



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**NSHM KNOWLEDGE CAMPUS, DURGAPUR - GROUP OF
INSTITUTIONS**

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

NSHM Knowledge Campus, Durgapur – Group of Institutions, a premier education service provider in West Bengal, has under its umbrella NSHM School of Hotel Management, NSHM Faculty of Engineering and Technology and NSHM Business School offering MBA programme to address industry demands. The Institute started with the approval of Hotel Management programme affiliated to then West Bengal University of Technology (presently known as MAKAUT) approved by Statutory Regulatory Body AICTE. During its glorious journey, the Institute has strived towards excellence with the successful addition programmes like MBA, CSE, ME, EEE, ECE, EE and CE. The institution is located at Arrah, Shibatala, Durgapur in a sprawling campus of 46815.96.27 Sq mt with spacious building of about 24197.23 sq.mts. The institute is on the state highway and minutes away from the National Highway 2. The Institute is well connected by road and in proximity to Rail & bus services. The entire campus is smoking free & plastic free to ensure an eco-friendly and pollution free environment.

The department of hotel management has been awarded the best private hotel management institute in “Outlook Survey” for the past consecutive five years. The institute has also received “Educational Institution of the year” at the Asian Voice’s inaugural Bengal’s Pride Award in Churchill Hall, The House of Commons, London and “ASSOCHAM” Award for Best B School in Eastern Region. According to The Week Survey Report 2018, NSHM Knowledge Campus (School of Hotel Management) ranked 20th nationally, 9th amongst private colleges and 2nd in Eastern Zone.

Vision

The vision of an organization decides its path of growth and integrity. It is very important for an organization to have a clear vision of what it wants to achieve as an entity and also to help it achieve its current and future goals.

The Vision of NSHM is **“To be a Knowledge Hub of Global Excellence”**

PURPOSE

The very purpose of having a vision is to help the organization always be focused on its aims and goals. A vision statement is vital to the success of a company as a whole. It is a written statement which outlines the business' purpose for being.

Mission

The mission of an organization is a means to achieve all the goals of the organization so as to finally fulfil the vision.

MISSION

1. Bringing prosperity to the society
2. Enhancing quality of life by imparting and advancing knowledge and skills, unleashing creative abilities and inculcating responsible and responsive values and attitudes.

OBJECTIVE

1. To deliver innovative products and services in the education sector
2. To bring out industry ready professionals, researchers, advanced learners, educators and entrepreneurs who can take best care of people, planet and profit.
3. To pursue creative research, publications and consultancy.
4. To advance global knowledge and skills.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Ease of access to the campus. The institute, located near Muchipara, Durgapur which is directly connected with the state as well as National highway.
- The institute has a lot of greenery all around the campus to promote eco friendly environment.
- Healthy campus life with no incidents of ragging.
- Knowledgeable and competent pool of dedicated faculty members with proven track records of their experience in academics as well in Industry.
- Active training & placement cell for consistent placement of the student.
- Over the last five years, average students' passing rate is over 80%. Consistent remarkable performance of the students in University.
- Campus equipped with AV enabled class rooms, learning aids, medical rooms, digital library, well equipped laboratories, hygienic canteen etc.
- Strong industry-academia interface is established through visits to industries, inviting guest speakers from industry, participation in the programs conducted by executives of various industries.
- The library has a rich resource of more than 30000 text books, 68 print journals, access to e- journals and reprographics facilities.
- ERP system implemented covering attendance and TCS Ion, encompassing the areas of admissions, placement and other critical functions of the institute like HR, Accounts, Purchase etc.
- For all round development, students are encouraged to participate in various in-house as well as external co-curricular and value added programs: seminars, guest lectures, and workshops, events conducted by other business houses, industry bodies.
- Safety and security of the campus is ensured by competent administration team.
- The institution has excellent infrastructure especially for academics with sufficient number of classroom, laboratories, ICT facilities for student learning and development.
- The institute upgrades knowledge through workshops, seminars and invited lectures frequently related to various subject topics.

Institutional Weakness

- Global footprint in terms of faculty exchange is yet to be established although the process is under consideration.
- The syllabus requires overhauling of its contents to make it up-to-date; however the academic team work out beyond the syllabus to supplement the weaknesses.
- Provision for doctoral studies has to be set up recently and the institute aspires transformation into a centre of excellence
- Limited time to organize more academic / co-curricular and extracurricular activities. Lack of Sponsored / improvable consultancy / research work.

Institutional Opportunity

- NSHM brand is already established in the academic arena; hence scope for expansion is there in the neighbouring states as well as overseas.
- Potential to increase the number of additional programme, and other short-term value added courses for overall growth.
- Growing requirement for management graduates as well as engineering professionals in corporate houses
- Potential to get Autonomous University Status.
- Enhance research and development activities and improvise in consultancy services.
- More number of collaborations for academic exchange and research with National and International agencies and industries

Institutional Challenge

- Shrinking job opportunities in the domestic as well as global market posing threat to placement opportunities, continuous improvement of the quality of the students is performed to enable the students market ready.
- To sustain 100% results and increase University ranks on a continuous basis.
- Admission is an area of challenge for few technical courses due to present market condition, lack of industrial growth and overall perception of students and parents regarding future prospects.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institute offers 11 programmes like :

- Bachelor in Hotel Management
- MBA
- B.Tech in Computer Science and Engineering
- Mechanical Engineering
- Civil Engineering

- Electrical Engineering
- Electrical and Electronics Engineering
- Electronics and Communication Engineering
- Diploma in Mechanical Engineering and Civil Engineering.

The syllabi for all these courses are prepared by Maulana Abul Kalam Azad University of Technology (MAKAUT); formerly known as WBUT. The Institute provides the students additional exposure beyond curricular boundaries through gap analysis & innovative projects. The institute also provides value added courses to students to meet the contents beyond syllabus. The institute encourages the students in developing their analytical ability, participation in seminars, conferences, sports and games.

The institute has a vibrant Internal Quality Assurance Cell (IQAC) which meets periodically and decides on the measures to be taken to improve and sustain the quality of higher education.

Before the commencement of the classes' detailed preparation of the classes are done along with preparation of detailed subject wise case study based lesson plans. Due care is taken to provide operational flexibility and enrichment of lesson plans for effective deliverance. Planning and implementation caters to incorporation of extra inputs like Guest lectures, individual and group assignments, industrial visits, and educational tours.

Students are continuously encouraged with interactive, thought provoking outcome based study programmes. Under continuous and comprehensive evaluation, weekly home assignment, slot tests, semester exams, and live projects are conducted to equip the students with requisite competencies. Feedback from stakeholders in terms of the syllabi is collected and analysed to enhance teaching process.

Teaching-learning and Evaluation

The institute takes part in different pre-counselling career fairs all over India. The annual admission brochure is circulated in these educational fairs. Advertising is done in local English/ regional language newspapers and through electronic media. Career awareness lectures are being conducted by the Institute's Branding & Communication Department and faculty members. The admission process is done following the norms and conditions specified by Higher Education Department, Government of West Bengal and MAKAUT which provide an idyllic study atmosphere, fine infrastructure, qualified and dedicated faculty and standardized systems for a strong career foundation.

i) MBA Admission: MBA admission through CAT or MAT or JEMAT. Students are selected from different regions of the country basis their merit which includes students from all genders, caste and backward community.

ii) B. Tech admission in CSE/ECE/ME/CE/EE/EEE : Admission is taken through valid score card of WBJEE or JEE main or AIEEE after passing 10+2 (Higher Secondary Examination)

iii) Hotel Management admission: Hotel management admission through JEHOM AND institutes own admission test.

iv) M.Tech Admission: Students who have passed B.E or B.Tech in equivalent stream with valid GATE or PGET score

With a view to deliver the respective subjects to the students, lesson plans are prepared well in advance to complete the syllabus within the period prescribed by the university.

Course and lecture plans prepared by the faculty are well structured for the effective delivery of lectures. Lectures are designed in such a way that they are industry centric. Projects and assignments are given to students which directly relate to the industry.

The student teacher ratio and the mentor mentee is exceptionally good and meets the norms of various statutory bodies.

Adequate classrooms are available for all courses. ICT facilities is available in the classrooms.

Research, Innovations and Extension

NKC-GOI has formed Academic committee with the intention of increasing quality consciousness attitude among faculty members, staff and students.

Academic committee has organized a series of sessions on research methodology to sensitize the faculty members; through which, the students as well as the faculty members are motivated to build a culture of research work and consultancy projects.

A core group of active faculty members has been inspired to follow up research project work with National Funding agencies like DST, CSIR, ICMR etc.

IQAC has already been constituted. The committee acts as a regulator cum facilitator of the entire R&D activity of the Institute along with development of quality excellence in all other academic affairs.

The Institute encourages research culture amongst its faculty and students in various ways like sponsoring them to present papers in national and international conferences, providing them academic leave for research, conferences, workshops. The institute organises international conferences in association with Central Government institutes. The institute motivates its faculties to involve in inter and intra disciplinary and departmental knowledge sharing through lecture series and seminars. Lectures and workshops are held at regular intervals for both faculties and students from eminent industry to fill the gap between industry and academia.

Institute organises workshops, seminars and invited lectures for students as well as teachers. The institute also organises FDP programs for the development of the faculty members. Summer internship, Winter internship and field trips are organised for the students in order to bridge the gap between the industry demands and academic inputs.

Institute has well defined plagiarism policies which are also uploaded on the website.

Institute provides encouragement to the faculty members and the students by giving participation fees and on duty leaves to present research papers, attend conference and publish book chapters.

Entrepreneurship motivation is encouraged among the students. Entrepreneurship cell is also present in the institute which provides guidance to the students.

Infrastructure and Learning Resources

The institute has highly sufficient infrastructure for delivery of optimum outcome based education. The infrastructural facilities are the means for Academic Excellence, and it has always been one of the significant advantages of the institution. The institute promotes a good teaching-learning environment and the entire campus is provided with network facilities.

The institution has a well-equipped library integrated with full Wi-Fi support. It is stacked with books to cater to the needs of the staff and students of the institution. The institute also provides e-journals and has tie ups with library system of other institute to facilitate knowledge share.

The institute has computer labs with 440 computers which are linked to the network. All the classrooms are spacious. LCD facility is provided in most of the classrooms. Separate language labs are provided for the students.

Executive class room and seminar hall with a good public address system are used by both students and teachers. The Governing Body approves the annual audited statement and Balance Sheet of the institution which includes creation and enhancement of the infrastructure facilities. The funds for the Institution come from the annual fees collected from students. The Trust approves any major capital expenditure pertaining to the landscaping, building, lab equipment, library augmentation, computer installation, flooring, power generator etc. The college has well-furnished class rooms, with good ventilation. Energy efficient Lights and fans are installed in each room.

Institute has a well managed library with sufficient books and resources. Online resources are also available. Language lab is also present where students are groomed for a professional career. For hotel management (BHMCT) four well equipped laboratories is there for student's skill based training like front office lab, model room, food production laboratort and food and beverage service laboratory with bar setup. For the Btech and the Mtech courses well equipped labs with modern machineries are installed for skill based learning.

Apart from the above the institute also has a gymnasium, a zumba room, indoor games facilities, badminton court, vollyball court, basketball court and a large playground.

Student Support and Progression

The institute has strict process of mentoring for supporting the students. The department- wise faculty advisors mentor the students, whenever needed, both in their academic and non-academic activities. Remedial classes are given to students in individual subjects. The institute also provides scholarship to students under various categories like economically weak students, students with excellent results etc. The college also provides corporate lectures and Entrepreneurship talks to motivate the students. Industry experts visit the institute to guide the students.

In order to stimulate the thinking process and enhance the intellectual evolution of the students; co-curricular activities like group discussion, elocution contests, quizzes, debate competitions, paper presentations, business idea presentations etc are organised.

The students are encouraged to participate in inter-college meets and events, seminars and workshops,

conferences, education and recreational trips, organized by the institute. The overall performance of the students is extremely satisfactory which is evident from the pass percentage and placement records.

In the beginning of every academic year, the college publishes the academic calendar which is in line with the university calendar on the college website. The student handbook contains all the information needed - academic, extracurricular activities, rules, history of the college etc. also is distributed to the first year students. Faculty members and students are also aware of the upcoming activities and events and can plan accordingly for academic and non-academic activities. Even the stakeholders are informed well in advance about the activities and the meeting schedules. The students are also oriented to ethical values, secularism, and patriotism.

Governance, Leadership and Management

The governance of the institute includes active participation of the management to look after the various development areas of the institution in academic and non-academic areas. The management has formed various committees such as IQAC, Anti Ragging, Sexual Harassment, etc. for governing the Institute efficiently. In order to carry out the activities properly various committees have been formed. The Principal, respective HODs and faculty members are responsible for leading the Institute from the front for academic excellence. They conduct morning meetings on regular basis to discuss the activities to be carried out in the respective departments and enhance cohesive growth. NSHM Knowledge Campus, Durgapur- GOI has a well-documented performance Appraisal system. Efforts are made by the management to upgrade the faculties by organising FDP programs, encouraging faculties to attend seminars, workshops and conferences. The institute has developed strategies for mobilising resources in financial management where financial records are subject to regular external audit and the audited statements are uploaded on the website to maintain transparency. The expenditures of the institute are divided into academic and non-academic expenditures which are regularly audited. The institution strives hard for continuous improvement of quality in academic and administrative aspects and implement through proper strategies and suggestive measures through IQAC.

Institutional Values and Best Practices

Best Practice 1: Teaching Learning Process:

- a. To encourage participative learning: In NSHM learning methods like Group Discussion, role play, debate, Assignments, Workshops, Think in pairs etc are used in order to encourage the students to work together in sync.
- b. To encourage experimental learning: Lab works, class work converted to lab classes and Internships are given to encourage students.
- c. Problem Solving Methodologies: The tutorial components and case study based learning for majority of the core courses focus on enhancing the problem-solving skills.

Best Practice 2: ICT applications to academic and administrative functions

ICT is used in NSHM in a variety of ways in any traditional or new activity. ICT objectives are as follows:

- (i) To facilitate Independent as well as Interactive teaching and learning.

(ii) To enhance effective knowledge transfer in classroom with various electronic gadgets.

(iii) To implement a reliable, secure and user friendly business solution in order to improve productivity, increase efficiency, decrease cost and streamline processes.

Institutional Value: NSHM Social Responsibility and Community Engagement

NSHM has been regularly launching programs that carry forward the onus of up liftmen of the neighbouring rural community. Several programs in the rural areas have been initiated by NSHM. Another intention is to inculcate in youth, an honest concern for the delicately poised health, hygienic, social and economic conditions prevailing in rural India. NSHM regularly promotes and arranges blood donation camps, health and hygiene camps in the campus to help the community.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	NSHM KNOWLEDGE CAMPUS, DURGAPUR - GROUP OF INSTITUTIONS
Address	Arrah, Shibtala, Via Muchipara
City	Durgapur
State	West Bengal
Pin	713212
Website	goidgp.nshm.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Alok Satsangi	0343-2533813	9800042460	0343-2534025	alok.satsangi@nshm.com
IQAC Coordinator	Pralay Ganguly	0343-2002850	9333441553	-	pralay.ganguly@nshm.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	13-07-2010

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

State	University name	Document
West Bengal	Maulana Abul Kalam Azad University of Technology	View Document

Details of UGC recognition

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

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	10-04-2018	12	Annual Extension of Approval

Details of autonomy

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No
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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	Arrah, Shibtala, Via Muchipara	Rural	11.5685	24197.23

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
UG	BHMCT,Hotel Management	48	Passed Higher Secondary with Valid entrance test score	English	120	102
UG	BTech,Engineering And Technology	48	Passed Higher Secondary or Diploma or B.Sc with valid score of WBJEE or JEE Main	English	60	10
UG	BTech,Engineering And Technology	48	Passed Higher Secondary or Diploma or B.Sc with Valid WBJEE or JEE Main score	English	60	28
UG	BTech,Engineering And Technology	48	Passed Higher Secondary or Diploma or B.Sc with valid score of WBJEE	English	60	33

			or JEE Main			
UG	BTech,Engineering And Technology	48	Passed Higher Secondary or Diploma or B.Sc with valid score of WBJEE or JEE Main	English	60	60
UG	BTech,Engineering And Technology	48	Passed Higher Secondary or Diploma or B.Sc with valid score of WBJEE or JEE Main	English	60	16
UG	BTech,Engineering And Technology	48	Passed Higher Secondary or Diploma or B.Sc with Valid score of WBJEE or JEE Mains	English	60	8
PG	MBA,Management	24	Passed Graduation in any stream with valid MAT or JEMAT score	English	60	30
PG	Mtech,Engineering And Technology	18	Passed B.E or B.Tech in equivalent stream with valid GATE or PGET score	English	18	0

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	11				11				131			
Recruited	11	0	0	11	11	0	0	11	80	37	0	117
Yet to Recruit	0				0				14			

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						22
Recruited	16		3		0	19
Yet to Recruit						3

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				30
Recruited	23	7	0	30
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.	0	0	0	0	0	0	0	0	0	0
Ph.D.	6	0	0	2	0	0	7	6	0	21
M.Phil.	0	0	0	0	0	0	2	1	0	3
PG	3	0	0	4	0	0	62	31	0	100

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	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	13	1	0	14

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	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	2	0	0	2

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

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

Self Study Report of NSHM KNOWLEDGE CAMPUS, DURGAPUR - GROUP OF INSTITUTIONS

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
Diploma	Male	128	77	0	0	205
	Female	13	4	0	0	17
	Others	0	0	0	0	0
UG	Male	418	445	0	1	864
	Female	102	64	0	1	167
	Others	0	0	0	0	0
PG	Male	33	7	0	0	40
	Female	15	9	0	0	24
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	22	29	25	23
	Female	3	5	5	2
	Others	0	0	0	0
ST	Male	2	9	3	2
	Female	0	2	1	0
	Others	0	0	0	0
OBC	Male	53	66	75	55
	Female	12	5	9	6
	Others	0	0	0	0
General	Male	199	223	225	236
	Female	59	39	43	37
	Others	0	0	0	0
Others	Male	1	0	0	0
	Female	1	0	0	0
	Others	0	0	0	0
Total		352	378	386	361

3. Extended Profile

3.1 Program

Number of courses offered by the institution across all programs during the last five years

Response: 577

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of programs offered year-wise for last five years

2017-18	2016-17	2015-16	2014-15	2013-14
11	11	11	11	09

3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1317	1399	1518	1574	1589

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
292	305	305	305	270

File Description	Document
Institutional data in prescribed format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
294	422	431	414	363

File Description	Document
Institutional Data in Prescribed Format	View Document

3.3 Teachers

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

2017-18	2016-17	2015-16	2014-15	2013-14
139	148	147	128	102

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of sanctioned posts year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
153	153	149	138	126

File Description	Document
Institutional data in prescribed format	View Document

3.4 Institution

Total number of classrooms and seminar halls

Response: 54

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

2017-18	2016-17	2015-16	2014-15	2013-14
413.11	381.73	334.93	313.75	286.73

Number of computers

Response: 440

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The institution ensures effective curriculum delivery through a well planned and documented process

Response:

INTRODUCTION

Successful teaching and learning depends on the curriculum that is transparent and effective in terms of goals, learning activities and assessment of learning outcomes. Our mission vision of the institution also vouches for the same.

The vision of an organization decides its path of growth and integrity. It is very important for an organization to have a clear vision of what it wants to achieve as an entity and also to help it achieve its current and future goals.

PURPOSE

The purpose of having a vision is to help the organization always be focused on its aims and goals. It is a written statement which outlines the business' purpose for being.

VISION

The Vision of NSHM is **“To be a Knowledge Hub of Global Excellence”**

For well planned and proper documented program delivery, the following systems are taken into consideration by the institute:

- Slot Tests are conducted in each semester.
- The slot tests are made mandatory for each student for the assessment process.
- For the weaker category of students, remedial classes are conducted for different subjects.
- Industrial visit to bridge the gap between theoretical knowledge and real life scenario.
- The faculty members employ learner centric techniques such as web related assignments, peer teaching, discussion method, experiential learning, use of audio-visual aids, case study, projects, Quiz etc in the delivery of academic programmes.
- Special lectures are conducted by inviting distinguished personality from different eminent Universities/Institutes and Industries.
- Each member of the departments is attached to Mentorship programme. Each member of the teaching faculty is entrusted with the task of mentoring 10 to 15 students.

The most important support that a teacher may aspire to is an over-all institutional culture and commitment

to the pursuit of excellence, combined with discipline. This is further fortified with a tradition of excellent teacher-student relationship which is the secret of the wholeness of the institution. The initiatives of teachers are encouraged and are assisted in teaching with the following:

- Use of modern teaching aids (e.g. LCD-Projector) for conducting special classes smoothly.
- Participating in various faculty development programs, workshops, seminars, conferences, etc to enrich their knowledge.
- E-learning facilities, Laptops are provided to all the faculty members of the institution which help them in teaching and delivering good lectures.
- Wi-fi and Internet facility is available throughout the campus for better teaching learning process.
- Innovative teaching-learning methodologies are used to make the teaching process more attractive.
- Consultation with Senior Professors.
- Lesson plans are prepared well in advance taking into consideration of mapping of Course outcome and program outcome.
- As the syllabus is already prescribed by the university, hence additional assignment, projects, add on study materials as per the required industry trends for holistic development of the students in taken care.
- Students are encouraged towards skill based activity like lab work and intership training in the industry to aware the students about the live projects of the industry.

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

1.1.2 Number of certificate/diploma program introduced during the last five years

Response: 1

1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
01	0	0	0	00

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Details of the certificate/Diploma programs	View Document

1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years**Response:** 9.04

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
06	03	01	00	02

File Description**Document**

Details of participation of teachers in various bodies

[View Document](#)

Any additional information

[View Document](#)**1.2 Academic Flexibility****1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years****Response:** 40.55

1.2.1.1 How many new courses are introduced within the last five years

Response: 234

File Description**Document**

Minutes of relevant Academic Council/BOS meetings.

[View Document](#)

Details of the new courses introduced

[View Document](#)**1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented****Response:** 90.91

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

Response: 10

File Description	Document
Name of the programs in which CBCS is implemented	View Document

1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years

Response: 0.21

1.2.3.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
14	00	00	00	00

File Description	Document
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	View Document

1.3 Curriculum Enrichment

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

Response:

The Institute has a well developed **B. Tech, M.Tech, Diploma Engineering, MBA, and BHMCT** Curriculum which takes due care about the social issues related to Gender, Environment and Sustainability, Human Values and Professional Ethics through subjects Indian Social Structure and Value and Ethics, Value & Ethics in Profession, Principles of Management and Organizational Behaviour etc.

Indian Social Structure and Value & Ethics takes care of educating the future professionals with various social issues related to Gender, Gender Inequality, Women Empowerment, Value systems and Application of Ethics in Business Organizations, which is an integral part of **MBA** Curriculum. The MBA course also provides a specialization in Healthcare which incorporates courses like Health Policy and National Health Program which gives enough emphasis on social issues. Organizational Behaviour takes care of the Human Values and Ethics in Profession as well.

Value and Ethics in **Engineering** Programmes give future engineering professionals exposure about managerial ethics and value systems in their respective professional field.

Organizational Behaviour in **BHMCT** programme giving exposure to hotel management graduates with code of conduct in doing business transactions and value system one should follow in their field of operation. The subject Environmental issues which is a part of the Bachelors course in hotel management deals with topics like Introduction and development of environment, Waste Management, Non hazardous energy separation, Energy and waste conversion, Water and the environment Improving, Eco friendly purchasing Products: recycled paper, future products, Indoor air quality, Potential sources of air pollution.

Professional Ethics: All the courses mentioned describe professionally accepted standards of personal, business behavior, values and guiding principles. Codes of professional ethics are often established by professional organizations to help guide members in performing their job functions according to sound and consistent ethical principles. · Advertising and Sales Promotion · E-business and E-Marketing · Business Ethics & Corporate Social Responsibility · Organization Change & Development · Organizational Behavior · Marketing Management · International Business Environment · Corporate Governance · Mathematics for Competitive Examinations · Contemporary Indian Scenario Social Case Work · Chemistry in Every Day Life, Analytical Chemistry · Nuclear and Industrial Chemistry · Food Chemistry · Chemistry of Nano-science & Nanotechnology · Physical Methods in Chemistry – II · Research Methodology in Chemistry · Teaching and Learning Skills · Recent Trends in Chemistry · Business Environment · Auditing · Financial Management · Business Laws · Entrepreneurial Development

Gender: All the courses address Gender issues by providing the skill-set necessary for life-long learning and provide the opportunities for the students to explore subjects or areas of interest. It teaches equality in gender and also about action against bias.

Moreover, the College has constituted the Internal Complaints Committee (ICC) in compliance with the Prevention of Sexual Harassment Act of 2013.

File Description	Document
Any Additional Information	View Document

1.3.2 Number of value added courses imparting transferable and life skills offered during the last five years

Response: 7

1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years

Response: 07

File Description	Document
Details of the value-added courses imparting transferable and life skills	View Document
Brochure or any other document relating to value added courses.	View Document
Any additional information	View Document

1.3.3 Percentage of students undertaking field projects / internships

Response: 20.27

1.3.3.1 Number of students undertaking field projects or internships

Response: 267

File Description	Document
Institutional data in prescribed format	View Document

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni and 5) Parents for design and review of syllabus-Semester wise/ year-wise

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A. Any 4 of the above

File Description	Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	View Document

1.4.2 Feedback processes of the institution may be classified as follows:

A. Feedback collected, analysed and action taken and feedback available on website

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed**D. Feedback collected****Response:** B. Feedback collected, analysed and action has been taken

File Description	Document
Any additional information	View Document

NAAC

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 10.29

2.1.1.1 Number of students from other states and countries year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
131	154	167	118	191

File Description

Document

List of students (other states and countries)

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 60.2

2.1.2.1 Number of students admitted year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
352	378	386	361	499

2.1.2.2 Number of sanctioned seats year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
648	678	678	678	618

File Description

Document

Institutional data in prescribed format

[View Document](#)

2.1.3 Average percentage of seats filled against seats reserved for various categories as per

applicable reservation policy during the last five years**Response:** 37.48

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

2017-18	2016-17	2015-16	2014-15	2013-14
94	116	118	88	134

File Description	Document
Institutional data in prescribed format	View Document

2.2 Catering to Student Diversity**2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners****Response:**

- The idea amongst the newly admitted students about the Information's and opportunities to explore academic success strategies.
- General awareness on different subjects and its market potentiality
- Idea of engineering and non-engineering subjects, fundamental concepts on various issues
- Importance of values and ethics, attendance, etiquette, discipline and punctuality
- The ability to articulate and understand the advantages and challenges
- The ability to negotiate the physical environment of the campus.

After mapping the gap of the newly enrolled students in their respective domain we conduct the following Bridge/Remedial/Add-on/Enrichment Courses :

- College assembly address is a source of counseling to first year students and meant to mentally strengthen the student to face the challenges of new course work.
- The college as a policy assigns a group of around 15 students to each teacher to provide course counseling and they guide the students regarding opportunities that exists in their discipline. This counseling also addresses their routine problems.
- The batch mentors provide mechanism to the students to sort problem faced by them in their course of study.
- Students also interact regularly with teachers outside the classroom either individually or in groups to address their course related or other general problems.
- The college also provides the research opportunities to undergraduate students which strengthen the basic knowledge of the student and prepare them not only to face the present course work but also

guide them to choose future career options.

- Experts and scientists from the industries and research are invited for giving lectures to bridge the knowledge gap of the enrolled students.
- Special training to the students is provided by conducting add-on courses to minimize the knowledge gap of the students during the regular class itself.
- Faculty members provide extra efforts to the students by giving information on contents beyond syllabus to enrich their knowledge.
- Industrial visits are arranged for the students every year for all departments to build their strong practical knowledge to meet the future needs of the industries.
- Tutorial / Remedial classes are also organized as per the University regulations.

Special programs for slow learners

- For the students from vernacular medium, special care is taken by conducting preliminary English learning classes so that those students are able to cope up with the rest of the classmates. The same is also provided to the students who are weak in English communication based on the feedback from the faculty members.
- Slow learners take the advantage of tutorial classes conducted by the faculty for one to one interaction.
- Faculty members conduct extra classes for slow learners after class hours like for the weak students to cope up with the portions they are lagging behind.
- Faculty mentors provide their mentees one to one counselling on improvement areas.

Special programs for advance learners

- Short term/refresher course like basic programming skills, Web based technologies, courses by various departments are conducted.
- Advance learners also attend Workshops/ Seminars/ Symposiums beyond syllabus to keep them updated on various advancements.

File Description	Document
Any additional information	View Document

2.2.2 Student - Full time teacher ratio

Response: 9.47

2.2.3 Percentage of differently abled students (Divyangjan) on rolls**Response:** 0**2.2.3.1 Number of differently abled students on rolls**

File Description	Document
Institutional data in prescribed format	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:**

Teachers use a combination of different teaching-learning methods to make learning an enjoyable and fruitful experience for our students. Level of student is assessed at the beginning of session and instruction is pitched at the appropriate level. Methods used are:

1. Lecture method.Teacher student interaction is encouraged and difficulties encountered by the students are discussed during the lecture.

2. Interactive learning. Teachers also use the interactive method of teaching and conduct **group discussions** in class rooms. Students are divided in groups of 5-10 students and are encouraged to discuss subject and speak on national, international and social topics. Faculty members also use methods such as, **situation handling, role plays, quizzes, puzzles, case studies, extempore, management games, and debates** and so on to make learning an interesting experience.

3.Independent learning. Projects are also useful in developing problem solving and research skills among the students. For the subjects such as Industrial Marketing, Project Specialization subjects for MBA programme, activities like preparation of field visit reports, preparation of business plan, market survey, comparative study, advertising etc. are undertaken by the students. As per the syllabus, the BHMCT students carry out research projects and B.Tech students carry out projects related to their course specialization.

4. Collaborative learning. To inculcate collaborative learning among the students, following methods are adopted by the Institute:

- Students are encouraged to pursue research projects, projects with different organizations and so on under the guidance of faculty members.
- To inculcate leadership skills among students and for overall personality development, students are encouraged to organize and participate in various events
- The Institute also organizes industry visits for the students to various industries all over India. A number of guest lectures and workshops are conducted for the students.

5. Problem Method.

For subjects involving numerical problems students are asked to solve Questions comprising of numerical examples prepared on relevant topic. These assignments stimulate student interest.

To enable the teachers and students to enhance the teaching-learning process, following support systems are available:

I) Infrastructure. The best infrastructural facilities are available to the students. Teachers often use ICT to make learning an interesting experience. This minimizes the monotony of the lecture and makes understanding simpler and an enriching experience. Students are also encouraged to give presentations in the class by using the latest technology. The Institute provides 24 hours free internet facility to all the staff and students. Students are encouraged to use internet as learning resource for assignments on current topics as well as for projects. Also software ERP is provided to students and faculty on which information related to academics can be checked.

(i) **Library.** Library is equipped with effective use of e-learning and e-journals to make learning an interesting and enriching experience for the students.

(ii) **FDP, Seminars, Workshops and Conferences.** Teachers are made available to organize and attend Faculty Development Programs, workshops and conferences which broaden their knowledge horizon and encourage them to adopt innovative teaching methods. Leave and financial assistance is given by the Institute for that purpose.

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 85.61

2.3.2.1 Number of teachers using ICT

Response: 119

File Description	Document
List of teachers (using ICT for teaching)	View Document

2.3.3 Ratio of students to mentor for academic and stress related issues

Response: 9.47

2.3.3.1 Number of mentors

Response: 139

File Description	Document
Any additional information	View Document

2.3.4 Innovation and creativity in teaching-learning

Response:

1. MULTIMEDIA LEARNING PROCESS:

Multimedia, is the combination of various digital media types such as text, images, audio and video, into an integrated multi-sensory interactive application or presentation to convey information to an audience. We focus on using multimedia technology as an innovative teaching and learning strategy in a problem-based learning environment by giving the students a multimedia project to train them in this skill set. The advantage of creating multimedia projects in the classroom setting is that when students create multimedia projects, they tend to do this in a group environment. By working in a group, the students would have to learn to work cooperatively and collaboratively, using their group skills and a variety of activities to accomplish the project's overall objectives.

Currently students achieve these by using Slide based and Book Based multimedia resources like MS powerpoint and Adobe Acrobat Reader.

2. TEACHING WITH WIT AND HUMOUR

Teaching is a challenge. Learning is a challenge. Combining both effectively is a challenge. Being humorous is a challenge. However, laughing is easy. We are convinced both by experience and research that using humour in teaching is a very effective tool for both the teacher and student.

3. MIND MAP

Mind maps were developed in the late 60s by Tony Buzan as a way of helping students make notes that used only key words and images, but mind map can be used by teachers to explain concepts in an innovative way. The nonlinear nature of mind maps makes it easy to link and cross-reference different elements of the map. The key notion behind mind mapping is that we learn and remember more effectively by using the full range of visual and sensory tools at our disposal. Pictures, Labels, bottle shapes, music, color, even touch and smell play a part in our learning armory in the field of **Hotel Management Teaching** and help to recollect information for long time. The key is to build up mind maps that make the most of these things building on our own creativity, thinking and cross linking between ideas that exist in our own minds.

4. Z TO A APPROACH

The teacher explains the application of a particular concept first and explains the effects of such applications. For example in our **Business School and management a subject in other courses** - motivation is explained in a manner that the organization gets extensive benefits out of using some techniques like promotions and awards. So here the use of promotion is explained first and later students get interest in knowing what are promotions and awards. The teacher starts explaining what is promotion

and explains what motivation theory in management is. Another example we try is that in accounting the Income statement and Balance Sheet are explained first and later the student's attention is drawn to double entry system of book keeping.

2.4 Teacher Profile and Quality

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

Response: 91.99

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

Response: 4.61

2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
08	07	07	05	04

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	View Document

2.4.3 Teaching experience per full time teacher in number of years

Response: 6.73

2.4.3.1 Total experience of full-time teachers

Response: 935

File Description	Document
Any additional information	View Document

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

Response: 0.75

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	01	0	0	0

File Description**Document**

Institutional data in prescribed format

[View Document](#)**2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years****Response:** 9.11

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
12	11	15	14	13

File Description**Document**

List of full time teachers from other state and state from which qualifying degree was obtained

[View Document](#)**2.5 Evaluation Process and Reforms****2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level****Response:**

This Key Indicator looks at issues related to assessment of teaching, learning and evaluative processes and reforms, to increase the efficiency and effectiveness of the system. One of the purposes of evaluation is to provide development-inducing feedback. The qualitative dimension of evaluation is in its use for enhancing the competence of students. The reforms are continuously adopted by all departments of institute affiliated to MAKAUT as per the academic calendar of the University.

With introduction of semester system of examination, twice in a year for all the courses both external and internal evaluations were started. Through oral instructions & by putting notices on college notice boards the institution makes its students aware about the dates, routine and process flow regarding the internal

evaluation and from the University website students get the routine for semester examination. Institute has its well structured department to organize all examinations and co-ordinate with University from time to time related to students issue like: admit card for examination, mark sheets etc. There are various committees for student evaluation and examination like: committee for question paper moderation for internal examination, examination committee for conducting the semester examination and internal assessment.

The examination papers are set and answer copies are evaluated externally by the University. University also asks for the model questions from college faculty before each semester examination. Seventy five percent of attendance is mandatory to fill the form which makes the students eligible for University semester examination. The management of the college ensures that all the students attend their class regularly and clear their internals as per the norms.

Students can lodge their grievances if any portion appears out of syllabus in the external examination/ semester examination to the officer in charge of examination committee. They can apply for the re-totalling of their marks in the exams or scrutiny by following the proper process mentioned by the University if not satisfied.

The institution measures learning outcomes in terms of actual marks and percentage of marks secured by the students in various assessments. The students' progress is monitored throughout the session by the respective faculties as well as by the concerned departmental head at the end by CO and PO mapping. This is also monitored by their performance in the semester practical exams.

The objective of education is overall development of student's performance and personality. To meet this purpose extra curricular and co curricular activities are carried all over the year within all the departments and courses of institutes. They include various cultural competitions, debate & essay competitions, workshop etc. This way the students learn the values of community feeling, responsibility, managerial skill, leadership, aesthetics, effective speaking and creativity etc.

2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety

Response:

The internal evaluation was reformed by making it continuous and comprehensive. It includes continuous evaluation of the students on various basis as per the guiding credits and evaluation scheme of University. The evaluation patterns are both traditional as well as nontraditional where for internal 30 marks allotted by the University. For internal evaluation constant monitoring of class performance and feedback are taken through various non-traditional patterns like: class teaching by the students, group discussions, assignments etc. The traditional pattern includes writing pre declared tests. The college adheres to the university norms of exam frequency for conduction of internal assessment/evaluation. There are two slot tests in each semester which is conducted according to the university calendar. First slot test happens in the mid of the semester and the second slot test at the end of the semester.

The NSHM Knowledge Campus- Group of Institutions, Durgapur has three major departments like Engineering and Technology, MBA and Hotel Management which conducts the internal written exams centrally organized. The invigilators are from different portals which assures non biased conduction of

examination. After the internal exams the results are published on the notice board of the department and students with low marks are talked to separately for any doubts and further improvement. Necessity of Special tutorial classes by the concerned faculty is arranged. The slot test carries total weightage of 15 marks. Slot test question papers are prepared on the basis of outcome based education system. 10 marks are allotted to assignment. This assignment is also correlated to the CO PO mapping. The CO for each of the subject is pre assigned. The remaining 5 marks is allotted for attendance. University norms makes it mandatory to have 75% attendance.

Through classroom teaching, presentation and assignment, students develop communication skills and self confidence. The various parts of students' performance are judged during the internal evaluation, like: class attendance, mode of presentation and assignment and performance on written internal assessment. Based on the performance of internal assessment and attendance students are allowed to sit for the semester examination.

Remedial classes are also allotted to students based on the slot test and assignment performance. There is a mentor mentee relationship between the students and the teachers to uplift the performances.

For formative assessment, class tests, oral presentation and home assignments are given to the students and for summative assessment, the college conducts semester exams twice a year. In the internal assessment students are given full opportunity to know their marks/ and see their answer sheets in written internal test and students whose performance are not satisfactory get another chance to uplift their performance in the second internal test of the same semester.

File Description	Document
Any additional information	View Document

2.5.3 Mechanism to deal with examination related grievances is transparent, time-bound and efficient

Response:

In the case of grievance with evaluation, an application from student is forwarded by the Head of the Department to the OIC Examination Cell. The OIC makes arrangements for the grievance redressal.

Internal Assessment: All grievances regarding evaluation, including the internal assessment marks awarded for the students, are redressed by the examination cell and the various Heads of Departments. If there is any clarification the student can approach the concerned faculty. If a grievance cannot be addressed by the course faculty, the student has the option to take it up with the Head of the Department to get an explanation for the marks or weightage given.

End Semester Examination: If the grievance is against the End semester examination results, the institution assists the students by helping them to apply for **reevaluation or Rechecking** to the office of the Controller of Examination of the affiliated University through administrative office of the college. The administrative staffs under instructions from Principal forwards applications for reevaluation to the office of the Controller of Examinations and follow it up regularly to ensure the speedy redressal of grievances. Within 10 days of the announcement of the results, students can apply for re-evaluation. **RTI** is also active which is availed by many students

1.Examination forms not available in the University site:

Sometimes the examination form of a student/(s) not available in MAKAUT site though he/she have filled up the examination form and submitted to the University. The college authority communicates to the university with proper documentation and accordingly the University resolves the case/(s) by issuing the admit card/(s)

2.Issue of Grade card/ Certificate:

The Grade cards are issued from the University. Sometimes, it happens, that his / her Grade have not been delivered by the university. It also occurs for the students having backlog papers passed afterwards and the upgraded grade card is not issued by the University. The college Authority forwards the application of the aforesaid cases immediately to the University with required documentation. The University verifies the same and within one week the University issues the grade cards.

3. Question Paper out of syllabus:

Very often it is also observed that during semester examinations the question/(s) are coming out of syllabus. The concerned subject teacher gives his / her observations and accordingly the college authority sends to university for corrective measure. The controller of Examinations gives his directives to the concerned Head Examiner to instruct the examiners in the time of paper evaluation.

2.5.4 The institution adheres to the academic calendar for the conduct of CIE

Response:

The college has an academic calendar committee which makes the academic calendar for the conduction of smooth running of exams, events and classes for Continuous Internal Evaluation in consultation with affiliating universities academic calendar and regulations. Each year is divided into **two semester** – *Autumn semester (July- December) and Spring semester (January- June)*. The Autumn semester

ordinarily begins in July for students' already on rolls and Spring semester ordinarily begins in January. However, the first semester (Autumn, for admitted students) may begin a little later depending on the completion of admission formalities. The number of teaching weeks in each semester shall be 15 – 18 with a minimum of 90 teaching days excluding the period of examination.

Each year the University draws out a calendar of academic and associated activities, which is adhered to as far as possible. Details of curricula and syllabi are decided by the academic council with provision for modification from time to time as per needs of specialization concerned.

The evaluation of course items for each subject in a semester is 100 for theory paper where end semester examination are of 70 marks and internal 30 marks. For internal two tests are ordinarily be conducted at near identical intervals and the best performance shall be considered for final reckoning which is considered for 15 marks out of 30 internal marks and the same features in college academic calendar. The college exam committee after the approval of the Director/ Head of the department ordinarily sets the test schedule and announces the test date as per the academic calendar. The test scripts are corrected or evaluated with in 7 days of actual conduct of test and solutions discussed in the class. During discussion students have the access to the corrected scripts and final award list for each test is put on the departmental notice board within next 2 days and copies are communicated to Director/ Principal for record. The process is repeated for each test.

Another 10 marks college considers for quizzes and assignments for continuous evaluation as guided by the University which all the time does not reflects in the academic calendar but it is there in the lesson plan of the concerned course teacher who all are responsible to conduct these during there lectures or tutorial class. The course teacher is solely responsible for a final award or marks under this category. Apart from these two heads rest 5 marks or points considered from students regularity and participation in the class.

For end semester Examinations College follow a centralized evaluation system and dates as per the University guideline and incorporates it to its academic calendar. To conduct the practical/lab examinations the University gives a time slot to conduct the practical exams within a stipulated time. The practical examinations are of 100 marks in which 60 marks are the term end evaluation and 40 marks are given as internal assessment and schedule for the same adhered or followed as per university schedule and incorporated to the college academic calendar.

File Description	Document
Link for Additional Information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered

by the Institution are stated and displayed on website and communicated to teachers and students

Response:

The college has outlined clear vision and mission which is displayed throughout the campus for all the stake holders. The college plans to achieve the mission through the programme Specific objectives or PSO'S. The PSO'S in turn are achieved through the programme outcomes or PO'S which are finally achieved with the help of course outcomes which is charted by each and every course coordinator. Each of the content of the course outcome CO,PO,PSO,MISSION is clearly displayed in each appropriate portion for the students and the teachers to view.

The course outcome of each course is evaluated by the Advisory council before being promulgated among the students. The PO itself targets to achieve the graduate attributes.

The following are the methods through which the students and staff are made aware of these learning outcomes.

1. These learning outcome components are displayed in the official website of college, displayed in department and college corridors, and displayed in the course file of each of the course.
2. Each of the course coordinator makes the students aware of his course outcome and how it will be charted to the PO'S and PSO'S to finally the mission for achieving the graduate attribute.
3. The course evaluation of course coordinator itself is carried out on points mentioned in the learning outcomes.

Through CO-PO attainment our graduates will

- Have the core knowledge base in their academic field
- Have the ability to generate innovative and relevant knowledge through inquiry, critical reflection and synthesis
- Be committed to excellence in their core academic field
- Have a lifelong thirst for knowledge
- Manifest a personal conviction that justice and peace are the foundations of societal living
- Have trained their conscience to distinguish right from wrong by answering the question, "Does it contribute to justice and peace?"
- Be led by the voice of their conscience and always do what is right
- Be socially conscious, sensitive and active persons, who are committed and accountable agents of social good
- Manifest genuine concern for human values and ecological conditions
- Be led by personal and professional standards of ethics with a commitment to integrity and honesty

Our **Program Specific Outcomes** are evidences for the above attributes in our graduates in the form of the following skills

- Knowledge Acquisition Skills

Ability to learn individually and collaboratively through a process of

- Research
- Critical reflection
- Synthesis
- Societal Skills

Commitment and accountability for social transformation in civil society and be able to:

- Contribute to social justice
- Be concerned for environmental sustainability
- Enunciate and abide by standards of ethics
- Communication Skills

Competence to

- Communicate effectively and professionally to a range of audiences.
- Articulate ideas clearly and effectively
- Use the social media to influence the society

File Description	Document
Any additional information	View Document

2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

Response:

The performance of a student in each semester shall be evaluated subject - wise with a maximum of 100 marks for theory course and 100 marks for laboratory and other courses.

1. Theory course: distribution shall be 30 marks for Internal Evaluation and 70 marks for the End - Examinations. Out of 30 internal marks - 15 marks are assigned for descriptive exam and 10 marks for assignments and 5 for attendance.

(i) Pattern for Internal Midterm Examinations (15 marks): For theory courses of each semester there shall be 2 Midterm descriptive/objective exams. The average of the two Mid exams will be taken for the assessment of internal marks. The first Midterm examination to be conducted after 7 weeks of instruction, second Midterm examination to be conducted after 12 weeks of instruction.

(ii) Pattern for External End Examinations (70 marks): (a) There shall be an external examination for

every theory course and consists of 3 parts (part-A and part-B and part C). Duration of the time for this end examination is 3 hours. (b) Part-A shall contain 10 marks. It has 10 short questions with 1 mark each (10x1=10M). (c) Part-B and C of the question paper shall have descriptive type questions for 60 marks.

2. Laboratory Course: For practical subjects there shall be continuous evaluation during the semester. Out of the 30 marks for internal: 10 marks for day to day work, 5 for record and 15marks to be awarded by conducting an internal laboratory test.

3. Project Work: Out of a total of 100 marks for the project work, 50 marks shall be for Project Internal Evaluation and 50 marks for the End Semester Examination. The End Semester Examination (Viva - Voce) shall be conducted by the committee. The committee consists of an external examiner, Head of the Department and Supervisor of the Project. The evaluation of project work shall be made at the end of the final year. The Internal Evaluation shall be made on the basis of two seminars given by each student on the topic of his project which was evaluated by an internal committee.

PO Assessment Tools :

Assessment tools are categorized into direct and indirect methods to assess the program educational objectives, program outcomes and course outcomes. Direct methods display the student's knowledge and skills from their performance in the continuous assessment tests, end-semester examinations, presentations, and classroom assignments etc. Indirect methods such as surveys and interviews ask the stakeholders to reflect on student's learning. While all POs will be assessed through course outcomes at the end of every semester through evaluation of student performance in courses aligned to a specific PO.

PO/PSO Assessment Process 80% of the weightage is given for direct assessment and 20% is for indirect assessment. Course assessment of all the courses in the program and their CO-PO/CO-PSO matrix is considered in direct assessment. The Student, Employer and Alumni Surveys are considered for indirect assessment.

2.6.3 Average pass percentage of Students

Response: 77.55

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

Response: 228

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

Response: 294

File Description	Document
Institutional data in prescribed format	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.27

NAAC

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)

Response: 0

3.1.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description

Document

List of project and grant details

[View Document](#)

3.1.2 Percentage of teachers recognised as research guides at present

Response: 0

3.1.2.1 Number of teachers recognised as research guides

File Description

Document

Any additional information

[View Document](#)

3.1.3 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

Response: 0

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

3.1.3.2 Number of full time teachers worked in the institution during the last 5 years

Response: 178

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations including incubation centre and other

initiatives for creation and transfer of knowledge

Response:

As part of the university curriculum the students have a paper on Entrepreneurship. Students are encouraged to participate in seminars, workshops, guest lectures to create awareness about entrepreneurial skill among the students, by inviting successful entrepreneurs and entrepreneurship agencies.

The institute allows students to take up or internship during their semester break the institute arranges workshop that helps in the development of entrepreneurial skills among the students. Some of our faculty apart from teaching are actively involved in Research and Innovation and have made significant contribution in this field.

The Alumni of the college are a great source of strength, and they not only provide ideas for qualitative improvement of the college, suggest educative and career oriented initiatives and help the college to get access to important functionaries of the profession.

On November 3, 2017 Prof Partha Ghosh Chairman the Boston Pledge, USA Professor of MIT Sloan and Tuft, spoke at NSHM Knowledge Campus Durgapur inaugurated the Entrepreneurship Development Cell & Business Innovation & Incubation Centre at NSHM Business School, Durgapur. The other dignitaries present on the occasion included Dr G P Sarkar Chairman EDI, BNCCI and M N Maity Director EDI, BNCCI.

The event was organized by NSHM Business School, Durgapur in collaboration with Entrepreneurship Development Institute promoted by Bengal National Chamber of Commerce & Industry. On the eve of this event Prof Saikat Maitra, Vice Chancellor of Maullana Abul Kalam Azad University of Technology visited NSHM Business School, Durgapur. Prof Ghosh in his lecture explained how the industry is gradually becoming robotics based and as a result employment opportunities will shrink.

Therefore Entrepreneurship is becoming most viable career option for students. He identified the use of Artificial Intelligence, Waste Management, Health Care etc as the prospective areas for Entrepreneurial venture. Prof Ghosh also spoke about the Bengal Renaissance. He said Bengal has all the intellectual potential for a second socioeconomic and cultural renaissance. He also said Bengal being the cradle of pioneering Indian Entrepreneurs like Dwarkanath Tagore and Social Entrepreneurs like Eswarchandra Vidyasagra must carry forward the Entrepreneurial Culture. According to Prof Ghosh Bengal has been the forerunner in cultivating the spirit of Entrepreneurship through religious reforms movements as espoused for Shri Chaitanya of medieval era to Prabhupada of ISKON of recent times - a unique phenomenon in world history. He advised the students to choose whether they want to be a game changer or merely the audience. The programme was the very first of its kind among the business schools in this part of Bengal.

File Description	Document
Any additional information	View Document

3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

Response: 1

3.2.2.1 Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
01	00	00	00	00

File Description	Document
List of workshops/seminars during the last 5 years	View Document

3.3 Research Publications and Awards

3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: Yes

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

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Response: Yes

File Description	Document
Any additional information	View Document

3.3.3 Number of Ph.D.s awarded per teacher during the last five years

Response: 0

3.3.3.1 How many Ph.Ds awarded within last five years

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

Response: 2

File Description**Document**

List of PhD scholars and their details like name of the guide , title of thesis, year of award etc

[View Document](#)**3.3.4 Number of research papers per teacher in the Journals notified on UGC website during the last five years****Response: 1.39**

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

2017-18	2016-17	2015-16	2014-15	2013-14
33	26	52	39	35

File Description**Document**

List of research papers by title, author, department, name and year of publication

[View Document](#)**3.3.5 Number of books and chapters in edited volumes/books published and papers in national/international conference proceedings per teacher during the last five years****Response: 0.7**

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

2017-18	2016-17	2015-16	2014-15	2013-14
26	23	17	14	13

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

3.4 Extension Activities

3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

Response:

The Institution treats Education as a holistic process whereby students can learn how to live and not just how to earn a living. They are offered a chance to get involved in various kinds of social services and develop the values of kindness and compassion. They learn to empathize with those sections of society who are not as fortunate as themselves thus in a tiny way, make some contribution to National development.

The students are sensitized through exposure to various community development projects, the students have participated in free distribution of clothes, books to financially challenged sector. The students are also enlightened about social responsibilities through interactions with speakers dedicated to such activities. The students are encouraged make presentation and projects on Corporate Social responsibility initiatives. The institution involves the students in various extension activities so that they can get practical knowledge in different aspects of transactions and procedures, understand the ground realities of the various social sectors, and in general enrich their knowledge regarding the world around them.

The Social Surveys conducted by the students, and the field trips and nature camps attended by them help the students in understanding the ground realities regarding the socio economic conditions of the all classes. These make them think on ways to solve their problems, and they may come up with some solutions in the future. Similarly, the voluntary work carried out by the students during the Book festival and the Festival inculcate in them a feeling of empathy towards the weak and the disabled, and the need to be supportive to them. Managing the crowds, coping with the different temperaments revealed by the public etc. Become a learning experience to the students which surely helps them in future.

3.4.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

Response: 1

3.4.2.1 Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
00	01	00	00	00

File Description	Document
Number of awards for extension activities in last 5 years	View Document

3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

Response: 5

3.4.3.1 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
03	02	00	00	00

File Description	Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	View Document

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 35.81

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
682	691	544	396	268

File Description	Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document

3.5 Collaboration

3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

Response: 407

3.5.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
73	74	106	73	81

File Description	Document
Number of Collaborative activities for research, faculty etc	View Document

3.5.2 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: 0

3.5.2.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

File Description	Document
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.

Response:

The institution since its inception has maintained high standards of infrastructural facilities and pedagogy, which are constantly reviewed and upgraded to reflect the latest trends and developments in higher education and meet the regulatory requirements. The classrooms are well furnished, seminar room with multimedia and audio-visual equipment to facilitate effective teaching/learning is made available. Faculty and administrative staff have been provided with adequate office space. The Institute premises also houses conference room, seminar halls, and executive class room. Sufficient ventilation is provided to the classrooms and laboratories ensuring the safety of the students.

For hotel management program in addition to the classrooms and seminar hall, laboratories are required for actual experimentation. Our food and beverage laboratories are equipped with instruments like Chafing Dish, Wine Chiller, Wine Cradle, Cocktail Shaker Sideboard, Buffet Table, Liqueur Trolley, Sauté Pans, Blenders, Gouredion Trolley etc. Food production lab having major instruments like, Ranges, Boilers, Deep Fat Fryers, Tandoor, Hot plate, Salamander, Chinese Ranges, Peelers, Spice Grinder, Mincers, Mixers, Refrigerators Bakery Oven, Proofing Chamber, Tilting pans, Food slicers etc. Rooms division lab having a model guest room with all facilities included for students to learn the actual placements of room furnitures and fittings etc. There is also a model lobby designed for students to practice check-in and check-out with PMS. There is also a food science lab to detect adulteration in food and to do experiments related to food science. In addition there is pilot plan, language lab and herb garden to complement the knowledge of theoretical learning.

For MBA program in addition to the classrooms and seminar hall some rooms and cells are there for students learning, like- Entrepreneurship Development Cell & Business Innovation and Incubation Cell, Board Room, Computer Lab and Placement Room etc.

The labs of engineering and technology are planned to provide state of the art facilities with machine and equipment that pertain to our updated curriculum. Computing labs with updated software, electronics and integrated curcuit labs, control, power electronic and electrical machinery laboratories equipped with Cathode Ray Oscilloscopes, Digital Storage Ossilosopes and cuircuit stimulators, advance manufacturing lab with EDM ZNC50 A, XL TURN, 6 AXIS ARISTO ROBOT, vertical milling machine, high speed lathe, IC engine laboratory with engine rig are some of the infrastructural strengths of engineering portal.

Laptops are allotted to the individual teachers of the various departments. For administrative use too desktops have been allotted. There is a separate IT laboratory comprising around 500 computers where students can work in their free time to help the advanced learners and research students, the library subscribes to some reputed E-journals too.

File Description	Document
Any additional information	View Document

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

Response:

The college encompasses a well maintained campus spread over a serene green land. Our Management believes in the all-round development of our students. There is a lot of encouragement for the students to participate in sports and cultural activities simultaneously and thus they are awarded and rewarded accordingly.

Extra –curricular activities like sports, outdoor and indoor games, gymnasium, open amphitheatre, NSS, cultural activities, Public speaking, communication skills development, yoga, health and hygiene etc are conducted on a time to time basis.

NSHM motivates its students to participate in various activities conducted by the College and other institutions and organizations.

College organizes Inter College Competition and National level competitions on time to time basis. Where Colleges from across the Country are invited to participate in various Competitions . Apart from this various departmental activities also takes place. Most of the events are judged by the professionals from the industry.

Students and staffs participate in Cultural events on Republic Day, Independence Day, Diwali, Dussera Rabindra jayanti, Bengali New year etc. Rangoli, International Housekeepers week, Flower arrangement competition, Theme Decorations Food festivals, Bar Tending, Cocktail Workshops, Debate, Extempores, Robotics, Tech Fest, Entrepreneurship development program and various sports activities has given opportunities to students to showcase their talent. Students have shown keenness in these events.

Students also participated in sports activities organized by MAKAUT University. To create value addition, we conduct additional classes of Personality Development with a view to enhancing communication skills and grooming of our students.

Outdoor Sports and Games are available within the campus. Students play Volleyball, Basketball, Lawn tennis, Badminton, Cricket etc. There are also indoor games like Chess, Table tennis, Billiards, Carrom etc. For Mental and Physical Fitness of students and staff we have Gymnasium and Yoga centre with instructor.

Value added courses on different sports are conducted for the interested students across all portals.

Cultural Activities:

Students are very much encouraged to participate in the cultural events held in the college like Technical fests, Freshers, Annual Sports Day, Annual Day, Farewell etc., to exhibit cultural talents. Students are even

sent to other colleges for intercollegiate competitions like dances, skits, mimicries etc

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc

Response: 85.19

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 46

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 5.36

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
3.37	0.55	10.46	21.33	45.68

File Description	Document
Details of budget allocation, excluding salary during the last five years	View Document

4.2 Library as a Learning Resource

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

Response:

To fulfill mission and achieve the desired objectives, the library has performed the basic function of acquiring and organizing the learning resources and providing the facilities and service to their clientele.

Objectives

To support the learning process of students

To meet the information/ research requirements of the faculty members

To meet the information/ research needs of students

To meet the urgent requirements of study materials all faculty members & students

Learning Resources

The library has a good collection of 29945 books in various areas subject/course. It subscribes journals and online databases (e-Library). The library has a collection of video C.D. It subscribes Journals, (International and National) and variety of newspapers.

The NSHM learning resource center plays a very important role in providing information services for the academic community in their intellectual pursuits.

NSHM Library is located to easily accessible to all. The Library consists of the following sections

- The Circulation Section
- The Periodical Section
- The Stock Area
- The Reference Section
- Digital library

Library automation (TCS ION)

The electronic resources subscribed by the library are accessible to the users through Institute's network. The library's functions and services are fully automated & its cover Acquisition, Members, Circulation, Stock Management, Subscription, Suggestions, Binding, Reports. The users can access the online library catalogue and find out the availability of library materials from their own computer terminals

- **Name of the ILMS software - TCS ION**
- **Nature of automation (fully or partially)- Partially**
- **Version-2017**

File Description	Document
Any additional information	View Document

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment

Response:

The Central Library holds books in its rare book collection, available in the form of e-book collections and in the Institutional Repository. Ancient Indian culture, various regimes, dynasties, cultures, religions and subjects like astronomy, economy, literature, science and Technology etc. form a part of the constitution.

1. Manuscripts

The Central Library has manuscript collections and most of them are available in the form of e resources. The same are made available in the Institutional Repository. Some of the manuscripts and reports are available from MHRD, Ministry of Environment and Forestry, United Nations Publications, Ministry of Information and Broadcasting, Govt. Of India.

2. Other Knowledge Resources

The Central Library holds knowledge resource collections from the year 1912 and these books are available in the form of e-books in the Institutional Repository. These knowledge resources include Dictionaries, Encyclopedias, Handbooks, Manuals on General, Language, Literature, Religion, History, World Wars, Science, Engineering, Technology, etc.

3. Reference Books

Central Library has a rich collection of reference books covering atlases, biographies, dictionaries, directories, encyclopedias, handbooks, manuals, yearbooks, as well as other reference books. Some of the high value books and titles of text books are also added to reference collection, the latter for helping students access even when all text books are in issue. Apart from general encyclopedias and language dictionaries, the library has subject encyclopedias in science, technology, humanities and social sciences.

4. Reading Lists/ Bibliographic Compilation

The Central Library receives subject bibliographies and books from various publishers and the same are being sent to the departments concerned periodically for their reference and recommendations

NSHM beholds a lot of rare books for the students and faculties. The list of these books along with the details of their publishing year, Name, author, Publisher and the number of copies available in the library are enclosed in the below upload link.

File Description	Document
Any additional information	View Document

4.2.3 Does the institution have the following:

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: D. Any 1 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	View Document

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

Response: 4.39

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

2017-18	2016-17	2015-16	2014-15	2013-14
4.6403	1.97168	1.66854	1.87639	11.80052

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document

4.2.5 Availability of remote access to e-resources of the library

Response: No

4.2.6 Percentage per day usage of library by teachers and students

Response: 6.11

4.2.6.1 Average number of teachers and students using library per day over last one year

Response: 89

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

NSHM Knowledge Campus, Durgapur - GOI has a policy to create and enhance IT facilities to promote vertical and horizontal mobility for Research and also advancement in teaching learning methods. A centralised server that is operational 24/7 is maintained regularly to provide uninterrupted IT services for students and staff. The institute has firewalls in place to prevent hacking and cybercrime. The Lan firewalls provide limited access thereby protecting sensitive data. All the data is maintained in the centralised server to prevent data loss. Adequate measures are taken to prevent the risk of data corruption. Protection against hacking and other information security threats is also ensured. has a 24/7 Wi-Fi facility for students and faculty members to avail internet connection in the campus and hostel.

Hardware Infrastructure

1. There are 7 nos. Of Computer laboratories . All the PCS in the laboratories, library and classrooms are having original Microsoft OS and are under Microsoft Campus Agreement.
2. The faculties are provided with Desktop / Laptop for their day to day activity.
3. All the PCS are protected by On-line UPS.

Network and Security Infrastructure

1. Fortigate300D UTM is in place which ensures filtered bandwidth for students as well as team members.
2. Extreme Core Switch X460G2 controls all the distribution switches which are also responsible for managing VLAN in the campus.
3. All the pcs are protected with Kaspersky Endpoint security.

Wi-fi Infrastructure

Selected Wi-fi facilities are available in –

1. NSHM Front Office
2. NSHM Conference Room
3. NSHM Seminar Hall
4. NSHM Mind Tree
5. NSHM Central Library
6. NBS Staff Room
7. OLD NFET Ground Floor
8. OLD NFET Staff Room1
9. OLD NFET Staff Room3
10. OLD NFET Second Floor
11. NEW NFET Ground Floor
12. NEW NFET First Floor

4.3.2 Student - Computer ratio**Response:** 2.99**4.3.3 Available bandwidth of internet connection in the Institution (Lease line)****>=50 MBPS****35-50 MBPS****20-35 MBPS****5-20 MBPS****Response:** <5 MBPS**4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)****Response:** No**File Description****Document**

Facilities for e-content development such as Media Centre, Recording facility,LCS

[View Document](#)**4.4 Maintenance of Campus Infrastructure****4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years****Response:** 13.98

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)

2017-18	2016-17	2015-16	2014-15	2013-14
83.7	87.82	78.89	96.34	76.29

File Description**Document**

Details about assigned budget and expenditure on physical facilities and academic facilities

[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:

The institute has Administration Department headed by GM Administration to take care of the day to day operations and maintenance apart from contractual staff to assist.

Maintenance of infrastructure: A dedicated work force of maintenance staff under General Manager-Administration comprises of administrative assistants & hostel wardens. Most of the work is outsourced on AMC basis; four maintenance staff is always on duty and work in shifts. Uninterrupted electricity is ensured with back up of 2 DG Sets of 250 & 160 KVA capacity. The job timings for housekeeping staff are from 6 a.m to 2 p.m in the morning shift. Some staffs are also engaged in the evening shift to attend to the housekeeping from 1 pm to 9 p.m. One supervisor is also engaged to ensure proper hygiene and sanitation in the campus; only branded items (agents and equipments) from the reputed companies are used. Suitable pest control measures like regular spray of pesticides/ periodic fumigation is carried out as per requirement. Laundry services for the Institute and hostels are outsourced to professional laundry service companies within the premises. The institute appoints contractual housekeepers, DG operators, gardeners, security guards, plumbers, electricians etc. For maintenance and repair works, through outsourcing to ensure seamless operations.

Sanitary facilities: Proper sanitary facilities have been provided on all the floors for ladies & gents separately. To ensure Hygiene and Sanitation in the Campus and hostels, only branded items are being used. Sanitary vending machine are also installed in campus washrooms and girls hostels.

Open space is covered by concrete roads surrounded by Landscaping beautiful lush green front lawns with designed landscape, trees along with side wall, Seasonal flowers of various hues and colours add to the beauty of the campus.

Parking: A separate and defined parking area has been earmarked for parking of cars /bikes of faculty and staff. Students' vehicles are parked in a separate area under the surveillance of security guards.

Fire safety: The institute is equipped with adequate no. of fire extinguishers, checked and refilled at defined intervals. Mock fire safety drills are carried out at regular intervals to ensure preparedness. Department heads report to the Principal/Director about any preventive or repair maintenance required for infrastructure, instruments, ICT of their respective departments. Apart from this Administration Manager takes care of the regular maintenance and upkeep. The Institute has established policy & guidelines of Purchase, HR and Finance in the form of manuals, which is followed by the operational staff & faculties.

Laboratory, library, Sports complex & Classroom:

There are separate classrooms for all departments like MBA, Hotel Management and Engineering. All the departments have their separate laboratories also like Civil, Mechanical, Computer, Electrical, Electronics, Language, Food and Beverage, Housekeeping, Front office, Basic science etc.

There is a sports complex with different types of sports facilities like TT, Billiards, gymnasium, Zumba room, badminton court, volleyball court and football ground.

NAAC

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 the last five years

Response: 2.54

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
64	88	5	9	10

File Description

Document

Upload self attested letter with the list of students sanctioned scholarships

[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 besides government schemes during the last five years

Response: 0.75

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
04	03	12	16	23

File Description

Document

Any additional information

[View Document](#)

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling

3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and meditation
8. Personal Counselling

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: D. Any 4 of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Any additional information	View Document

5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

Response: 22.55

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

2017-18	2016-17	2015-16	2014-15	2013-14
315	331	338	329	350

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 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years

Response: 18.01**5.1.5.1** Number of students attending VET year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
169	293	279	237	363

File Description**Document**

Details of the students benefitted by VET

[View Document](#)

Any additional information

[View Document](#)**5.1.6** The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases**Response:** Yes**File Description****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](#)

Any additional information

[View Document](#)**5.2 Student Progression****5.2.1** Average percentage of placement of outgoing students during the last five years**Response:** 39.3**5.2.1.1** Number of outgoing students placed year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
168	182	181	139	075

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

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

Response: 6.12

5.2.2.1 Number of outgoing students progressing to higher education

Response: 18

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

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 0.67

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

2017-18	2016-17	2015-16	2014-15	2013-14
01	00	01	00	00

5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
56	54	63	55	76

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

5.3 Student Participation and Activities

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

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

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

Response:

The College has created a platform for the active participation of the students in the various academic & administrative bodies including other activities. This empowers the students in gaining leadership qualities, rules, regulations and execution skills. They help in coordinating all the events related to academics and other curricular & Extra-curricular activities, as per the directives of teaching faculty.

Modus Operandi:

· Each council has a representative council, which is called Class Committee and includes student members too.

- The student members bring forward the views and suggestions of the entire class with respect to the faculty, subjects, syllabus and other things related to the class.
- The composition of students depends upon the election mode done among the students in presence of the faculty members.
- The Student Council helps students share ideas, interests, and concerns with lecturers and principal. They often also help raise funds for various activities, including social events, community projects, helping people in need and college reform.
- Various programs like paper presentations, workshops, seminars, cultural events, educational tours and quiz and debates are organized by these bodies every year.

We have formed 6 student committees such as:

- Library committee
- Cultural Committee
- Academic committee
- Anti-Ragging Committee
- Sports & Games Committee
- Canteen Committee
- Alumni Committee
- NSS Committee

The funding for various activities of the internal college bodies is provided by the College Management.

NSHM Knowledge campus Durgapur, GOI provides necessary support to the council members in organizing & coordinating the events. It encourages the students to develop their leadership skills through these activities. Student members in this council can become real heroes and competent managers in future by learning all these skills.

File Description	Document
Any additional information	View Document

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

Response: 1.8

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
03	02	02	01	01

File Description	Document
Report of the event	View Document
Number of sports and cultural activities / 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 non financial means during the last five years

Response:

There is an active alumni Association in the college. The college arranges for an alumni meet every year in the campus to interact with the students. After introduction of alumni association, gradually, the association has started functioning but the institution has not been able to get the association registered yet. The institution intends to get it registered soon and make sure that the association contributes to the development of the institution to its best. At present, membership campaign is going on, and few ex-students have already joined the association and some thirty others have expressed their desire to join the association at this initial stage.

Alumni Activities

The Association shall be composed of the following groups.

Student Membership: Students take care of keeping in touch with the alumni through social media and phone calls in collaboration with the faculty members.

Institute Clubs: Alumni is updated on the club activities of the institution and help promote and enhance the objectives of NSHM.

Academic Association: Alumni members are invited for guest lectures in the institution.

Alumni Objectives:

1. To bring together students of NSHM KNOWLEDGE CAMPUS, GOI youth in every area to act as their representative and coordinate, synchronize and promote their interest in all matters.
2. To utilize the experience, wisdom, zeal, ability and spare time of past students of the NSHM KNOWLEDGE CAMPUS, GOI the society for the benefit of the weaker section of the society.
3. To take up public interest matters relating to the past students of NSHM KNOWLEDGE CAMPUS, GOI this area with State and Central Government and Semi Government or private organizations or public co-operations.

4. To promote and provide for education, educational scholarships and medical relief useful to poor and the needy students of NSHM KNOWLEDGE CAMPUS, GOI.
5. To promote sports education, culture & knowledge by arranging seminars of past students of NSHM KNOWLEDGE CAMPUS, GOI.
6. To make the students career oriented and attain international standard and by sheer professionalism.
7. To arrange seminars and to develop activities for healthy environment, and to avoid pollution developed the habit of tree plantation; cultivate horticulture gardens and agriculture plants in selected areas.
8. To bring about better living condition, mutual co-operation amongst the past students of NSHM KNOWLEDGE CAMPUS, GOI by implementing recreational facilities. To develop the library and other necessary activities for past students of NSHM KNOWLEDGE CAMPUS, GOI.
9. To help and assist financially or otherwise, old age homes, rescue homes, health care units, family welfare centres, seminars etc.
10. To arrange, conduct and hold seminars, conferences, discussions, symposia etc for past students.
11. To assist past students who are preparing for, entering upon or, engaged in any profession, trade, occupation or services by outright gifts or payments for instruction.
12. To establish, acquire, construct, maintain or support library for general education and advancement thereof for past students.

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

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

? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: <1 Lakh

File Description	Document
Alumni association audited statements	View Document

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years**Response:** 4

5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	1	1	0	0

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years	View Document
Any additional information	View Document
Report of the event	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:

CORE VALUES

1. Nation and Society

- Making a positive contribution to nation building
- Always giving our best to the society
- Protecting Nature

2. Heritage

- Building on our heritage as a heritage for our progeny

3. Respect for the Individual

- Valuing people
- Always upholding human dignity
- Offering equal and non-discriminative opportunity

4. Trusteeship

- Keeping the trust of our stakeholders at all times
- Increasing stakeholder value sustainably

5. Human Resource

- Attracting and developing the best people
- Setting High Performance standards

6. Quality

- Meeting and exceeding customer requirements

7. Innovation

- Constantly pursuing newer and better products, processes and practices

8. Ethics

- Holding on to the highest level of integrity and ethical as well as moral values – as individuals and as an organization

The formal and informal arrangements in the institution to co-ordinate the academic and administrative planning and implementation reflects the institutions efforts in achieving its vision. The vision statement is used to motivate and inspire, and is understood to be achievable. The mission statement is simply a purpose statement. It explains what the institution seeks to accomplish, why it exists, and what ultimate result should be expected.

In view of the need to promote the student engagement in our society, NSHM KNOWLEDGE CAMPUS, GOI distinctively focuses mainly on technical education, managerial aspect, personality development workshops which play a vital role in bringing development in students. The institution has in place student governing body selected through due process. This makes them competent and nurtures their leadership qualities.

- Our centrally located campus, hostel inside the campus precincts saves their time and enables them to focus on practice and advanced learning
- 24 hour Wi-Fi enabled campus is an initiative in providing state-of –art facilities within the college hours and beyond.
- Our commitments to develop social values teach civic responsibility is reflected in our NSS programs, which helps students to evolve into good citizen with ethical and social values.

Governing body designs and executes Short-term, Long-term plans integrating departmental plans, findings of SWOT analysis and other recommendations from the stake holders. Every year this process is conducted in the institution and at present long term plan of VISION is on. The policy and planning are carried out according to consultation with stake holders. Top management with the help of the department wise committees formulates quality policy and integrates the same in the strategic plan. Formulation of action plans and defining the policy objectives attempts to address the issues of systematic change to provide quality education. Creating robust principles, frameworks, systems and processes the institution intends to reinforce the culture of excellence. All the systems work together as a team aiming to be champions of organizational change.

Effective leadership by setting values and participative decision- making process is key not only to achieve the vision, mission and goals of the institution but also in building the organizational culture. The formal and informal arrangements in the institution to co-ordinate the academic and administrative planning and implementation reflects the institutions efforts in achieving its vision.

File Description	Document
Any additional information	View Document

6.1.2 The institution practices decentralization and participative management

Response:

Education is being decentralized in numerous countries as part of a larger move to reform public management systems. However, NSHM Group of Institutions, right from its inception, has practiced Decentralization, and a process of distributing or dispersing functions, powers, and people away from a central location or authority. It is well recognized by NSHM that governance arrangements critically Influence the performance of constituent institute's service delivery. Decentralization also fosters accountability, cooperation and vigilance and reduces alienation in the governance of the Institution.

The Decentralization arrangements refer to the design of jurisdictions: i.e., to the distribution of powers within different levels of management, and between different constituent units to provide student services, as well to the social and outreach functions in these jurisdictions. These include formal institutional factors such as the extent of institutional and fiscal autonomy, the type of hierarchical oversight exercised, and other administrative arrangements that determine information flows for decision-making. Decentralization is having a significant impact on policy, planning, and management of various educational programs of the Institution. The constituent institutes under professional leadership have been given sufficient autonomy with the intention of improving service delivery to the students, and bringing professional administrators closer to the students. The conscious approach to collegial governance in the management of the institution brings more perspectives into the mix, producing high quality outcomes, beneficial to the stakeholders like faculty, students, and staff.

The central authority provides an important oversight function, verifying that the constituent institute executives are carrying out their responsibilities honestly and effectively and making sure that all voices are heard. Certain kinds of decentralization characterized by collegial governance, student participation in governance, budget making exercise, expenditure authority, etc. have been found to improve performance in the constituent institutes.

Following are the case studies that show sufficient decentralization and participative management in the institution:

A. Admissions: It is a constituent institute-driven activity, whereby eligible candidates are selected for filling up the allotted seats in various programs. The admission process is conducted jointly by the Admissions department, and the constituent institute. Apart from monitoring the overall trend and gross figures, the central authority is not involved in any admissions related activity.

B. Placement: Placement is another institute-driven and managed activity, where the constituent institute, with the help of faculty and placement officers, assigned to the respective institute, endeavors.

Participative Management:

The institution implemented participative management practice for being receptive to different proposals, suggestions about the academics and beyond the curriculum from different stake holders which in turn are incorporated into decision making processes through governing body ratifications. Various levels of

participation includes professors, assistant professors, technical staffs and non technical staffs in the following administrative committees which are decentralized and correspond to individual departments.

The committees are

Governing body

IQAC

Anti-ragging committee

Examination committee

SC- ST Committee

OBC Committee

Minority Committee

Corporate Research and Talent Transfer (CRTT)

Academic Advisory Committee

Grievance Redressal

Internal Complaints Committee

Disciplinary Committee

Library Committee

Academic Calender Committee

Cultural Committee

File Description	Document
Any additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response:

NSHM Knowledge Campus Durgapur Group of Institution wants to establish itself as a centre of eminence

and excellence in the Eastern region in engineering and management related domains. It aims to emphasize in providing technologically enabled solutions for meeting global challenges.

The main enablers of execution of the plan are to put an effective:

1. Admission Policy with set guidelines for eligibility and selection of students with emphasis on students from South East Asian Region. The institute aims to follow various procedures laid down by the university like Entrance Examination Scores, Group Discussions and Personal Interviews to select the applicants for admission.
2. Developing an effective pedagogy for Learning, teaching and Assessment by devising new methodologies supporting self learning and E-learning for students. Assessments are to be devised with focus on industry specific problems through live projects, internships etc. Use of modern infrastructural tools like smart classrooms and AV modes are to be extensively used for imparting knowledge. Use of online Library resources are to be used for assignments and projects to enable students with a research acumen to publish research papers.
3. Developing a Robust Research, Development and Incubation wing for encouraging Faculty members, scholars and students to involve themselves in research related activities and specifically targeting students to put their ideas in shape in the form of Entrepreneurial ventures. Developing students with recent technologies in the field of engineering and management by imparting necessary training programs with strategic tie-ups with external agencies.
4. Developing Strategic alliances with the industry, centers of excellence across India and abroad to enable realistic research work and getting funding for live projects. Understanding common grounds of interest between the institute and industry and working together to foster fruitful solutions to various problems with active participations from students.
5. Develop learning resources with emphasis on E-Learning modules available freely and giving access to students, scholars and faculty members to online resources of Libraries of national and international repute. The institute aims to provide best of the multimedia and Audio-visual mediums to support modern pedagogy of teaching and research. It aims to build a transparent and robust ERP System for managing Virtual Learning Exchange Platform for the primary stakeholders.
6. Develop a system of Quality Assurance and Enhancement by bringing transparency and free information sharing among Stakeholders. It also aims to establish and execute a Code of Practice for research supervision, learning , teaching and assessment with regular reviews to plug any possible loopholes.
7. To provide students from diverse demographic, religion, caste, creed and disabilities an equal opportunity to enhance their knowledge and be successful in their future. The institute aims to provide multiple placement options with highest pay for the eligible and deserving students.

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

6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

CORE VALUES:

1.Nation and Society

- a.Making a positive contribution to nation building
- b. Always giving our best to the society
- c. Protecting Nature

2. Heritage

- a. Building on our heritage a heritage for our progeny

3 Respect for the Individual

- a.Valuing people
- b.Always upholding human dignity
- c.Offering equal and non-discriminative opportunity

4 Trusteeship

- a.Keeping the trust of our stakeholders at all times

5 Human Resource

- a. Attracting and developing the best people
- b. Creating the environment to deliver

5. Quality

6 Innovation

- a.Constantly pursuing newer and better products, processes and practices

7 Ethics

- a. Holding on to the highest level of integrity and ethical as well as moral values

RECRUITMENT

RECRUITMENT PROCESS

Assessment of requirement

i. Any manpower requirement shall be accompanied with the detailed Job description of the position, detailed specifications, justification for the position, if any.

ii. A Manpower Requisition Form (MRF) should be filled in by the department where the vacancy is present.

iii. An approved organogram is a must for proceeding with a position.

iv. Special sanction (above the sanctioned manpower) is required to be signed by Head of the Department and/Unit, Director, Campus Head, Chief People Officer, Co-Founder, and Trustee Chairman before the sourcing starts.

v. After the filled Manpower requisition form reaches the Human Resources Department with the job description, justification, budget code and specifications it shall be reviewed by the Chief People

Officer.

Sourcing

- i. The sourcing shall be done by the recruitment in charge from Human resources department leveraging the various channels available.
- ii. The sourced profiles shall undergo the first round of screening by the recruitment in charge.
- iii. The screened profiles shall be then sent to the Head of Department for the final technical screening.
- iv. The final screened profiles shall then be returned to Human Resources for the interviews to be lined up and coordination with panel members.

MANPOWER PLANNING POLICY

Manpower Planning identifies the following needs:

- It presents an inventory of existing manpower of the organization.
- Helps in determining the shortfall or surplus of manpower.
- Initiation of various organizational programs.
- Acquisition, utilization, improvement, and prevention of human resources.
- It checks the corporate plan of the organization.
- It helps to face the shortage of certain categories of employees and/or variety of skills.
- The changes in organization design and structure affecting manpower demand.
- It offsets uncertainty and change and helps to have right men at right time and in right place.
- It provides scope for advancement and development of employees through training, development etc.
- It helps to anticipate the cost of salary enhancement, better benefits etc.
- To foresee the changes in values, aptitude and attitude of human resources and to change the techniques of interpersonal, management etc.
- To plan for physical facilities, working conditions, and volume of fringe benefits like canteen, conveyance, etc.

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

6.2.3 Implementation of e-governance in areas of operation

1.Planning and Development

- 2. Administration
- 3. Finance and Accounts
- 4. Student Admission and Support
- 5. Examination

- A. All 5 of the above
- B. Any 4 of the above
- C. Any 3 of the above
- D. Any 2 of the above

Response: A. All 5 of the above

File Description	Document
Screen shots of user interfaces	View Document
ERP Document	View Document
Details of implementation of e-governance in areas of operation Planning and Development, Administration etc	View Document
Any additional information	View Document

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

All statutory bodies in NSHM are constituted and became operative as per the UGC norms. The agenda items received are deliberated and resolutions are recorded followed by necessary action. The responsibility of implementing these is assigned to the respective functionaries and the progress is monitored. The Institute promotes and encourages a culture of participative management by being receptive to suggestions and advice from all the stake holders and ensures wide-ranging inputs into the decision making processes of the institution & subsequent implementation. The Institute has following bodies:

1. Board of Members
2. Academic Council
3. Advisory council
4. Planning and Development board

5. Research Committee

6. Purchase Committee

Apart from the above the following committees are also operative:

- Internal Quality Assessment Committee
- Library Committee
- Training and Placement Cell
- Student Counselling Committee – Mentors
- Anti-Ragging Committee
- Research & consultancy Committee
- Examination Cell
- Disciplinary Committee
- Internal complaints & Women Grievances Redressal Committee
- Sports and Extra-curricular Committee

There are around 17 committees operating in the institute. The committees have designated operations method and these functions are being monitored in a proper way.

There is a process of grooming not only the slow learners but also the fast learners to thrive better. Students are motivated and guided to become leaders and not followers. Mentor mentee relationship is an important function of the teaching learning process.

The Institute's Academic & Laboratory development committee had taken a decision about classroom teaching to convert into smart teaching-learning process. The classroom or lecture hall is a place to pick up theory, but nothing beats the lessons a student can learn by applying these theoretical concept into ideas of practical simulation through audio-visual power point presentations about case studies. The Institute believes there is a push for students to get international exposures in advance learning in the era of globalization. These audio-visual presentations is very innovative and the faculty members are keen enough to deliberate the individual module of the syllabus through animated and industry-operation simulated power point presentations. This has helped to expose particularly first and second year students to the exciting bits of Management Principles. Experiencing such teaching learning pedagogy, students are encouraged towards the following activities:

1. Develop creativity, which will help them in studies and their careers
2. Have a taste of corporate environment and different Roles in the Profession
3. Learn to understand Business Practices and skills required by present Industry
4. Learn how to communicate ideas and how to interact with team-members
5. Learn how to operate within a set of guidelines with time and resource limitations

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

Response:

NSHM recognises the contribution of the employees towards the development and progress of the organisation. The institute offers/provides lucrative welfare schemes to all the employees to ensure and increase their work efficiency. The following welfare schemes are prevalent in the institute:

1. **Provident Fund:** The PF is provided to all employees for their service to the institute. The institute equally pays in the PF fund of the employees.
2. **ESI Facility:** The self-financing social security and health insurance scheme, ESI facility is provided by the institute along with medical benefits to employees of NSHM
3. **Gratuity:** The institute provides gratuity(group gratuity) facility on the retirement benefit scheme to teaching and non-teaching staff.
4. **PAID LEAVE :** Under this scheme, the institute sanctions paid leave in case of marriage, maternity, bereavement in the employee's family, or health related issues etc.,
5. **Fee Reimbursement:** In addition to the education fee reimbursement for self-education of faculty and staff, the institute reimbursement of the fee for education for the students of the institute.

Apart from the above the following schemes are also available:

1. Health Check up Policy
2. Relocation Policy
3. Work Anniversary Celebrations
4. Birthday Celebrations
5. NSHM People First TM – An HR Initiative
6. NSHM 4 U TM
7. NSHM Fit 4 Life TM - An HR Initiative
8. Staff Picnic
9. Staff Welfare Events
10. Sabbatical Policy
11. Mediclaim
12. Accidental Insurance
13. ESI wherever applicable
14. Declared holidays
15. Marriage policy (special marriage allowance)
16. Special tie-up with hospitals
17. Help desks for employees – bank, e banking, etc
18. Camps like Aadhar Camp, etc. Conducted for employees and families
19. Maternity and Paternity leave
20. Employee Grievance, Prevention of Sexual Harassment, and other mandatory workplace requirements

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:** 1.55

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

2017-18	2016-17	2015-16	2014-15	2013-14
02	02	05	02	00

File Description**Document**

Details of teachers provided with financial support to attend conferences,workshops etc during the last five years

[View Document](#)

Any additional information

[View Document](#)**6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years****Response:** 4.2

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

2017-18	2016-17	2015-16	2014-15	2013-14
7	06	04	3	1

File Description**Document**

Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff

[View Document](#)

Any additional information

[View Document](#)**6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years**

Response: 5.86

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
07	08	05	11	07

File Description	Document
Details of teachers attending professional development programs during the last five years	View Document
Any additional information	View Document

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

Performance Management System (PMS) aims to develop a performance driven culture in NSHM. The organization wants to utilize fullest of its employee's potential, make them aware of their strength and development areas and doing so map their career path in the organization.

PURPOSE

- To provide direction and clarify performance expectations.
- To identify training and professional development needs.
- To provide feedback and coaching to the staff member concerning job performance, both what is done well and what needs improvement

SCOPE

This policy is applicable to all employees.

CRITERIA

Performance shall be assessed on the basis of level of competence displayed during completion of all targets and goals. The model used for the assessment of the employee's performance is:

PRINCIPLES

- Cascading of Organizational Vision, Goals and Objectives
- Specific objectives for each member
- Participative decision making
- Explicit time period
- Performance evaluation and feedback

PERFORMANCE APPRAISAL GUIDE

Things you need to know to perform well

‘What’ of Performance:

1. Changes in the Performance Management System
2. Discussion on performance related challenges and accomplishments
3. Clarity on performance expectations from you for the following year
4. Performance goals to be SMAART

‘How’ of Performance:

1. Understanding the Competencies definitions
2. Understanding the proficiency levels applicable to self
3. Conduct objective self-appraisal on competencies

It's more important than ever to focus on and get our performance culture just right. The responsibility of building a high performance culture is shared, from the senior most to the newest.

Not only is it essential for our business ambitions but helps move not just you, but everyone at NSHM from being good to great. When it comes to return on equity, revenue growth and profitability, performance management can deliver remarkable results for next to no investment – but only if it's done well.

Our approach to managing performance means:

1. Everyone knows what is expected of them
2. We differentiate performance
3. We let our people know where they stand

This document gives an overview of Performance Management System at NSHM and the benefits it brings us all. It also gives the information needed to complete the process objectively and prepare for goal setting conversation with the head of the department.

Change imperatives for Performance Management System at NSHM:

1. Changes in business environment impacting the business model

- 2.Changes in the overall Talent Landscape
- 3.Government policies impacting talent and business
- 4.Organization’s future ambitions
- 5.Organization’s talent strategy and alignment with business

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The financial resources are managed in an effective and transparent manner. Each and every transaction is supported by bills and vouchers. All the expenditures, recurring and non-recurring are incurred through cheques, demand drafts or on-line transaction. For effective verification of accounts, internal and external audits are done periodically.

Internal

The Chief Finance Officer undertakes regular internal audit of the institute’s finance- related records. The internal audit is done on daily basis.

Audit:

External audit: Every year a group of external auditors comprising a team of chartered accountants perform the auditing of the institute’s financial records and books as per guidelines of the income tax department.

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

Response: 0.05

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	.05	0	0	0

File Description

Details of Funds / Grants received from non-government bodies during the last five years

Document

[View Document](#)

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

Response:

Funds are generated through collection of course fees from the students for the professional courses taught, grants received and overdraft facilities from bank and are being utilized to meet the expenses incurred towards maintenance and up-gradation of physical, academic and support facilities, infrastructure augmentation & for salary of the faculty members and other employees as well as for other recurring and non-recurring expenditures as per budgeted provisions.

Every financial year the budgets are prepared by respective departments to meet various expenses of the institution such as purchase of laboratory equipments, books and journals for the library, development of infrastructure, renovation and repairs, annual maintenance contracts, various co curricular activities, research and seminars, organizing conferences and workshops, celebration of festive occasions and employee welfares etc.

The financial resources are managed in an effective and transparent manner. Each and every transaction is supported by bills and voucher. All the expenditures, recurring and non-recurring are incurred through cheques, demand drafts or on-line transaction.

NSHM Knowledge Campus, Durgapur - GOI designed a policy and strategy for mobilising resources and to ensure transparency in financial management. The financial transactions of the university are subjected to regular internal and external audit.

The financial sources of the University are

- Tuition fee
- Fee from specialised technical courses.
- Corporate Training.
- Consultancy
- Sponsored Research Programmes
- Bank loans
- Outsourcing

However, financial resources of NSHM Knowledge Campus, Durgapur - GOI during the past few years have been largely from Tuition fee.

Financial resource mobilisation policy

Following strategies reflect the financial mobilisation policy of NSHM Knowledge Campus, Durgapur - GOI:

- 1.Reviewing existing financial resource base and identifying the feasibility of exploiting untapped resources.
- 2.Augmenting the potential of existing resources
- 3.Generating developmental grants/aid from public and private sources.
- 4.Expanding financial resource-base.

5.Implementing procedures for optimum utilisation of existing resources

6.Expanding the skill-set of in-house human resources.

7.Designing the mechanism of checks and balances through internal and external audit which result to eliminate the undesirable drains in the system.

8.Implementing and updating consultancy policy

Strategic initiatives for broad basing resource-mobilisation channels

1.Expanding consultancy base

2.Corporate training

3.Leveraging industry- institute synergy

4.Building Relationships.

5.Alumni relations

6.Government Grants

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

Response:

The major objective behind the formation of IQAC is to ensure significant improvement in the quality of education imparted to the student community. This quality centric approach was conceived through radical change in the conventional learning processes. The institute took up challenge of 'Learning Process Reengineering' where IT played a key role in bringing about the coveted change. To complement this initiative, IQAC members identified certain shortcomings in the existing teaching and learning process and recommended certain specified areas of improvement to begin with. The areas where IQAC established the best practices are:

Attendance Recording and Monitoring System Objective:

- With an objective of improving the attendance of the students and transparency in the attendance recording system the institute attempted an upgradation of manual entry of attendance in printed registers to digitalization through ERP.
- Further, upgradation of employee attendance from card swiping system to biometric fingerprint system is in the process of implementation.

Context:

Existing students' attendance used to be recorded in manual registers. Now it is replaced with automated system, that is, ion of TCS which is also operational in the mobile devices through mtop application. The students can also view the status of their attendance in their device.

The biometric fingerprint system provides improved transparency in HR management and employee leave management.

Practice:

- The student's attendance system was earlier being recorded manually in a printed register where the names of the students had to be handwritten which has now been replaced by TCS ION from 2017.
- In every class the faculty member used to carry the register and identify the student and enter his/her presence mark in manual register
- Digitalization of student attendance in the ERP system will provide an instantaneous attendance recording Laptop or Smartphone
- Instantly, the students come to know whether his/her attendance has been marked and the covered topic on that day

Evidence and Success:

- Attendance is improved
- Discipline is improved
- Employee leave management system became transparent and paperless

Learning Management System (LMS)

Digital Learning platform integrates Learning Management System (LMS), Collaboration and Communication to facilitate experiential learning for improved learner outcomes.

The platform architecture of Digital Learning supports a collaborative pedagogical model to enrich participatory learning by offering course delivery, assessment, reports and other learning opportunities in a secure, community delivery mode. Each Institute can create its own community of learners and these communities can be made more specific to classes and sections.

Digital Learning enables:

- Course planning, creation and delivery using the course tools such as course templates, syllabus, scheduling and pre-requisite features.
- Course content upload and sharing using the content tools that offer freedom to upload multiple types of files (documents, ppts, video, audio) against a created course.
- Sharing your courses and communities with internal as well as external stakeholders, as required.
- Creating question papers and question banks for multiple assessments needs with built in evaluation

tools that allow student monitoring and feedback.

- Designing grading schema.
- Creating certificate designs and generating them for learners on successful completion of exams.

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

Response:

With an objective of holistic development of students both morally as well as academically for the survival in the professional field, it is the duty of the institute to implement, follow up and monitor systematic up gradation of facility for the students. This effort may require additional guidance and moral mentoring to average and weaker group of students so that survive and flourish later in the profession along with the prescribed curriculum.

The systematic teaching learning facility involves:

- Good support of faculty members with a balanced knowledge of industry and academics.
- Standard learning aids to make teaching learning process more interactive
- Efforts to provide information beyond the curriculum
- Building the interface between professional experts and students

The result of systematic up gradation of teaching learning process has developed in the last five years

- Improved student-teacher relationship
- Academic up gradation
- Troubleshooting and resolving student related issues by personal counseling
- Motivation of students towards higher education
- Hands on training in handling equipments.

Evidence

- Improvement in academic performance index on a 10 point scale
- Improved admission to post graduate courses
- Gradual improvement in placement index

The IQAC has been constituted in May, 2017 and it has been monitoring the implementation and digitalization of Teaching learning process through ERP which is under process.

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 0.6

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	1	0	0	0

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document

6.5.4 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF
4. ISO Certification
5. NBA or any other quality audit

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: D. Any 1 of the above

File Description	Document
Details of Quality assurance initiatives of the institution	View Document

6.5.5 Incremental improvements made during the preceding five years (*in case of first cycle*) Post accreditation quality initiatives (*second and subsequent cycles*)

Response:

The following practices have been introduced in the last five years which have created a positive impact on transparency and smooth functioning of the institution.

- Orientation program at the beginning of course startup
- Interactive celebration of fresher's welcome for each and every course
- Up-to-date status of continuous development in the website of the institution
- Functioning of various committees to manage various curricular and co-curricular activities
- Introduction of the concept of lesson plan for theory and practical courses
- Constituted anti-ragging committee and anti-ragging squad
- Constituted student's grievance cell
- Constituted Internal Complaint committee for Sexual harassment
- Mentorship and student counseling system

A key concern for NSHM as regards its students is their academic performance, the extent to which a student, teacher or the Institution has achieved their short or long-term educational goals. Though a student typically considers grades achieved to be the most important academic goal, the Institution also lays importance to the other important academic goals, and evaluates the other aspects of development of a student — procedural knowledge such as skills or declarative knowledge such as general awareness. In addition, there is evidence that student perception of fair treatment, and suggestive evidence that an interactive pedagogical style in the classroom may help student achievement. Engagement measures vary significantly with student socio-economic background but are also substantially linked to many dimensions of teaching quality.

Academic achievement is commonly measured through examinations or continuous assessments of the students by the University, and the respective faculty. Performance indicators, such as academic grades, quality of project reports, CTC commanded in the job market, are a means to focus on specific expectations of a program in terms of student outcomes. These performance indicators are analyzed by a committee of faculty members, and these help in designing curriculum delivery strategies, and assessment procedures. These are usually communicated to students in the program description, and are stated in terms that inform the students about the general purpose of the program and expectations of the faculty.

Through proper analysis of the links between educational outcomes and the Institution's physical resources, teacher quality and the students demographic and family background, the Institution endeavors to improve the input factors. Considerable focus has been put on the "softer" classroom process factors that might be seen as important, such as teaching style, the quality of teacher-student interactions and student academic engagement. Better quality of teaching and learning in the classroom yield better student results. This has brought about a significant improvement in the quality of student projects

Finally, the most important aspect of student performance is the placement of students. In the last few

years, placement performance of the students has been improving in terms of % of eligible students' placement, average CTC the students are offered, the stature of the companies offering placements to the students, job profiles offered, and repeat offers from quite a few companies.

NAAC

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 6

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
03	00	01	00	02

File Description

List of gender equity promotion programs organized by the institution

Document

[View Document](#)

7.1.2

1. Institution shows gender sensitivity in providing facilities such as:

1. Safety and Security
2. Counselling
3. Common Room

Response:

Safety and security:

- NSHM Knowledge campus, Durgapur has constituted the Internal Complaints Committee (ICC) in compliance with the Prevention of Sexual Harassment Act of 2013. The task of raising awareness in this regard is cast upon this very competent committee.
- The Institute provides a supportive and non-discriminatory environment for all students and faculty. Administrators, faculty and staff gently move from awareness to action in order to create more inclusive learning and social environments.
- The institute prepares the faculty to be gender-sensitive in their practice as teachers and do not define back benches only for girl students.
- NSHM discourages the classification of education levels according to gender stratification like female teachers clustering the lower levels of education, while their male counterparts cluster the upper levels.
- The college has provided equal facilities (rather more) to girl hostellers residing inside the campus. The Institute has two hostels exclusively for girls and the girl students constitute 60% of entire hostel accommodation.

- Female hostel wardens are appointed in the girls hostel to cater to the requirements of the female students.
- On special occasions like the fest, cultural / academic programmes, placement drives etc. special transport for girl students and female faculties is provided and when they are detained beyond 8pm girl students are escorted to their door if parents are not able to pick up their child.

Counseling

Counseling caters to three broad areas:

- Academics
- Career
- Behaviour

The methods taken by the institute for counseling is as follows:

- Besides this, the Principal in his assembly, addresses its students and deal with issues pertaining to the discipline of maintaining wholesome relationships, the need to respect women, the duty to treat others as we want to be treated, the abhorrence of every form of violence.
- Students are guided on various interviews to outperform themselves irrespective of gender. A team of faculty members guide the students to assist them in their career goals.
- The Institute looks only at the merit of Faculty. Gender is neither an encumbrance, nor a catalyst in the selection criteria at any stage. Several women faculty members are internationally acknowledged in their fields – their presence in itself is a motivating factor for young girl students.
- The institute does not discriminate on gender on disciplinary issues. A disciplinary committee actively takes care of the discipline in college as well as in the hostel. The committee consists of both male and female faculties.

Common Room

- Girls hostel is equipped with a sick room and a counseling room. The hostels also has a common room where girls watch TV, play indoor games, conducts group discussion and expresses their views through short skits.
- The canteen in the hostel is also designed separately for boys and girls.
- Sports facilities are available for both boys and girls which includes gym, music room, play area, basketball court etc.

File Description	Document
Any additional information	View Document

7.1.3 Alternate Energy initiatives such as:**1. Percentage of annual power requirement of the Institution met by the renewable energy sources****Response:** 0

7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH)

7.1.3.2 Total annual power requirement (in KWH)

Response: 375

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document
Any additional information	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs**Response:** 15.59

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 11.38

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 73

File Description	Document
Details of lighting power requirements met through LED bulbs	View Document

7.1.5 Waste Management steps including:

- Solid waste management
- Liquid waste management
- E-waste management

Response:

The institute exercises waste management by segregating all wastes into three categories like : Bio Degradable, Plastic/Tins & Glasses. Dust Bins of all three categories are labeled and are positioned at various places in the campus. Students, visitors and team members are educated through signages, lectures,

discussion and sensitized to use waste bins as per respective categories. Thereafter, workers of MalandighiPanchyat (under Anubhav Self Help Group) collects such wastes from different bins and dispose off as per norms.

Apart from the above the institute also segregates the waste into following categories:

- a. Solid Waste
- b. Liquid Waste
- c. E Waste

The following steps have been taken by NSHM in order to remove the waste from the campus in a proper way:

The solid management system aims at removing about 70% of the waste from the landfills.

- Food waste bins are separated from the paper bins and accordingly removed from the food joints inside campus.
- The recycled wastes which are separately collected are send to recycle vendors for environment protection.
- The students of NSHM also participate in the Swach Bharat Abhiyan of India and strive towards making the campus clean.
- The sanitary waste and bio medical waste is given to a certified agency for incineration. Sanitary dispensers with incinneration are placed in girls washrooms in the college as well hostel premises.

E-waste Management :

All electrical waste such as tubelights, bulbs, old switches and wires are stored separately in the shed. The house keeping team has been trained in handling all categories of waste. An effective system of segregation, collection, storage and eco-friendly disposal of waste is put in place.

NSHM has also taken the following steps to reduce generation of waste. Biodegradable plates are used instead of paper and plastic plates, steel spoons replace the plastic spoons in the canteen, steel tumblers in place of plastic tumblers. Electronic goods are put to optimum use; the minor repairs are set right by the staff and the Laboratory assistants; and the major repairs, are performed by competent vendors. The damaged computers are used by the ITES department for cannibalizing non functional pcs and Laptops. The items which are beyond economical repair are recommended for scrap. These scrap are collected by authorized E Waste vendors like Huladek.

File Description	Document
Any additional information	View Document

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

Water the most precious and essential natural resource is endangered in two ways –

1. By polluting and poisoning it by industrial wastes and emission
2. Drought and ground water depletion.

Rain water harvesting is one of the scientific methods that can be followed by institutions as well as individuals as a small through values towards water preservation.

The Institute implemented rain water harvesting with a strong desire to conserve water. The Institute has three ponds of 6.5 acres which are distributed over the entire campus. These ponds are utilized in collecting rain water which results in the increase of ground water level. The rain water which is collected in these ponds is gainfully utilized for horticulture and irrigation purpose. Special precautionary measures are taken to hold the water like the ponds have been guarded on all sides with land and fences and concrete walls so that the water does not flow out. Proper measures are also taken to keep water cleans and healthy for the campus. Even these waters are also used for pisciculture and housekeeping. There are wells as well in the campus to hold water. The wells are kept clean from time to time. Around seven acres of agricultural lands owned by the villagers in the adjoining areas of the campus are supplied with free water for cultivation. The institute not only preserves water for its own use but all indulges in CSR activities by helping the nearby villages. In addition, the rain water stored in these ponds is utilized for firefighting and mock drills. Thus it has satisfactorily fulfilled the water needs and reduced the dependency on present water supply scheme throughout the year.

File Description	Document
Any additional information	View Document

7.1.7 Green Practices

- **Students, staff using**
 - a) **Bicycles**
 - b) **Public Transport**
 - c) **Pedestrian friendly roads**

- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

Upkeep of Greenery:

Tree plantation is the major concern of the management to maintain the pristine purity and beauty of the college and to provide a congenial atmosphere for the academic and non-academic pursuits. The barren agricultural land on which the Institute is situated is transformed with plantation into a haven of flora and fauna. Felling of one tree for the construction of building to meet the growing academic requirements is replaced by planting a few trees on the campus. Horticultural staff periodically supervises the maintenance of the existing plants and locating places for planting new trees.

Nurturing Plants is one of the horticulture pursuits that develop eco-concern among the students. Trained horticulture personnel plant, water, and weed and maintain the plants, greens, herbs and trees. ; Yearly addition of trees to the green campus is the joint venture with Forest Department, Government of West Bengal. Personal experience of sowing seeds, watering plants, preparing and using organic manure, removing weeds etc., has ecologically sensitized the faculty and students of this Institute. The open air amphi theatre serves as a green background for college level functions and a lounge for students at lunch break and evening hours. Paper cups are used in the coffee joints inside campus to say no to “Plastic”. The canteens also use eco-friendly materials to avoid polluting the environment.

The trees form a virtual canopy of bright green verdure cordoning off the academic blocks in an enclave of tranquility.

Pedestrian Friendly avenues:

Proper pedestrian paths are constructed for the students and faculties. The parking areas for cars and bicycles are separately placed at different gates to control the traffic and keep the campus pollution free. Open-space parking zones are made to keep the campus eco-friendly. Trees have been planted in the parking areas to keep the vehicles in eco-friendly shed.

Awareness campaigns:

1. Swachh Bharat Abhiyaan

2. Clean Campus Green campus

3. Say No to “Plastic”

Work in Progress:

The Institute is in a process of procuring battery operated Golf Carts for maintaining a emission free environment.

File Description	Document
Any additional information	View Document

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 3.76

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
37.01	11.81	5.62	12.3	3.30

File Description	Document
Green audit report	View Document
Details of expenditure on green initiatives and waste management during the last five years	View Document

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: C. At least 4 of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

Response: 0

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	View Document

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

Response: 0

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

7.1.12

Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

File Description	Document
Any additional information	View Document

7.1.13 Display of core values in the institution and on its website

Response: Yes

File Description	Document
Provide URL of website that displays core values	View Document

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document

7.1.15 The institution offers a course on Human Values and professional ethics

Response: Yes

File Description	Document
Any additional information	View Document

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions

Response: Yes

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Response: 12

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
04	05	03	00	00

File Description	Document
List of activities conducted for promotion of universal values	View Document

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response:

NSHM upholds the tradition of celebrating all National festivals and birth/death anniversaries of noted Indian personalities.

The institute observes all national festivals such as Independence Day and Republic Day. It is customary for all the Faculty, Staff and students of the institution to attend these celebrations without fail. After hoisting the national flag, students, members of teaching and non-teaching staff pay homage to the freedom fighters and martyrs. During these occasions eminent speakers are invited. They recall and hail the services of the freedom fighters and inspire young minds about altruistic sacrifices made by our ancestors during the Independence movement. These celebrations are followed by various cultural programs and social service activities.

Following Birth *anniversaries* of following great Indian personalities are celebrated in the Institute by organizing inter departmental lectures :

- 12th Jan: Birth anniversary of Swami Vivekananda is celebrated as National youth day.
- 23rd Jan: Birth anniversary of Netaji Subhas Chandra Bose is celebrated as prominent leader of Indian national movement and founder of Indian National Army.
- 14th April: Birth Anniversary of Dr. BR Ambedkar - Chief architect of the Indian Constitution.
- 5th September is celebrated as Teachers' day to pay tribute to the birth anniversary of India's second President Dr. Sarvepalli Radhakrishnan . Faculties are recognized for their hard work and dedication on this day.
- The Organization celebrates Engineers' Day on September 15th commemorating the birth anniversary of Mokshagudam Visveswaraya.
- 2nd Oct Birth anniversary of Mahatma Gandhi- The father of nation.
- International Chef Day is celebrated on 20th October propounded by chef Dr. Bill Gallagher in

2004.

- Heritage Day is celebrated on 18th April to remark the protection of heritage monuments over the world.
- Constitution Day is celebrated in India on 26 November every year to commemorate the adoption of Constitution of India.
- National Mother Language Day is observed on 20th May to promote awareness of linguistic and cultural diversity and promote multilingualism
- 14th April is celebrated to mark the birth of BhimraoRamjiAmbedkar. This day is celebrated as AmbedkarJayanti in the campus.

On all these occasions various competitions such as elocutions, debates, discussions etc., are conducted and students participate in great number. All the hobby clubs of the student organization of NSHM showcase their talents and the best performers are rewarded.

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

NSHM maintains transparency in financial, academic, administrative functions. The institute website has complete information related to academic, financial and administrative policies, functions of statutory bodies and the Governing Body.

Details of fee structure of all the programmes offered by NSHM are on the website.

NSHM supports paperless office and cashless transactions. Payments of tuition fee, examination fee, transportation fee etc are through online. Salary and other remunerations to employees are disbursed online.

Departments prepare annual budgets seeking allocation of funds for conducting of workshops, guest lectures in every semester, National seminars or conferences once a year and International conference once in two years

The allocation of funds is as per policy norms.

Financial support is available to all faculty for attending national/international conference as per NSHM norms. Incentives and awards given to faculty are also as per norms.

Purchases and disposals follow standard procedure and a record of the same is maintained. Regular internal and external audits ensure that there are no financial discrepancies.

Academics

All information like list of courses, related to each of the programmes, the course offered in odd/even

semester, academic calendar, course handouts with syllabus, evaluation pattern, learning material, Internal assessment schedules, lab manuals, assignment schedules and deadlines, tutorial problems, term paper and project tasks, internal marks, external examination schedules, end-semester results, etc can be accessed by all stake-holders through ERP/LMS. The evaluation key is displayed on the notice boards immediately after every internal assessment. Evaluation keys of all external examinations are made available in the Examination branch. Answer scripts of all Internal exams are verified by students after evaluation. Students can cross-check with the evaluation key displayed and can request for verification.

Administration

The College has a standardized practice of participative management. Different Committees, Boards, Councils, Forums and Cells are constituted viz., Academic Council, Board of studies, Research Board, etc.

The organizational structure of the College including Governing Body, Administrative units, functions of various bodies, functionaries service rules, procedures, recruitment, promotion policies as well as Grievance redressal mechanism the role of office-bearers and functionaries are framed as per UGC norms.

Auxilliary :

The admission policy as per the university rule. The students are given fee concession based on their merit at competitive exams as well as board exams. Some students are also provided fee concession due to their financial backgrounds but excellent academic results. The institute wants to promote students based on merits. The welfare schemes for faculty and staff are incorporated in the policy document accessible to all employees.

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

Title: NSHM SOCIAL RESPONSIBILITY & COMMUNITY ENGAGEMENT

OBJECTIVES OF THE PRACTICE

NSHM was established with the express intent of catering to the growing needs of the rural community for decent technical education, development and growth. Towards the attainment of this cherished goal NSHM has been regularly launching programs that carry forward the onus of up liftmen of the neighboring rural community. Several programs regarding the banking awareness in the rural areas have been initiated by

NSHM. Another intention of these activities is to inculcate in youth an honest concern for the delicately poised health, hygienic, social and economic conditions prevailing in rural Bengal. NSHM regularly promotes and arranges blood donation camps, health and hygiene camps in the campus to help the community.

CONTEXT

Engagement with community is one of the core values of NSHM. It is with this belief that the institute was established in a rural area on the outskirts of Durgapur, in Arrah village. The guiding principle of the institute is to ensure consonance and connect with a predominantly agrarian neighborhood. In accordance with the 12th plan guidelines of UGC, NSHM established a number of bodies, committees and cells to promote and sustain various extension activities. Such activities successfully organised by the students and faculty of NSHM promote distinct contribution to the development of knowledge in the field of social service, community engagement. They inculcate the spirit of social responsibility and prepare the youth for the new world citizenship.

Every year the institute organises the following CSR activities:

Book Donation

Blood Donation

Eye Check Up camp

Health Check-up camp

Swad O Pushti (Mid-Day meal scheme)

Cloth Donation

Tree plantation

Community meal for locals

Employment of the locals

Apart from the above regular activities, the institute has also catered to the following CSR activities in the last couple of years: Development of roads, construction of bus stand, Swachh Bharat Abhiyaan, ATM centre outside the campus. The institute also has a free eye check up lab for the locals all through out the year.

The institute is also a member of the Unnat Bharat Abhiyan under MHRD, India.

THE PRACTICE

The major categories of programmes fall into 1) Health and hygiene 2) Youth training 3) Environment

(Clean and Green) and 4) Distribution/Donation of Equipment and commodities. NSHM has organized training programs, health and hygiene camps, clean and green programmes and various categories of distribution of equipment and commodities over last five years. Apart from the above regular activities, the institute has also catered to the following CSR activities in the last couple of years: Development of roads, construction of bus stand, Swachh Bharat Abhiyaan, ATM centre outside the campus. The institute also has a free eye check-up lab for the locals all throughout the year.

Health and hygiene is considered one of the three major problem areas that affect the rural population of our country. Despite major initiatives taken by successive Governments with growing participation of the NGOs, it still remains one of the biggest challenges before us. Starting in a small way with blood donation camps, NSHM gradually forayed into larger programmes like Eye camps, Health Care etc. which covered a greater number of villages.

NSHM also aimed at developing the employment of the local community if the ARRAH, Shibhala region in order to improve the health and living standards of the locals and give them local employment.

From the experience and the knowledge gained about the inclinations of the clientele and the expertise in planning the deployment of resources we took up a much larger project to provide security and health to locals in nearby villages. The main aims of the project were to educate the local school cooks and train them on more nutritional food in the mid-day meals given by the government. The faculties of NSHM went not only to the locals but also to the different districts of west Bengal to enlarge the scope of their activities and benefit the children of west Bengal. A cyclic menu was also designed by them and recommended at the same cost which would give more choices of food with nutrition value.

The second most important area that NSHM paid attention to is the clean and green initiative popularized by the Central Government. Under this a series of plantation drives were taken up in the campus. ***Plant a Tree, Clean and Green campus*** are awareness programs highlighting the importance of certain plant species for providing balance in this universe. Also, the programmes highlighted the role played by greenery in controlling the temperature and delaying the global warming process.

NSHM conducted a series of academic and technical training programmes in collaboration with Government scheme under NSHM Skills like PMSKVY (Prime Minister Skill and Kaushal Vikas Yojna) and Non-Government Organisation such as Rrotract Club. These included donate a book, donate clothes, Skill development to unemployed youth, Skill development for self-help groups, etc. The environmental friendly cutlery is being introduced so that the reusable plate and spoons can also be used thus avoiding the use of environmental unfriendly cups and plates. Eco-Diwali to control air pollution and sound pollution named “Alok Varsha” is being organised in the institute. Eco-friendly Holi using recycled material is also being organised in the institute.

EVIDENCE OF SUCCESS

The response to the various programs implemented over the years has been encouraging. In terms of

participation there has been a marked increase in the participation of faculty and students. This translates into 4.16 lakh man hours spent in various service activities. This indicates a positive impact on student enthusiasm and interest and makes a good platform for wider participation and involvement in forthcoming programs. The moral support of Health Department and Junior School teachers helped our students immensely in acclimatizing to the conditions. The smooth transfer of academic and experiential knowledge benefited them mutually. The community has developed in the local areas and they are more concerned towards education and better living.

The biggest take away from the program is for the team members and students who were moved to learn that charity is not just a stack of clothes or a wad of notes but that it involves emotions like joy, gratitude and satisfaction.

PROBLEMS ENCOUNTERED AND RESOURCED REQUIRED

A number of CSR activities were conducted by NSHM inside the campus as well as around the local areas and some other districts of west Bengal. However certain problems were recognised stated as below:

- Lack of awareness among the community about various schemes and also the blind belief of the community in superstitions.
- General apathy and cynicism towards programmes.
- Time constraints for the community participants due to their work schedules.
- The busy academic schedule that limits the participation of students and faculty.
- Lack of consistent follow-up due to dearth of human resources.
- Lack of continuity to sustain the tempo of the standard practices introduced.
- Lack of experience and awareness among community workers.
- Huge participation lead to requirement of security.

To overcome these some of the required resources are:

- Quality human resources
- Awareness and willingness to engage in such activities among the members of the community
- Medical equipment
- Partnerships which can ensure multi-fold increase and help extend from miniscule to macro level.
- Financial aid is crucial to meet various expenses such as

1. Transport/conveyance
2. Publicity
3. Training and materials etc.

- Human resources

1. Experts to motivate, monitor and manifest
2. Beneficiaries
3. Students
4. Partners etc.

- United cooperation from community, other surrounding academic institutions and local administration.
- Pressing need for values and wholesome development among students.
- Government aided projects needs to be initiated for procurement of funds and initiation of projects.

NOTE

The miniscule efforts of the students and faculty of NSHM have attained commendable success. However, to extend the same to other areas on a larger scale it is imperative to prepare a macro level action plan roping in other academic institutions in the neighbourhood. Such extended practice is essential to facilitate the larger vision of empowerment through convergence and involvement of various teams, groups, individuals and departments such as members of other academic institutions, community participants, panchayat members, Central/State Government representatives, NGOs, philanthropic groups and private volunteers. It requires detailed planning of the identified programs to be initiated with all stake-holders forming into groups and zonal committees.

Regular interactions at various levels and timely supervision, guidance and convergence of the various projects would certainly contribute to the realization of the prime objective. The authorities on their part should string together the individual successes and elicit larger and sustained contributions from them in future. Only such meaningful engagement brings benefits to rural communities and continuous enrichment to academic activities in institution.

Title: ICT applications to academic and administrative functions

1. Objectives of the Practice

These two factors combined derive numerous activities in educational process in which ICT is or can be implemented. In order to streamline them and to try to identify some common points and shared resources, it is proposed to group them in three sets of objectives

- (i) To facilitate Independent as well as Interactive teaching and learning.
- (ii) To enhance effective knowledge transfer in classroom with various electronic gadgets.
- (iii) To implement a reliable, secure and user friendly business solution in order to improve productivity, increase efficiency, decrease cost and streamline processes.

Context: Integrating ICT in Education is a relatively new concept and education leaders across the globe are trying to find the right balance for necessary optimization. Self-paced learning has taken a different dimension. The process of using ICT in everyday education is very complicated. The opportunities provided by ICT to support teaching and learning are not problem-free. The barriers may be classified into two major categories of extrinsic and intrinsic barriers. Extrinsic barriers are first-order and cited access,

time, support, resources and training and intrinsic barriers as second-order and cited attitudes, beliefs, practices and resistance. However the above challenges were skilfully met and ICT was implemented in NSHM Knowledge Campus.

Practice: Higher education in India is experiencing a major transformation in terms of access and quality. The same is highly influenced by swift development of ICT. Other relevant parameters viz. Management, Efficiency, Pedagogy and Quality are also transforming equally. ICT is an umbrella of terms that includes any communication device or application including but not limited to Radio, TV, Cell Phone, Computer, Network, Hardware, Software etc. E-learning, Blended Learning and Distance Learning have emerged as key categories of Education and Training.

The use of ICT at NSHM is evident from the following activities:

1. Hardware Infrastructure –

1. Network and Security Infrastructure

Fortigate300D UTM is in place which ensures filtered bandwidth for students as well as team members.

Extreme Core Switch X460G2 controls all the distribution switches which are also responsible for managing VLAN in the campus.

All the PCs are protected with Kaspersky Endpoint security.

1. Wi-fi Infrastructure

Selected Wi-fi facilities are available in –

1. NSHM Front Office
2. NSHM Conference Room
3. NSHM Seminar Hall
4. NSHM Mind Tree
5. NSHM Central Library
6. NBS Staff Room
7. OLD NFET Ground Floor
8. OLD NFET Staff Room1
9. OLD NFET Staff Room3
10. OLD NFET Second Floor
11. NEW NFET Ground Floor
12. NEW NFET First Floor

1. Brief description of IT facilities:

1. Centralized Computer labs with 24X7 internet facility
2. Domain login facility [active directory]
3. Virtual data storage facility (individual)
4. Common virtual storage facility to share data among themselves
5. Central web filtering facility
6. Centralized Antivirus
7. Bandwidth management facility
8. Centralized ONLINE UPS system (power backup)
9. Central Windows update facility
10. Cloud based ERP (TCSiON)
11. Pocket based WiFi facility since 2007 , updated in 2017

1. **E-governance:** E-governance through TCS iON ERP system has been implemented for most of the modules. The details are stated below -

The iON **Digital Campus** Solution comprises of a suite of offerings, starting from Enquiry by a prospective candidate till his / her exit from the campus. It also provides support services which facilitate **Digital Campus**.

The key features of Digital Campus Solution are stated below -

1. Academic Master Setup

Create **Programs** and **Batches** under which students will be admitted. Creation of **Fee Structure** for the respective programs and batches so as to enable the system to collect right fees.

Admission

- Filling up of **Enquiry** form in order to capture basic details of a prospective candidate.
- Filling up of Application form for capturing further necessary details of the candidates willing to take admission.
- Manual Counselling and assignment of a candidate to a batch.

Library Management

- Maintaining updated list of Catalogues and Holdings through the system.
- Maintaining library transaction records for students.

Letter Generation

- Generation of Bank Challan for each and every student.
- Money Receipt post payment of fees
- **Hostel Management**
- Registration of students in Hostel.
- Leave application of students from Hostel as and when required duly approved by Hostel Warden

Learning Management System

Digital Learning platform integrates Learning Management System (LMS), Collaboration and Communication to facilitate experiential learning for improved learner outcomes.

The platform architecture of Digital Learning supports a collaborative pedagogical model to enrich participatory learning by offering course delivery, assessment, reports and other learning opportunities in a secure, community delivery mode. This module works as a platform which enables students as well as faculties to interact, share thoughts, share write-ups and videos as well as assignments as and when required. Quiz, Survey, Debate can also be handled by the same platform.

Communication between various stakeholder

Students and parents can login in the system and view the relevant details regarding Fees, Subjects, Hostel Allocation, Library Transaction, and Attendance.

Evidence of Success: Classes have become more interactive due to impact of ICT. It has become convenient for the faculties to mark the attendance digitally in the class which is helpful for faster reporting as well as faster resolution of other related issues. Communication with the students has become much more convenient. Transparency in all relevant departments has improved significantly. In order to achieve faster communication, each and every student has been provided with an email from the institution. Furthermore, through a feature called Self Service, students can access certain relevant information on their own. Students are more inclined towards self-learning through digital media. Students are able to connect to distant teaching tools and researchers through ICT. Inclination towards research has also developed throughout the institute.

Problems Encountered and Resources Required

- a. Adaption was a challenge in some of the areas. This was overcome by repetitive training and workshops.
- b. Proper training methods for students and teachers.
- c. Teachers suffer from a lack of time to prepare ICT materials for lessons. To overcome this additional time required was given to use ICT tools appropriately in order to successfully integrate technologies into the classroom.

d. ICT maintenance was also a problem faced with was controlled by internal quality control and efficient technicians.

e. Make the students aware of ICT and inspire them to use it.

File Description	Document
Any additional information	View Document

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

The institute is committed to emerge as a knowledge hub of global excellence through prioritizing its efforts in delivering innovative products and services in the academic domain as well as developing industry-ready high-caliber professionals. Evidently, the development of leadership qualities matter significantly in meeting the stated objectives. In accordance with its vision and priorities, the institute has been always taking the initiatives directed to the area of nurturing Skill backed Leadership Qualities in our students.

All along its journey, the institute has consistently worked towards grooming the student's academic and overall personality. The focus is to transform them into successful and excellent professionals in their respective domain. Institute has also thrived to give the students an international outlook by tying up with international companies. The institute also encourages in enhancing research and development in students and faculties. This has been implemented through a series of initiatives for providing an exposure to the external environment. Following are the snapshots of some of the activities undertaken to enrich the students' skill, competence and instilling the leadership qualities, relevant to the workplace: -

Global Tie Ups-

- MOU with Bird Academy, Canada for Aviation and Tourism training purpose, Matrix (Presence in South East Asian countries) signed MOU with NSHM GOI for training and placement and advanced course in hospitality.

Innovative Practices

- Arranging curriculum projects in industries, for example our students undertake projects in reputed business houses, like D Power, Indian Fine Blanks Agro, HDFC, LG, Elpenor, ABP, Supreme Industries, Indus Ind Bank, Axis Bank, Marriot Tang Plaza Singapore, Rayong Marriot Malaysia and Rawmet International under mentorship of faculty members. It spans for about 3 to 6 months of rigorous work in live environment.
- Conducting industry/field visits where the students get an exposure to industry production processes. Students earlier visited Ultra Tech Cements, Super Smelters, Supreme, ITC Sonar, Shoppers Stop.
- Nominated in programs, certificate courses conducted by eminent professional bodies like Business Analytics in association with Techtree, IATA
- Interactive sessions with celebrities of international repute, namely, eminent Indian cricket coach Mr. Ravi Shastri, footballer of international repute - Pele of Brazil, Nand Kishore Chaudhury- Jaipur rugs, DrGautam Kumar Dalapati- Scientist II IMRE A Star Singapore, Dr. V.K Dhanak, University of Liverpool, Prof RanjanGhosh, Former director IIM Kolkata, P.K Sahoo, Senior General Manager, Tata Steel.
-
- Conclaves and seminars addressed by industry professionals, guest faculty from reputed organization and the students are invited to participate conducted by NSHM Business School Durgapur on Public and Corporate system management, Meeting Global Challenges through innovations in Management, Travel and Tourism organized by DSMS international Conference.

Student and Faculty Empowerment

- All academics, co curricular and extracurricular activities orient the student towards their inherent value enrichment. There is lot of hard work rendered jointly by the students and our faculty members to accomplish this mission. The results of such exercise are also quite encouraging – a large number of our students are well placed in may reputed industries acting as the ambassadors of our goodwill, bringing laurels to their alma mater.
- Faculties are provided with incentives and On duty leave for research projects.

Additional Outcome based CO/PO attainment has helped in upbringing excellence in education quality. ERP implementation has further boosted all round development of students.

It is matter of great pride that the institute has been able to sustain such hard earned reputation. It is due to the institution’s ability to adapt itself to the changing needs of the times without losing touch with its core values. The institute is dedicated in its constant endeavor of creating a stimulating teaching learning environment which equips students with the knowledge and skills required to face the challenges of the global business environment. At the same time, it is committed to instilling a deep sense of social responsibility and self-discipline in its students. It also strives to cultivate a warm, cordial and mutually supportive relationship with all its stakeholders.

File Description	Document
Any additional information	View Document

5. CONCLUSION

Additional Information :

1. The campus has been audited by the Divisional Forest Officer, Durgapur and has been declared as “Green Campus”.
2. As per instructions from AICTE the institute has initiated “Unnat Bharat Abhiyan” and registered in the official portal where the institute is planning to adopt five villages in its nearby periphery and assist in the development of the villages.
3. All the classrooms are being enhanced technically.
4. Alumni base is being made stronger by arranging Alumni meets at regular intervals. Registration of Alumni Association is in process and every student admitted to NSHM Knowledge Campus Durgapur- GOI contributes INR 5000, towards Alumni Association. Institute also supports the alumni by helping them to get experienced jobs. Alumni also help the institute students in their placements. It is a two way process. The success of hundreds of our Alumni serving industries worldwide vindicates our claim and makes us excited about what the future holds for us.
5. In the field of internationalisation institute has taken initiative for collaborations with institutes like Mauritius Institute of Education in the field of student exchange, faculty exchange international trainings and international placements.
6. Institute maintains a healthy culture by promoting multi-cultural events like Durga Puja, Christmas, Holi, Viswakarma Puja, Id for different casts and creed.
7. We have a dedicated Sports Officer who takes care of various tournaments to promote sports and health in campus round the year.

Concluding Remarks :

NSHM Knowledge Campus, Durgapur- GOI has arduously carved out a niche for itself as a premier management and technical institute in India, seriously engaged in imparting high standard of education. At present institute is providing 9 under graduate and 2 post graduate courses along with some value added courses beyond syllabus.

Qualified teachers from across the country are being recruited to nurture the students with set standards of teaching and learning. The gaps in the teaching learning process are being filled with lecture series and workshops by industry and academia. Through innovative programs involving the industry and business houses the endeavour is to contribute to the pool of well-groomed, value-centered, industry-ready managerial talent in various domains, and across a wide array of functions.

The institute is privileged to have convenient forums for exchange of ideas, development of cross-functional and multidisciplinary expertise.

NAAC

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.2	<p>Number of certificate/diploma program introduced during the last five years</p> <p>1.1.2.1. Number of certificate/diploma programs introduced year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>2</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>01</td> <td>0</td> <td>0</td> <td>0</td> <td>00</td> </tr> </tbody> </table> <p>Remark : Initially the HEI had proposed diploma in Diploma in Mechanical Engineering and Civil Engineering. The local Academic Council had discussed this in a meeting and HEI would have obtained necessary approvals. However this was in regular mode and not as an Add-on certificate/diploma program and the DVV had not accepted the proposal. Now the HEI has come up with another proposal claiming it offers certificate programs. There is No BoS, no approval of any Academic council. The courses are outsourced and not offered on continuous basis. The HEI does not have approval of the university for the Ad hoc programs out sourced as Add-on courses .These are not approved certificates There is No syllabus. Workshop on grooming of students for placements has been considered under 5.1.3 and as VET. The TECHTREE (US based) course though not valid here is input as the portal would not accept reasoning with the DVV data unchanged.</p>	2017-18	2016-17	2015-16	2014-15	2013-14	0	0	0	0	2	2017-18	2016-17	2015-16	2014-15	2013-14	01	0	0	0	00
2017-18	2016-17	2015-16	2014-15	2013-14																	
0	0	0	0	2																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
01	0	0	0	00																	
1.1.3	<p>Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years</p> <p>1.1.3.1. Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>42</td> <td>38</td> <td>35</td> <td>31</td> <td>24</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>06</td> <td>03</td> <td>01</td> <td>00</td> <td>02</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	42	38	35	31	24	2017-18	2016-17	2015-16	2014-15	2013-14	06	03	01	00	02
2017-18	2016-17	2015-16	2014-15	2013-14																	
42	38	35	31	24																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
06	03	01	00	02																	
1.2.1	Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years																				

1.2.1.1. How many new courses are introduced within the last five years

Answer before DVV Verification : 1

Answer after DVV Verification: 234

Remark : As per the HEI Two new courses in MBA named Port operations management (PLM 303) in 3rd semester and Cargo Handling Systems management (PLM 402) were introduced in the academic year 16-17. The HEI has introduced the new programs in 2013 and 2014 and the non common courses are 232 as per the file in 1.1.

1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years

1.2.3.1. Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
64	79	79	98	115

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
14	00	00	00	00

Remark : Initially the HEI had proposed diploma in Diploma in Mechanical Engineering and Civil Engineering. The local Academic Council had discussed this in a meeting and HEI would have obtained necessary approvals. However this was in regular mode and not as an Add-on certificate/ diploma program and the DVV had not accepted the proposal. Now the HEI has come up with another proposal claiming it offers certificate programs. There is No BoS, no approval of any Academic council. The courses are outsourced and not offered on continuous basis. The HEI does not have approval of the university for the Ad hoc programs out sourced as Add-on courses .These are not approved certificates There is No syllabus. Workshop on grooming of students for placements has been considered under 5.1.3 and as VET. The TECHTREE (US based) course though not valid here is input as the portal would not accept reasoning with the DVV data unchanged. The data of Number of students enrolled in subject related Certificate pertains to the Techtree course attendance with 1.1.2

1.3.2 Number of value added courses imparting transferable and life skills offered during the last five years

1.3.2.1. Number of value-added courses imparting transferable and life skills offered during the last five years

Answer before DVV Verification : 110

Answer after DVV Verification: 07

Remark : As per the attached data only French, Gyan-Jyoti, AUTOCAD, Microprocessor & Contr Banking & Insurance, STAAD-PRO and Disaster Management have been considered. Like in other Metrics the HEI has again attached ineligible activities.

2.1.1	<p>Average percentage of students from other States and Countries during the last five years</p> <p>2.1.1.1. Number of students from other states and countries year-wise during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="308 309 1046 443"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>133</td> <td>154</td> <td>168</td> <td>118</td> <td>191</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 521 1046 656"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>131</td> <td>154</td> <td>167</td> <td>118</td> <td>191</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	133	154	168	118	191	2017-18	2016-17	2015-16	2014-15	2013-14	131	154	167	118	191																				
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131	154	167	118	191																																					
2.1.2	<p>Average Enrollment percentage (Average of last five years)</p> <p>2.1.2.1. Number of students admitted year-wise during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="308 936 1046 1070"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>352</td> <td>378</td> <td>386</td> <td>357</td> <td>499</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1149 1046 1283"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>352</td> <td>378</td> <td>386</td> <td>361</td> <td>499</td> </tr> </tbody> </table> <p>2.1.2.2. Number of sanctioned seats year-wise during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="308 1361 1046 1496"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>648</td> <td>678</td> <td>678</td> <td>678</td> <td>678</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1574 1046 1709"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>648</td> <td>678</td> <td>678</td> <td>678</td> <td>618</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	352	378	386	357	499	2017-18	2016-17	2015-16	2014-15	2013-14	352	378	386	361	499	2017-18	2016-17	2015-16	2014-15	2013-14	648	678	678	678	678	2017-18	2016-17	2015-16	2014-15	2013-14	648	678	678	678	618
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2017-18	2016-17	2015-16	2014-15	2013-14																																					
648	678	678	678	618																																					
2.1.3	<p>Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years</p> <p>2.1.3.1. Number of actual students admitted from the reserved categories year-wise during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="308 1989 1046 2080"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14																																			
2017-18	2016-17	2015-16	2014-15	2013-14																																					

1	1	1	1	1
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Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
94	116	118	88	134

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

2.3.2.1. Number of teachers using ICT

Answer before DVV Verification : 123

Answer after DVV Verification: 119

Remark : The HEI was requested to provide a self attested list of the teachers using ICT enabled facility (for teaching and lecturing) along with the subject they use ICT (and the installed facility). However the same has not been provided. The HEI has attached some department's slides.

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

2.4.2.1. Number of full time teachers with Ph.D. year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
17	21	18	10	10

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
08	07	07	05	04

2.4.3 Teaching experience per full time teacher in number of years

2.4.3.1. Total experience of full-time teachers

Answer before DVV Verification : 3775 years

Answer after DVV Verification: 935 years

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

2.4.4.1. Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
10	21	12	12	11

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	01	0	0	0

Remark : The HEI has provided a link without access code. In the absence of access to the link the original data with the SSR is assumed to hold and assessed accordingly.

3.1.2 Percentage of teachers recognised as research guides at present

3.1.2.1. Number of teachers recognised as research guides

Answer before DVV Verification : 6

Answer after DVV Verification: 0

Remark : The HEI was requested to attach E-copy of the letter of recognition by name the affiliating university, as research guide, in respect of the particular faculty member (by name) mentioning the field and the date and period of validity of the recognition (authority). However the HEI has not provided the requested authority letters or any other document in support of its claim.

3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

3.2.2.1. Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
17	21	19	12	1

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
01	00	00	00	00

Remark : As per the HEI data and report of the activity on IPR.

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Answer before DVV Verification : Yes

Answer After DVV Verification: Yes

Remark : As per the HEI data attached with the Metric in response.

3.3.3 Number of Ph.D.s awarded per teacher during the last five years

3.3.3.1. How many Ph.Ds awarded within last five years

Answer before DVV Verification : 11

Answer after DVV Verification: 0

3.3.3.2. Number of teachers recognized as guides during the last five years

Answer before DVV Verification : 2

Answer after DVV Verification: 2

Remark : The HEI was requested to attach copy of PhD degrees awarded. The HEI was also informed that the awardees should have been awarded the degree or notified by the University. Registration, Provisional degrees or thesis submitted are not eligible. There is no e-copy of any degree. Further the HEI does not have any recognized research guide as at 3.1.2.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
41	27	71	42	46

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
33	26	52	39	35

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
33	31	25	33	15

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
26	23	17	14	13

Remark : In large number of cases the HEI has not provided correct ISBN/ISSN details. Not all ISBN/ISSN details are available.

3.4.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
23	10	11	2	1

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
00	01	00	00	00

Remark : The training conducted for cooking and the letter of appreciation by the govt of WB has been considered. The HEI has attached copy of notice/ flex for Blood Donation which is covered under 3.4.3.

3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

3.4.3.1. Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
19	45	20	14	13

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
03	02	00	00	00

Remark : As per the HEI reports attached which are multiple pics of the same activity. Activities of 21 Nov 16, march 2018 and 31 Oct 18 have been considered. The HEI is mixed up on the date of demonetization. Most of the photographs involve same people in same clothes. Road safety, swachh abhiyan and demonetization considered.

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

3.4.4.1. Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

Answer before DVV Verification:

--	--	--	--	--

2017-18	2016-17	2015-16	2014-15	2013-14
33	34	25	18	13

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
682	691	544	396	268

3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

3.5.1.1. Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
279	335	245	391	312

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
73	74	106	73	81

3.5.2 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)

3.5.2.1. Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
5	3	2	1	3

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc

4.1.3.1. Number of classrooms and seminar halls with ICT facilities

Answer before DVV Verification : 49

Answer after DVV Verification: 46

Remark : As per the HEI data attached with Metric 4.1 where 08 classrooms+ seminar halls (out of total of 54) are identified as without ICT facility.

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

4.1.4.1. Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
512	475.56	434	703.5	1414

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
3.37	0.55	10.46	21.33	45.68

Remark : The HEI attached audited balance sheets and schedules do not have any element of infrastructure augmentation, excluding salary year-wise during the last five years. The summary in the google drive, though not signed by the CA also does not have any expenditure of infrastructure augmentation, excluding salary year-wise during the last five years. Data of <https://drive.google.com/file/d/0BzLQTz9yvq0ELWxKSlAwdjhVZWVHNXI0MIBnUXI2Y1JzaUIw/view> used for the purpose of the Metric data validation.

4.2.3 Does the institution have the following:

1. e-journals
2. e-ShodhSindhu
3. Shodhganga Membership
4. e-books
5. Databases

Answer before DVV Verification : B. Any 3 of the above

Answer After DVV Verification: D. Any 1 of the above

Remark : The HEI has attached e-shodhsindhu of Sep 2018 which is not part of the five years under assessment. NDL though a free-ware has been considered. The HEI did not attach any invoice of subscription to e-journals.

4.2.6 Percentage per day usage of library by teachers and students

4.2.6.1. Average number of teachers and students using library per day over last one year

Answer before DVV Verification : 750

Answer after DVV Verification: 89

Remark : As per the HEI library gate entry data which is not serially numbered and large number of entries are without entry and exit time.

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

Answer before DVV Verification : 5-20 MBPS

Answer After DVV Verification: <5 MBPS

Remark : As per the bill dated 18 March 2018 the HEI is getting 2048 Kbps which is 2.048 Mbps.

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

5.1.2.1. Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
52	27	29	33	29

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
04	03	12	16	23

Remark : The HEI has not mentioned amount but only 10% AJS in large number of cases. Amounts less than 20K or less than 25% of semester fee have not been considered as scholarships, freeships, etc. provided by the institution. In 2017-18 the HEI has mentioned scholarship only and not % or amount. Upgrade is not a scholarship.

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses

7. Yoga and meditation

8. Personal Counselling

Answer before DVV Verification : A. 7 or more of the above

Answer After DVV Verification: D. Any 4 of the above

Remark : As per the HEI data attached data the HEI capability enhancement and development schemes for the following have been considered. For competitive examinations Career counselling Soft skill development Personal Counselling. Yoga activity of 01 day is not adequate as capability for enhancement and development. Personal counselling though not supported by documents id considered as per the Mentor distribution

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:

2017-18	2016-17	2015-16	2014-15	2013-14
191	213	270	279	217

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
168	182	181	139	075

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

5.2.2.1. Number of outgoing students progressing to higher education

Answer before DVV Verification : 106

Answer after DVV Verification: 18

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
30	34	28	37	48

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14

01	00	01	00	00
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5.2.3.2. Number of students who have appeared for the exams year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
56	54	63	55	76

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
56	54	63	55	76

Remark : As per the GATE grade cards of the students. The letter of appointment attached is not as a result of a competitive exam. Only 02 Gate cleared. Appointment is not through state level competitive exam, is purely ad hoc and contractual.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
9	5	3	5	5

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

5.3.3.1. Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
20	29	21	24	22

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
03	02	02	01	01

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
20	35	22	19	13

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
02	02	05	02	00

Remark : As per the HEI data attached in google Drive. Pradip Deb Roy and Bijoy Mandal are considered in 2014-15 whereas the data of 2012-13 (Anita Nandi) is not valid.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
7	15	6	3	1

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
7	06	04	3	1

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

6.3.4.1. Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
138	148	41	11	10

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
07	08	05	11	07

Remark : The HEI has repeated names of Bijoy Mandal in different programs in 2017-18. Most of the certificates attached are for activities that were part of 6.3.3. Most of the certificates depict one day activities. The HEI has loaded unnecessary data. The request for clean data has not been considered. HEI input corrected as per the certificates attached.

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

6.5.3.1. Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
2	1	0	0	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
2	1	0	0	0

6.5.4 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF
4. ISO Certification
5. NBA or any other quality audit

Answer before DVV Verification : D. Any 1 of the above

Answer After DVV Verification: D. Any 1 of the above

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

7.1.1.1. Number of gender equity promotion programs organized by the institution year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
6	7	7	5	5

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
03	00	01	00	02

Remark : The HEI has attached reports for the activities related to gender equity promotion programs organized by the institution during the last five years only for the events of 14 and 19 Sep 2013, 08 Mar 2016 and 20 Sep 2017, 26 Jan 2018 (Republic day) and 08 Mar 2018. These have been considered and data cleaned.

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

7.1.8.1. Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
18.911	15.74	7.42	13.7	4.41

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
37.01	11.81	5.62	12.3	3.30

Remark : As per the HEI data attached with the Metric including the HEI comments in the response box .

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

Answer before DVV Verification : B. At least 6 of the above

Answer After DVV Verification: C. At least 4 of the above

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years 7.1.10.1. Number of specific initiatives to address locational advantages and disadvantages

year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
44	46	42	41	41

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

7.1.11.1. Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
42	46	42	41	41

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

7.1.12 Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Answer before DVV Verification : Yes

Answer After DVV Verification: Yes

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

7.1.17.1. Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
20	31	15	14	7

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
04	05	03	00	00

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of courses offered by the institution across all programs during the last five years</p> <p>Answer before DVV Verification : 11</p> <p>Answer after DVV Verification : 577</p>																				
2.1	<p>Number of students year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <tr> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> <td>2014-15</td> <td>2013-14</td> </tr> <tr> <td>1317</td> <td>1399</td> <td>1518</td> <td>1574</td> <td>1589</td> </tr> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	1317	1399	1518	1574	1589										
2017-18	2016-17	2015-16	2014-15	2013-14																	
1317	1399	1518	1574	1589																	
2.2	<p>Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <tr> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> <td>2014-15</td> <td>2013-14</td> </tr> <tr> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> </tr> </table> <p>Answer After DVV Verification:</p> <table border="1"> <tr> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> <td>2014-15</td> <td>2013-14</td> </tr> <tr> <td>292</td> <td>305</td> <td>305</td> <td>305</td> <td>270</td> </tr> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	1	1	1	1	1	2017-18	2016-17	2015-16	2014-15	2013-14	292	305	305	305	270
2017-18	2016-17	2015-16	2014-15	2013-14																	
1	1	1	1	1																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
292	305	305	305	270																	
2.3	<p>Number of outgoing / final year students year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <tr> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> <td>2014-15</td> <td>2013-14</td> </tr> <tr> <td>228</td> <td>386</td> <td>400</td> <td>389</td> <td>338</td> </tr> </table> <p>Answer After DVV Verification:</p> <table border="1"> <tr> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> <td>2014-15</td> <td>2013-14</td> </tr> <tr> <td>294</td> <td>422</td> <td>431</td> <td>414</td> <td>363</td> </tr> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	228	386	400	389	338	2017-18	2016-17	2015-16	2014-15	2013-14	294	422	431	414	363
2017-18	2016-17	2015-16	2014-15	2013-14																	
228	386	400	389	338																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
294	422	431	414	363																	
3.1	<p>Number of full time teachers year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <tr> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> <td>2014-15</td> <td>2013-14</td> </tr> <tr> <td>139</td> <td>148</td> <td>147</td> <td>128</td> <td>102</td> </tr> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	139	148	147	128	102										
2017-18	2016-17	2015-16	2014-15	2013-14																	
139	148	147	128	102																	

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
139	148	147	128	102

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
524.66	490.33	453.87	726.41	1418.88

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
413.11	381.73	334.93	313.75	286.73