They learn to dress up, greet, maintain good posture, body language, and other aspects of soft skills.
5. They are prepared to appear for Group Discussions.

Skill Set Development Through Institutional Events

The Institute organizes Conclaves, Seminars, and Case study competitions which are student-driven. Each department also has its student forums and clubs which conduct various activities. Each academic department has a Bi-annual magazine entirely managed by the students. All these activities give students an opportunity to hone their managerial and leadership skills and gain confidence

Skill Set Development Through Live Projects

NLDIMSR students and guide the students to implement the classroom learnings and provide expected output from the live project. Live projects provide students with exposure to real problems and the ambiguity of the business world. Problem definition, comfort with ambiguity, and ability to work with multiple options is a skill they acquire while working on live projects which eventually helps them in cracking placement interviews. Live Projects helps students to bridge the gap between theory and practice. Immersive experiential learning opportunities let a student apply the knowledge that they have acquired in the classroom.

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

5. CONCLUSION

Additional Information :

To strengthen the global outlook and collaborations, the Institute has academic tie-ups in the area of collaborative research projects with national and international Institutions of excellence. To name a few, NLDIMSR has signed an MOU with the University of Wisconsin-Parkside, United States, SELC, Canada, University of Virginia Tech, USA. The MOU facilitates joint research projects and student & faculty exchange.

The Institute has signed MOUs for training and certification programs with: Business Think Learning Solutions (Capstone) for Business Simulation, Imarticus Learning Pvt. Ltd. for the Fintech Training program, Quantsapp Pvt. Ltd. for the Derivatives training program, Bloomberg Data Services for the Bloomberg training and certification in 'Bloomberg Market Concepts' (BMC) and 'Bloomberg Technical Analyst', Coursera and EdX for short term certificate programs and a tie-up with Multi Commodity Exchange of India (MCX).

NLDIMSR has an excellent placement record. Every year, top MNCs and blue-chip companies visit the campus for placements. The academic rigor equips the students to achieve 100 percent placement. All students get an equal opportunity for placement and the institute strives to offer them placement of their choice, profile, and location. The students are regularly placed in Morgan Stanley, Citibank, Citicorp, ITC, Credit Suisse, PWC, Capgemini, HUL, TCS, Godrej, HDFC, Bennett Coleman, Viacom 18, CRISIL, NOMURA, HDFC Bank, IDFC, ILFS, Edelweiss, JLL, Kotak Bank, L&T, Nielsen, Sun Pharmaceuticals, Sanofi, Wipro, NSE, BSE, UTI, J P Morgan, KPMG, EY, D. E. Shaw, ICICI Bank, Aditya Birla Group, TATAs, Essar Group, Reliance Group and many more.

For the holistic development of the students, the Institute conducts personality development courses like skill development courses on Fintech, Data Analytics, Data Visualization etc. The activities are conducted in collaboration with Industry experts through Guest Lectures, Workshops, Live Projects, Internships, Industrial Visits, etc.

NLDIMSR provides consultancy services to public and private sector organizations.

Over the years, NLDIMSR has worked extensively with a wide variety of clients, including multinational companies, private and public sector companies, and start-ups. Institute's expertise and innovative business strategies have helped businesses to eliminate inefficiencies, grow customer bases, create new products, to name a few.

Concluding Remarks :

The Institute belongs to private sector B-schools primarily involved in teaching and has been ranked among the top B-schools in India. To achieve this, the Institute focuses on teaching, research, and consulting. The Institute is committed to teaching full-time PGDM, Management Development, and faculty development programs using innovative state-of-the-art pedagogical methods. The Institute is highly committed to providing high-impact publications, not only in scholarly journals for national and international repute. The Institute also endeavors in building a strong corporate connection through MDPs, consulting, sponsored research assignments, and Social consciousness assignments.

NLDIMSR strives to impart the best quality education that is commensurate with the needs of the ever-evolving world of business.

NLDIMSR has South Asia's second-largest 24 Terminals Bloomberg Lab and one of the largest financial labs in Academia in the country. Also, the Institute has an Experiential Learning Partner (ELP) Bloomberg Programme. By bringing Bloomberg Professional Service to the campus, the Institute strategically prepares its students for specific, top-end careers in Banking, Investment Management, Institutional Broking, Investment Banking, and Corporate Treasury Management. The Institute provides extremely focused and high-end programs like Bloomberg Market Concepts (BMC) & Bloomberg Essentials Online Training (BESS) with a high degree of practical learning and on-the-job applicability for all students on campus

The Institute has strengthened its policies and practices towards positioning itself in national and international environments by adopting various global teaching learning practices, tie-ups with international universities, collaborative research projects and international accreditations

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.</p> <p>1.2.1.1. How many new courses are introduced within the last five years Answer before DVV Verification : 216 Answer after DVV Verification: 216</p> <p>1.2.1.2. Number of courses offered by the institution across all programmes during the last five years. Answer before DVV Verification : 358 Answer after DVV Verification: 920</p> <p>Remark : input is edited from data template.</p>																				
1.3.3	<p>Average Percentage of students enrolled in the courses under 1.3.2 above.</p> <p>1.3.3.1. Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>2060</td> <td>777</td> <td>761</td> <td>469</td> <td>651</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>533</td> <td>478</td> <td>477</td> <td>478</td> <td>481</td> </tr> </tbody> </table> <p>Remark : Input is edited from clarification documents.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	2060	777	761	469	651	2021-22	2020-21	2019-20	2018-19	2017-18	533	478	477	478	481
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2060	777	761	469	651																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
533	478	477	478	481																	
1.3.4	<p>Percentage of students undertaking field projects/ internships / student projects (Data for the latest completed academic year)</p> <p>1.3.4.1. Number of students undertaking field projects / internships / student projects Answer before DVV Verification : 540 Answer after DVV Verification: 528</p> <p>Remark : Input is edited from clarification documents.</p>																				
2.1.1	<p>Average Enrolment percentage (Average of last five years)</p> <p>2.1.1.1. Number of students admitted year-wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18															
2021-22	2020-21	2019-20	2018-19	2017-18																	

300	240	241	241	241
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Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
300	240	240	240	240

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
300	240	240	240	240

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
300	240	240	240	240

Remark : Number of seats can not ge exceed tan sanction one so input is edited according.

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

2.4.3.1. Total experience of full-time teachers

Answer before DVV Verification : 140.2

Answer after DVV Verification: 136

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
34.33	38.5	46.75	36	27.5

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
34.33	38.5	46.75	39	27.5

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

3.2.1.1. Total Grants from Government and non-governmental agencies for research projects , endowments, Chairs in the institution during the last five years (INR in Lakhs)

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1.25	0	19.46	1.20	4.80

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1.25	0	19.46	00	6.00

3.4.2 **Number of Ph.D's registered per teacher (as per the data given w.r.t recognized Ph.D guides/supervisors provided at 3.2.3 metric) during the last five years**

3.4.2.1. How many Ph.Ds are registered within last 5 years

Answer before DVV Verification : 22

Answer after DVV Verification: 2

3.4.2.2. Number of teachers recognized as guides during the last five years

Answer before DVV Verification : 7

Answer after DVV Verification: 7

Remark : Only 2ph.d are considered here as the remaining are not from the assessment year.

3.4.3 **Number of research papers per teachers in the Journals notified on UGC website during the last five years**

3.4.3.1. Number of research papers in the Journals notified on UGC website during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
23	20	11	28	39

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
21	18	6	12	21

Remark : Input is dited from data template,considering the papers UGC listed only .

3.5.1 **Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).**

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18

5.58	1.83	36.02	1.60	1.00
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Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
5.17	1.84	36.02	1.60	1.00

Remark : Input is edited from clarification documents.

3.6.2 Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government recognised bodies during last five years

3.6.2.1. Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
7	2	7	5	6

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
4	2	4	2	2

Remark : Input is edited from award letters.local awards are not considered.

3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

3.6.3.1. Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
22	4	24	16	36

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
22	4	24	16	37

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years

3.6.4.1. Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
540	481	482	482	482

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
533	478	477	478	481

Remark : Input is edited from extended metric.(total no of students.)

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

4.2.4.1. Number of teachers and students using library per day over last one year

Answer before DVV Verification : 403

Answer after DVV Verification: 38

Remark : Input ids edited from clarification documents.

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

5.1.1.1. Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1	29	59	64	31

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1	17	71	61	31

5.1.3 Following Capacity development and skills enhancement activities are organised for improving students capability

1. Soft skills

2. Language and communication skills

3. Life skills (Yoga, physical fitness, health and hygiene)

4. Awareness of trends in technology

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : As per supporting documents input may be considered.

5.1.4 Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.**5.1.4.1. Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
540	481	482	482	482

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
530	481	477	478	482

5.2.1 Average percentage of placement of outgoing students during the last five years**5.2.1.1. Number of outgoing students placed year - wise during the last five years.**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
233	238	236	232	240

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
233	241	241	241	240

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
136	73	39	2	3

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

Remark : Certificate of participation / appreciation / inter- college Awards are not to be considered. HEI has not provided the e-copies as per metric intent. The value seems to be ZERO.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of programs offered year-wise for last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>2</td> <td>2</td> <td>2</td> <td>2</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>2</td> <td>2</td> <td>2</td> <td>2</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	2	2	2	2	2	2021-22	2020-21	2019-20	2018-19	2017-18	2	2	2	2	2
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2	2	2	2	2																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
2	2	2	2	2																	
2.1	<p>Number of students year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>540</td> <td>481</td> <td>482</td> <td>482</td> <td>482</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>533</td> <td>478</td> <td>477</td> <td>478</td> <td>481</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	540	481	482	482	482	2021-22	2020-21	2019-20	2018-19	2017-18	533	478	477	478	481
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3.5	<p>Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1622</td> <td>1233</td> <td>1327</td> <td>1292</td> <td>1363</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1863.62</td> <td>1328.17</td> <td>1410.48</td> <td>1563.79</td> <td>1585.78</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	1622	1233	1327	1292	1363	2021-22	2020-21	2019-20	2018-19	2017-18	1863.62	1328.17	1410.48	1563.79	1585.78
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