



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**BHARATIYA VIDYA BHAVAN INSTITUTE OF
MANAGEMENT SCIENCE**

BLOCK-FA SECTOR-III, SALT LAKE CITY, KOLKATA

700097

www.bimskol.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

1.1 INTRODUCTION

Bharatiya Vidya Bhavan Institute of Management Science, Kolkata, (BIMS) is an excellent co-educational institution established in the year 2000

The institute is a full-fledged B-school, with internship (industrial training) at the bachelor (BBA) and post graduate level (MBA). Both the programs are full time. It also has a wing for PGDBM on Journalism, Public Relations, Advance program in Mass Communication, Marketing & Sales Management and Industrial Relations & Personnel Management, specially designed for working executives

The Institute has its MBA department with specialization in Marketing, Finance, IT and Human Resource.. These departments are not watertight compartments and well integrated due to the interdisciplinary nature of the programs offered by the university.

Our Faculty members have many years of teaching and industry experience. Teaching quality is very important at BIMS hence the faculty is constantly upgrading the knowledge and teaching methods and they are finding new and better ways to build students' knowledge and skills. Our alumni are well placed in the industries and are frequently being invited in the campus to address and share their experience with the present students.

As we are located in an integrated campus, we have many facilities. Students have the access to a 5,916 sq m lawn for outdoor games and Basket Ball Ground is as per the standard size of 448 sq m which the students use in the specified sports period and also after the college hours. Other outdoor game facilities include Badminton, Cricket, Football and Volleyball. Indoor game includes carom and table tennis. There is a common sharing gymnasium.

Medical centre is there within the campus and is operational in all working days with a standing qualified nurse from 10:00 am to 4 :30 pm. It has been established in 2013

.Our admission intake is 60 students for BBA and 120 students for MBA. Admissions for BBA takes place depending upon the excellence of class XII result while for MBA it is dependent on the MAT and JEMAT scores. Students from any discipline with a good score in MAT or JEMAT can apply for MBA.

Vision

Vision

We aspire to become a leading Business School offering knowledge, skill and competency to our students to become efficient and ~~ineffective~~ socially responsible corporate citizens who will create an environment of support and inspiration in the business world where people can realize and achieve their full potential

Mission

Mission

- To provide a transformational learning experience to our students in the area of business management enriched with Indian values & ethics but integrated with modern competition-based western management
- To develop cutting edge solutions to contemporary business practices through rigorous business research
- To develop resilience for day to day business challenges among students through proven and innovative pedagogical techniques.
- To immerse students in simulated business situations and make them learn how to learn.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Institutional Strength

Holistic development of students into responsible corporate citizen making them value based persons drawing teachings from Indian ethos and Western Business management knowledge, skill and competency.

Various hard and soft skills are imparted by Competency Based Initiatives through extra and co-curricular courses and activities

Skill building workshops relevant for management students like Advanced Excel Workshop; Technical Analysis such as data science, business analytics workshops; Union Budget Seminar, Digital marketing, Six Sigma conducted as a part of 'making students Corporate Savvy.

Student led and driven events like 'Ignacia' (College Fest, ADMAD Show Industrial tour, Virtual Stock market games business games, conducted every year across different semesters.

Activities like Tree Plantation, MUSKAN (Basket of Kindness), Mini-Marathon, Blood Donation, SPICMACY Programs and performances, Basic computer education for senior citizen in the locality, making Public Aware about rules and regulations of Traffic are undertaken to promote social welfare. This also inculcates a sense of social responsibility among students. Experiential, participative and innovative learning methods inside and outside the class.

Continuous Assessment for academic performances of the students are conducted four times per the semesters.

Strong Industry linkages; more than 90 percent students are placed in the Campus; average CTC was 5 +Lac and highest salary was 10 lac in the last year. Leading companies participate in the campus selection process

Various committees comprising of students and faculty are involved in various areas/ activities; Participative Management is in place. Transparency and openness with students in grievance redressal mechanism is in place.

More than 55% of faculty members are PhD. They pursued and completed their PhD while working at BIMS also. Rigor is inbuilt in planning and executing curriculum and evaluation with the use of Innovative teaching methods.

Close links with Cloudsense, an UK based Startup Company, it would spur innovation and creativity among students and setting up Incubation Cell for Start-Up Organization.

Green Practices at the campus includes – solar power, the ground water recharging, sewage treatment, green vegetation.

Institutional Weakness

Institutional Weakness

There is a board of studies at the University; our faculty members are in the board; the syllabus revision is discussed keeping in mind the industry trend in the Academic Council of BIMS; the recommendation of BIMS is carried to the board of studies by BIMS faculty members .As such the flexibility in respect of syllabus updating by BIMS is limited. The syllabus prescribed by university is treated in 'BIMS' as an outline but, changing need of the industry is included in the design of each course by the respective faculty members.

Though BIMS does not have formal ERP, all the activities -- academic and administration are conducted with Digital Platform.

There is a need to strengthen Research and Publications of faculty members of the institute. The responsibility has been given to a senior faculty Dr. Indrajit Sinha to improve the deficiency.

Institutional Opportunity

Institutional Opportunity

To increase the intake in MBA Program; launching new BBA program in Business Analytics and Hospital Administration; Post Graduate Program in Management for working executives; Diploma and certificate program of specific areas of Management as per need of the industry; Management program for wards from MSME Business organizations; Fellow program of AICTE(equivalent to PhD program)

With the resources of Alumni and Training and Placement Cell there could be in house management programs for the companies in the network of BIMS

To improve thrust on CSR activities by improving connection with the community.

Institutional Challenge

Institutional Challenge

Students with diverse background have diverse needs.

Encouraging students to opt for entrepreneurship in place of Job in the corporate.

Attracting students from the other states and abroad due to current Industrial situation in West Bengal.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curricular Aspects

All the programs offered by the institute are CBCS programs. This facilitates students to have some freedom in selecting his/her choices across various disciplines for completing the program.

The institute follows a systematic, time bound process for semester planning. Faculty members are assigned courses after considering expertise, preference and work load/availability. The institute invites industry experts as visiting faculty for some courses to ensure that students get an industry perspective in the program. The faculty members are required to prepare detailed Session Plans including evaluation plan, ensuring multiple evaluation criteria / methods. The session plans are shared with the students in the first lecture of the course

The institute deploys formal and semi-formal means of evaluating curriculum delivery, both during semester, for immediate corrective action and at semester-end for future improvement. Over and above this, to build competencies in relevant emerging areas, various short-term certificate courses/workshops are offered.

Institute also makes continuous efforts to enrich the program through understanding the changing needs of the industry. Faculty members are involved in discussions preceding changes in the university syllabus, and three faculty members serve on several University constituted committees.

The institute follows the curriculum prescribed by the university which has offered nearly fifty new courses, including electives in the last five years. The institution provides students the flexibility to choose electives. There are also various activities round the year sensitizing students to and building motivation towards resolving these issues. Summer internship project and industrial tours, interacting with the other Business Schools of Bharatiya Bhavan Group are an integral part of the curriculum, undertaken by every student. Feedback on course design and review is obtained from students, teachers, alumni and parents. This data is analyzed and improvements incorporated wherever relevant.

Teaching-learning and Evaluation

Teaching-learning and Evaluation

The institute attracts students from various parts of West Bengal and its adjoining states and even from Bangladesh due to its reputation.

Slow learners and advanced learners are identified early in the first year. Advanced learners are given additional teaching materials and offered more challenging projects and assignments. The approach towards slow learners is with 'head' and 'heart', through creating a supportive, safe, loving environment plus practical support and conducting tutorial classes. The institute has extended all the support to the differently abled in the past and continues to do so at present.

The institute deploys experiential and participating learning methods both in class and outside through activities aimed at practical application of management concepts. Faculty members experiment with new methods and approaches. Mentorship has proved a valuable tool with each faculty is being assigned as mentor for 16 students.

The institute meets AICTE requirement of full-time faculty. In BIMS that in addition to academic qualifications, the faculty members have considerable length of industrial experience.

Examinations are scheduled as per the Academic Calendar based on University schedule and results are declared in time. There is a time-bound transparent process to address student grievances regarding internal examinations. There is also a laid down grievance redressal procedure for the term end examinations conducted by the University

Different learning outcomes are communicated and discussion in class. Session plans shared for each course at the beginning of the semester indicate 'Course Objectives' and are linked to examination assessment to assess if they are achieved effectively. The institute enjoys a very high average pass rate of 99% at university examinations in the last five years.

Research, Innovations and Extension

Research, Innovations and Extension

The institute encourages faculty members to undertake consulting projects with the corporates and NGOs as it benefits faculty to understand prevailing industry practices which they can share with students during their lectures.

Faculty members in the area of Human Resources and Marketing have handled such assignments in the past on income sharing basis and has resulted in financial gains for the institute.

The BIMS has MOU with various NGOs and UK based company 'Cloudsense' for taking various initiatives in the social and environmental (green) areas e.g. online water testing, soil testing and nutrients in fisheries.

Knowledge transfer is facilitated through availability of excellent knowledge resources like books, periodicals, newspapers and e- journals in hard and electronic form. The Institute uses different methods like mandatory book reviews, assignments requiring the use of non-text resources so that students read and assimilate knowledge from these. Faculty and students are encouraged to present research papers at conferences and publish the same.

The institute realizes that research and publication is a very important area and needs improvement. BIMS has taken necessary steps to create and nurture a research culture. One senior faculty Dr. Indrajit Sinha has been entrusted to coordinate with the faculty for writing research articles.

The institute actively promotes extension activities for two reasons:

1. They sensitize students on social issues .They are essential for the holistic development of the students.
2. Second, since they involve 'doing', they naturally support the teaching-learning process of participative, experiential learning as well as creativity and innovation in finding new ways to contribute.

Many extension activities are in collaboration with NGOs at the level of the institution and in the last two years; 75% of the students have participated.

There are many volunteer activities throughout the year and students are encouraged to come up with new, useful ideas that they bring to action. Example: drive to collect discarded flags after Independence Day, blood donation camps, donating blankets and clothing to pavement dwellers etc.

Infrastructure and Learning Resources

Infrastructure and Learning Resources

The institute's infrastructure supports every teaching learning activity to enhance the learning experience of the students. Keeping in mind the needs of the management education, the infrastructure facilities are developed.

The institute has adequate number of ICT enabled classrooms; tutorial room, computer lab and language lab and Resource Centre, which are well equipped and air-conditioned. The classrooms and the lab are equipped with LCD projector and audio visual system. The campus is Wi-Fi enabled. There are effective systems and procedures in place for maintaining and utilizing the facilities.

Ramps and elevators are provided for physically challenged students. In addition to separate washrooms for girl

and boy students. There are two emergency exits in the building

The library is automated, using the KOHA and ILMS software. It has a collection of 14,301 books, 15 National and 8 International Journals, 9 magazines and nearly 90 project reports submitted by the students and other E resources. A separate shelf containing Reference books is located in the library. Students can access catalogs and e-resources through the computer provided in the reference library. Students also have a remote location access to various e- resources. Library also has 6 computers for the research and reference work of the students.

The computer lab is equipped with 60 PC's with 100 MBPS internet bandwidth, and licensed software and a Firewall Server. Computers and software were updated in April 2019. Faculty members conduct Bandwidth is 100 MBPS. WIFI is available anywhere in the institute, thorough 6 access points lectures Internet.

There are many excellent facilities for sports including football, cricket and basketball and indoor games like table tennis, carom etc. Cafeterias serving meals and snacks, yoga center, meditation center are also there.

There are two auditoriums with capacity of 300 and 200 respectively.

Student Support and Progression

Student Support and Progression

The Institute provides support to the students in multiple ways and means. All the information about institute and its rules and regulation is provided in the prospectus. Scholarships and free ships are available as per institution norms.

BIMS organizes various capability enhancement programs like soft skill development, career counseling, remedial coaching, bridge courses, Yoga & meditation, mentoring and personal counseling for students. Since MBA is a post graduate program leading to placements, most students opt for a job rather than appearing for competitive exams. Realizing this, the institute offers support to students to make them employable. This includes conducting mock aptitude tests, Group Discussions, Personal Interviews and provides counseling for right choice of specialization.

In addition to representing students in Student council, Anti ragging committee and IQAC, several committees

have been constituted to effectively strengthen student voice and participation in functioning of the institute. The scope of each committee is defined and each has a faculty mentor. Student representation on various bodies ensures participation in most of the Institute functions. There are class representative (CR) for each course for coordinating with faculty and students

The institute has proper mechanism to address issues relating ragging or sexual harassment. The placement record of the institute is quite impressive with majority of students being placed in good companies. The institute organizes a number of cultural and competition activities, intercollegiate events like 'Ignacia, takes place every year, to showcase the talent of the students.

BIMS recognizes the importance and contribution of Alumni in the growth and development of the institute. The Institute's Alumni contribute by way of guest lecturers, panel discussions, to assess and comment on Business Plans, teach a course, offer placement related guidance and coaching.

The institute's focus on individual attention and student centric experiential learning entails close contact between faculty and students. These bonds remain after students graduate, resulting in continuing connect with faculty and even non-teaching staff.

Governance, Leadership and Management

Governance, Leadership and Management

The institute practices decentralization and participative management in all important areas of functioning, the degree of involvement of different stake-holders varying with the nature of activity. The institute has successfully effected improvements through strategic planning. This approach has resulted in positive outcomes. The institute has organized various professional development programs for teaching and non-teaching staff like Data Analytics Data with R and STATCRAFT, *Good Social GST Tax*, Personality Development, Excel Workshop etc. Since faculty members are encouraged to innovate and use case studies in their courses, the institute has organized workshop on Design Thinking and Case Study teaching & Writing. The institute uses various software to ensure e-governance in areas like Administration, Finance & Accounts,

Institutional Values and Best Practices

Institutional Values and Best Practices

The institute strongly believes in promoting gender equity. It organizes a certificate program 'Art of Survival' that aims to empower girl students. CCTV coverage, separate male-female washrooms and a comfortable girl's common room ensures a safe physical environment. Faculty-student bonds motivate faculty and students

to provide and seek counseling when required. Human values and professional ethics are covered in one of the courses that the institute offers and the core values of the institute are displayed on its website. To increase consciousness about national identities and symbols, institute organizes various activities like Republic Day, Independence Day, Gandhi's Birthday, Teacher's Day etc.

A sewage outlet is connected with sewage line of BMC. BIMS has got a the system of collecting rain water and put into the well , recharging the ground water and thus serve the community of Bidhannagar. The campus has an abundance of vegetation, a lawn and many trees. Nearly 0.9 % of power consumed is from renewable (solar) sources while 25% of power consumption is made by LED lighting. Patriotism, love for the nation and its great personalities is inculcated by functions and celebration to honor them. Facilities like ramp, elevators, physical facilities and scribe for examination are available for differently abled students.

The institute takes various initiatives to engage with and contribute to local community. Students are encouraged to undertake CSR/voluntary work activities in the vicinity. The institute maintains transparency in all the areas like accounting, academics administrative and auxiliary function.

Two best practices strongly contribute to excellence in education

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|--|
| Name | BHARATIYA VIDYA BHAVAN INSTITUTE OF MANAGEMENT SCIENCE |
| Address | BLOCK-FA SECTOR-III, SALT LAKE CITY, KOLKATA |
| City | KOLKATA |
| State | West Bengal |
| Pin | 700097 |
| Website | www.bimskol.org |

| Contacts for Communication | | | | | |
|----------------------------|--------------------|-------------------------|------------|--------------|---------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal | RAMAKAN TA PATRA | 033-23351283 | 8336068578 | 033-23356462 | admin@bimskol.org |
| IQAC / CIQA coordinator | SEMANTI DEBROY SEN | 033-23351284 | 9163291090 | 33-23356462 | semanti@bimskol.org |

| Status of the Institution | |
|---------------------------|---------|
| Institution Status | Private |

| 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 | 02-08-2000 | | | |
| 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 | 10-04-2019 | 12 | |

| | |
|--|----|
| Details of autonomy | |
| Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges? | No |

| | |
|---|----|
| 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 | BLOCK-FA SECTOR-III, SALT LAKE CITY, KOLKATA | Urban | 2.5 | 4799.26 |

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 | BBA,Managementug | 36 | Class XII Passed | English | 60 | 57 |
| UG | BBA,Managementug | 36 | Class XII Passed | English | 60 | 0 |
| UG | BBA,Managementug | 36 | Class XII Passed | English | 60 | 0 |
| PG | MBA,Managementpg | 24 | Graduate | English | 120 | 73 |

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 | 1 | | | | 2 | | | | 9 | | | |
| Recruited | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 2 | 4 | 3 | 0 | 7 |
| Yet to Recruit | 0 | | | | 0 | | | | 2 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0 | | | | 0 | | | | 2 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yet to Recruit | 0 | | | | 0 | | | | 2 | | | |

| Non-Teaching Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 10 |
| Recruited | 8 | 2 | 0 | 10 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |

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

Qualification Details of the Teaching Staff

| Permanent Teachers | | | | | | | | | | |
|------------------------------|------------------|---------------|---------------|----------------------------|---------------|---------------|----------------------------|---------------|---------------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 5 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 0 | 3 |

| 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 | 0 | 0 | 0 | 0 |

| Part Time Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Details of Visting/Guest Faculties | | | | | |
|---|-------------|--|---------------|--|--------------|
| Number of Visiting/Guest Faculty engaged with the college? | Male | | Female | | Total |
| | | | | | |
| | 2 | | 0 | | 2 |

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

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|-----------|--------|---|-------------------------------|--------------|---------------------|-------|
| Diploma | Male | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| UG | Male | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 |
| | 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 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 0 | 0 | 0 | 0 |

Extended Profile

1 Program

1.1

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|--------------------------------------|---------|-------------------------------|---------|---------|
| 84 | 54 | 54 | 54 | 54 |
| File Description | | Document | | |
| Institutional data prescribed format | | View Document | | |

1.2

Number of programs offered year-wise for last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 4 | 2 | 2 | 2 | 2 |

2 Students

2.1

Number of students year-wise during last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---|---------|-------------------------------|---------|---------|
| 88 | 109 | 119 | 77 | 47 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

2.2

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 1 | 1 | 1 | 1 | 1 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

2.3

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 108 | 74 | 40 | 60 | 60 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

3 Teachers

3.1

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 13 | 11 | 10 | 10 | 10 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

3.2

Number of sanctioned posts year-wise during last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 16 | 16 | 16 | 16 | 16 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 17

4.2

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 192 | 255 | 209 | 156 | 128 |

4.3

Number of Computers

Response: 60

NAAC

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:

Criterion 1 – Curricular Aspects

Key Indicator- 1.1 Curricular Planning and Implementation

1.1.1. Effective curriculum delivery through a well planned & documented process

Following are the various aspects of imparting knowledge to the students by planning, implementing and monitoring. Besides implanting knowledge, Bharatiya Vidya Bhavan Institute of Management Science, Kolkata, (BIMS) is developing knowledge, skill and competency of the students for becoming socially sensitive Corporate Managers.

Academic Calendar: Academic Calendar is prepared as per the MAKAUT academic schedule.

Allocation of Courses / subjects:

The Associate Dean of studies (ADS) acts as a coordinator of semester planning prior to beginning of the semester. The core faculty members are expected to go through the syllabus for the courses that are to be offered in the coming semester. ADS contacts the core faculty members regarding the courses that they would take and courses are also assigned to visiting faculty. The allocation of subjects is done after matching the contents of the course with the area of expertise and workload of the concerned faculty member. The feedback of the faculty members of previous semesters is considered while allocating any course.

Lesson Plan:

A tentative session wise lesson plan includes course objectives and outcome, content topics and outcome, text book, articles, reference books etc. prepared by respective faculty members at the beginning of each semester. It gives an insight about how the lecture class will be handled throughout the semester.

Attachment

Teaching Pedagogy: - Case based method in Teaching, Presentation, field and library Projects, Role play and Quiz & Assignments; in some courses, games and simulations are also used.

In addition to the syllabus of the University, current industry related topics are also added in the course. This enables our students to become industry-savvy compared to other B -schools, and this capabilities help our students to get better Campus Placement and Career Development.

Attachment

Evaluation:

The evaluation is based on continuous evaluation principle which is termed by MAKAUT as Continued Assessment (CA) and is a combination of individual assessment like quiz, test, attendance, class participation and also group projects and a written exam. Summation of the evaluation are awarded against total marks of 25 on 5th week , 10th week , 15th week and 20th week which are known as CA1, CA2, CA3 and CA4 .Marks obtained for each CA against 25 is uploaded in the website of MAKAUT. Participating students are counseled by the faculty concerned after each CA for improvement and better learning for the slow learners.

Advance learners are provided / guided to read additional articles / books etc. to satisfy their hunger for more learning.

Formal Feedback

To ensure effective curriculum delivery, at the mid and end of the semester a formal feedback is collected by means of an anonymous feedback form each student. Principal counsel the faculty members on feedback and suggests ways and means of improving the feedback.

Blank Faculty Feedback Form

Filled feedback form

| File Description | Document |
|---------------------------------|-------------------------------|
| Upload Additional information | View Document |
| Link for Additional information | View Document |

1.1.2 The institution adheres to the academic calendar including for the conduct of CIE**Response:**

1.1.2 Number of certificate /Diploma programs conducted introduce during the last 5 years

| Program code | Program name | Name of the certificate /Diploma introduced in last 5 years | Year introduction | o |
|--------------|---|---|-------------------|--------------------|
| 339 | BBA | Bachelor of Business Administration | 2013 | |
| 339 | BBA | Insurance & Risk Management | | |
| 339 | BBA | Supply Chain Management | | |
| | PG Diploma Course in Communication & Management | Courses offered on <ul style="list-style-type: none"> • Journalism • Public Relations • Advance programme in Mass Communication • Marketing & Sales Management • Industrial Relations & Personnel Management | 2018 | As an unit of BIMS |

Note: The program has been conducted by Bharatiya Vidya Bhavan' Rajendra Prasad Institute of Communication & Management (RPICM) since 1980 in Kolkata. But from 2018 Bhavan's Department of Communication & Management has become an unit of BIMS, and the program is being conducted at the Salt lake campus, where MBA and BBA programmes are imparted.

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload Additional information | View Document |

1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years

1. Academic council/BoS of Affiliating university
2. Setting of question papers for UG/PG programs
3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses
4. Assessment /evaluation process of the affiliating University

Response: A. All of the above

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format | View Document |
| Details of participation of teachers in various bodies/activities provided as a response to the metric | View Document |
| Any additional information | View Document |

1.2 Academic Flexibility

1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

Response: 100

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

Response: 4

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

1.2.2 Number of Add on /Certificate programs offered during the last five years

Response: 259

1.2.2.1 How many Add on /Certificate programs are added within the last 5 years.

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 75 | 46 | 46 | 46 | 46 |

| File Description | Document |
|---|-------------------------------|
| List of Add on /Certificate programs | View Document |
| Brochure or any other document relating to Add on /Certificate programs | View Document |
| Any additional information | View Document |

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

Response: 75.74

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 50 | 72 | 75 | 60 | 54 |

| File Description | Document |
|---|-------------------------------|
| Details of the students enrolled in Subjects related to certificate/Add-on programs | View Document |
| Any additional information | View Document |

1.3 Curriculum Enrichment

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

Response:

1.3 Curriculum Enrichment

1.3.1. Institution integrates cross –cutting issues like Gender, Environmental and sustainability, Human Values and Professional Ethics into the Curriculum

The institute always emphasizes on the role of human values and professional ethics in day to day life as well as in the corporate world. Most of the courses touch upon these issues in some form or the other. Given the list of courses below is that have integrated these with course contents:-

Indian Ethos and Business Ethics: Business ethics is the application of general ethical ideas to business behaviour. Ethical business behaviour facilitates and promotes good aspect to the society, improves profitability, fosters business networking and relations; employee satisfaction and productivity. Business ethics is vital for success in the modern world; mixing Indian Ethos such as concepts of Chanakya learnings from Ramayana and Mahabharata – Gita in particular, Bible, Koran etc. with modern western management give comprehensive management unique and differently; so is a fundamental requirement for any business school program. As the MBA students prepare to take on leadership roles in their organizations, they can learn through coursework and case studies how to make ethical decisions that are in the best interest of their businesses, their employees, the community, society, nation and beyond.

Organizational Behavior: This course helps students understand how and why people behave in organizations as they do, either as individuals or in groups and how their behaviors affect their performance and performance of the organizations as a whole. In the process it imparts the knowledge of psychology, sociology and social psychology for one's individual behavior, interpersonal behavior and group behavior. The course helps to develop the personality suitable to the business and the society; it also helps to learn the leadership quality – A leader is that person who can takes the people to that height where the followers would have not reached otherwise.

Human Resource Management: An important module in this subject is man power planning where in the issues related to equality, sensitivity, social need, under privileged and diversity are covered. It emphasizes on need for gender balance, mix of different age group and cultural input from various background which are important to the organization and changing society at large.

Financial Accounting: This course has a session on 'Ethical Issues in Accounting that covers the professional ethics such as "True and Fair view" that an accountant has to follow for ensuring transparency and good governances in organization. Along with brand equity, CSR activities should be mentioned in the Balance Sheet and Chairman's speech.

Strategic Management:

This course deals with the process of strategy Crafting, Implementation, Monitoring & Evaluation. The course also covers importance of value system of individuals and organizations while developing the business strategy. The course also discusses the importance of merging CSR strategy with the Business Strategy, so as to achieve sustainability and address environmental issues as well.

| File Description | Document |
|---|-------------------------------|
| Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum. | View Document |
| Any additional information | View Document |

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 86.48

1.3.2.1 Number of courses that include experiential learning through project work/field work/internship year-wise during last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 77 | 46 | 46 | 46 | 46 |

| File Description | Document |
|---|-------------------------------|
| Programme / Curriculum/ Syllabus of the courses | View Document |
| MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship | View Document |
| Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses | View Document |
| Any additional information | View Document |

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

Response: 63.64

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

Response: 56

| File Description | Document |
|---|-------------------------------|
| List of programmes and number of students undertaking project work/field work/ /internships | View Document |
| Any additional information | View Document |

1.4 Feedback System

1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni

Response: A. All of the above

| File Description | Document |
|--|-------------------------------|
| Any additional information (Upload) | View Document |
| Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload) | View Document |
| URL for stakeholder feedback report | View Document |

1.4.2 Feedback process of the Institution may be classified as follows: Options:

- 1.Feedback collected, analysed and action taken and feedback available on website
- 2.Feedback collected, analysed and action has been taken
- 3.Feedback collected and analysed
- 4.Feedback collected
5. Feedback not collected

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

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |
| URL for feedback report | View Document |

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 73.33

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 88 | 109 | 119 | 77 | 47 |

2.1.1.2 Number of sanctioned seats year wise during last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 120 | 120 | 120 | 120 | 120 |

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

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

Response: 100

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 1 | 1 | 1 | 1 | 1 |

| File Description | Document |
|---|-------------------------------|
| Average percentage of seats filled against seats reserved | View Document |

2.2 Catering to Student Diversity

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

Response:

2.2.1 The institution assesses the learning levels of the students, after admission and organizes special programs for advanced learners and slow learners

Response:

Teachers review the academic performance of students from class room lecture and discussion, laboratory practical, unit tests, and previous board's results, class seminars. This helps in assessing the number of advanced learners and slow learners amongst the students.

Slow Learners: (Special attention is given to the students in the tutorial classes, who are identified as the slow learners)

BIMS identify slow learners by following observations

- Performance of slow learners is below average
- Slow learners takes more time to grasp concept
- Slow learners have less self confidence and tend to have anxiety and low self esteem

BIMS Put Special Efforts For The Slow Learners:

- Doubts and personal difficulties regarding the subject are solved in the tutorial classes.
- In the start of the session, fundamentals are taught for the better understanding of the subject.
- Concepts which could not be grasped easily are repeated in subsequent classes. Sometimes the students are encouraged to do board work in the class so that the level of comprehension could be increased and teachers could rectify their problems.
- Extra classes are conducted for the full coverage of the syllabus where the involvement of the students is ensured which results in the interactive teaching- learning process.
- Remedial classes are conducted for the slow learners students based on the results of class tests.
- Mentoring slow learners and coaching them tends to yield better results in the Examinations, more regular attendance, increase participation in co-curricular activities, better discipline on campus and respectful relationship between teachers and students.
- The Mentors also help making slow learners aware of their need of improvement.

The Advanced Learners

- Advanced learners are longing for higher learning. They are provided with additional inputs for higher learning.
- Experts from the different colleges/universities are invited to conduct the classes for the difficult subjects in the curriculum. Faculty exchange programme may be included as a future plan.
- Motivating them to involve in projects as per prescribed by the university to inculcate research Orientation.
- There are different student seminars, group discussions, technical quizzes to develop analytical and problem solving abilities and also to improve their presentation skills.
- Encouraging them with extra care to obtain University ranks.
- Motivating them with awards, and prizes for departmental activities.
- For independent learning, digital library facility is provided.
- Motivation to appear for competitive exams like I.A.S , W.B.C.S etc is given and with that purpose in mind , the college library is also well equipped with books related to General Knowledge
- Computer facility with internet connection and Wi-Fi connectivity for fast and precise access of information for independent learning.
- Guest lectures and interactive sessions/workshops with successful alumni are held to motivate students.
- They are given inputs about the latest development of the business world and Indian economy.
- Mentors in this case motivate them in improving their knowledge and skill to excel in their career.

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

Response: 7:1

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

2.3 Teaching- Learning Process

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

Response:

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

Response:

The traditional classroom lectures are complemented by interactive, project-based, computer-assisted, experiential methods. Decision making case study helps in exposing students in real life corporate situation.

In the business schools, learning that is considered "experiential" contains all the following elements: reflection, critical analysis and synthesis.

It provides opportunities for students to engage intellectually, creatively, emotionally, socially, or physically. This increases students motivation to learn and thus produces more self-learners.

Work experience during their internships becomes more meaningful to supplement the experiential learning. Students working as interns get engaged in diverse industries ranging from banking and financial institutions to manufacturing houses. They are guided by the company executives along with the faculty member assigned to each one of them.

The practice is that of creating an efficient mentor-ward system. Each teacher is assigned ten to twelve students. They meet at least once a week to discuss, clarify and share various problems which may be personal, domestic, academic etc. The teacher involves local guardians and parents as well, whenever necessary. The students are asked to share their e-mail id and mobile numbers with the teachers and their peers, so that a social network is established.

Factory visits are arranged. Interaction with the eminent personalities of the profession is facilitated by organizing seminars and conference.

A state level , national conference is organised every year during February-March, which acts as a launching pad for students to showcase their academic and cultural activities.

Various Student centric methods like experiential learning, participative learning and problem solving methodologies incorporated through out are given under:

- Ignacia: Annual inter college fest duration 2 days
- Inter college sports competition: cricket/ football

- Participation in Fests of other colleges: e.g. Umang (Bhawanipur College) , Xavotsav(St Xaviers’s College) , Edge (Techno India College Fest) , Eclecia(Heritage Institution Fest)
- All India Essay Writing Competition
- Interactive Work shops in Digital Marketing , SPSS, Advanced Excel , Taxation , GST & Data Analysis
- Summer Internship Projects
- Live Projects at Industry
- Winter Internship Programmes
- Management Games
- Real time simulation of online share trading
- Live decision making case study.

| | |
|-----------------------------------|-------------------------------|
| File Description | Document |
| Upload any additional information | View Document |
| Link for additional information | View Document |

2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

Response:

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management

Systems

| No of teachers using ICT(LMS, e-Resources) | No of teachers on roll | ICT tools & resources available | No of ICT enabled class rooms | No of Smart Classrooms | E- res |
|---|------------------------|---|-------------------------------|------------------------|---|
| 14 | 14 | LCD projector Desktops OHP Laptop Internet Connection Wire connection Public Address System | 15 | 15 | LCD p Deskt OHP Laptop Intern Wire c Public |

Number of teachers using ICT * 100

Total number of teachers

% of teachers using ICT = 100%

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

Response: 6:1

2.3.3.1 Number of mentors

Response: 15

| File Description | Document |
|---|-------------------------------|
| Upload year wise, number of students enrolled and full time teachers on roll. | View Document |
| mentor/mentee ratio | View Document |
| Circulars pertaining to assigning mentors to mentees | View Document |

2.4 Teacher Profile and Quality

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

Response: 67.5

| File Description | Document |
|---|-------------------------------|
| Year wise full time teachers and sanctioned posts for 5years(Data Template) | View Document |
| List of the faculty members authenticated by the Head of HEI | View Document |

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

Response: 55.5

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 7 | 7 | 6 | 6 | 4 |

| File Description | Document |
|--|-------------------------------|
| List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template) | View Document |
| Any additional information | View Document |

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

Response: 1

2.4.3.1 Total experience of full-time teachers

Response: 13

| File Description | Document |
|---|-------------------------------|
| List of Teachers including their PAN, designation, dept and experience details(Data Template) | View Document |

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

Response:

2.5.1 link makaut letter ATTACHMENT\nnotice-continuous-evaluation-31aug.pdf

Reforms in Continuous Internal Evaluation (CIE) system at the institutional level

Response:

The Continuous Internal Evaluation System followed by us (based on the system implemented by our University, MAKAUT) is quite structured, transparent and categorized so that internal assessment can be carried out in a systematic and continuous manner throughout the semester.

The marks for internal assessment of 100 marks are distributed as follows

Internal Tests: 50 marks

Assignment: 40 marks

Quiz: 10 marks

Total of 100 marks then converted into 30 marks as Internal Assessment marks by the University. University exam consists of 70 marks.

Attendance: 10 marks (75% attendance is mandatory)

Assignments are to be given in all of the following forms (each form develops unique skills within the students):

1. Problem Solving—Numeric and conceptual
2. Term paper – A systematic report on a topic to be submitted under the guidance of a faculty member after doing necessary exploration of knowledge on the topic.
3. Mini project – A small project on the topic or problem assigned by the teacher and covered by the course being taught. The duration of the project must not be more than one month.
4. Presentation & Seminar – The student will prepare a PPT on a topic relevant to the course and present with PPT for 10 minutes under the guidance of the faculty teaching the course.
5. Quiz is to be conducted at regular intervals on the syllabus covered at that point of time.

In addition to above various new methodologies like **projects, presentations, class participation, and open book exams** are used for internal evaluation from time to time by faculty members based on their requirement.

Group Discussions are held on different topics given by the teachers well in advance or on the spot. Teachers help, guide and rectify them during the discussion process as and when needed.

Students are given live projects from time to time in addition to summer projects. Students also prepare Study Reports based on secondary data on important and emerging areas.

These projects, assignments and study papers give the students exposure to the real life world, apply their

knowledge to analyze situations, solve problems and improve their knowledge and skills.

Attendance and class participation is given separate weightage in the internal assessment evaluation.

| File Description | Document |
|---------------------------------|-------------------------------|
| Link for additional information | View Document |

2.5.2 Mechanism to deal with internal/external examination related grievances is transparent, time-bound and efficient

Response:

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

Response:

Evaluation: There will be Continuous Assessment (CA) and summation of evaluation will be converted to Marks out of 25 each in CA1, CA2, CA3 and CA4 and will be uploaded in university site tentatively on 5th week, 10th week, 15th week and 20th week of the semester respectively. University will convert these 100 marks to 30 marks as “Internal evaluation”. Balance 70 marks will be awarded by the University in the end semester exam. Component of evaluation is attendance, quality participation in the class, Pre-class/pre-group work preparation, post class quiz, Class participation and Case presentation, and marks of the internal exam which can be conducted in the form of written exam (MCQ and subjective), project presentation, assignment, quiz, teaser and viva.

Our Mechanism of Internal assessment is transparent and every student has an idea about the mechanism of internal we follow.

Our Institute follows the mechanism prescribed by our University MAKAUT.

The Internal Evaluation System rests on the pillars of transparency and accountability. This involves communication of the system of examination and its processes at various levels.

Information about the assessment and evaluation process: The Institute prepares an Academic Calendar in line with university calendar prior to the commencement of the academic year.

During the batch orientation program, the students are informed about the rules and regulations of the Institute, the affiliating university, the college atmosphere, examinations and evaluation process in general. Also at the inception of the regular classes students are briefed about the internal evaluation process to be followed by the respective subject teachers. Along with the course outlines, individual faculty members explain the details of the evaluation pattern and the weightage allotted for the same is communicated to the students at the beginning of the year / semester. As per requirement, parent-teacher meetings are conducted to inform the parents regarding their ward's performance.

Frequency and Variation of Internal Tests: There are four internal assessments consisting of various type of examination.

Students also prepare Study Reports based on secondary data on important and emerging areas.

These projects, assignments and study papers give the students exposure to the real life world, apply their knowledge to analyze situations, solve problems and improve their knowledge and skills. Eg. Students are assigned the task of tracking the stock markets for stocks price4s of different sectors for a period of 1 month and submit the values. This gives them a firsthand learning about stock market activities and changes in the index. They also learn what factors affect the stock prices in different sectors.

Robust Evaluation: The evaluation is done on the basis of the multiple internal tests as mentioned above during the semester and not just based on one exam.

2.6 Student Performance and Learning Outcomes

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

Response:

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 department and the institute formulated the vision and mission through a series of recommendation from the stake holders of the institute, the future scope of developing the institute and the career

opportunities in management profession.

The Mission of the department is to provide high quality innovative education through U.G. & P.G. programme in Management so that the students prosper in their career or pursue higher education to compete in the professional world.

In establishing the vision and mission of the department, the following steps were followed:

Step 1: Vision and Mission of the institute are taken as basis in alignment with the institutional mission & vision at departmental meeting along with Principal/ Director.

Step 2: Views are taken from stakeholders, eminent academicians, parents and professional experts.

Step 3: The recommended views are discussed and reviewed by Academic Core Committee to simulate the vision and mission of the department as well as the Institute finally approved by the Governing Body.

Programme Outcomes of the BBA & MBA programme are:

PO 1: Establish students as successful professionals in the corporate sector.

PO 2: Carry out advanced studies and acquire higher qualifications applying his or her knowledge and experience towards an advanced professional degree.

PO 3: Attain capabilities as successful team member using effective communications and teamwork skills.

PO 4: Pursue a career for life-long learning with personal & professional growth, superior work ethics and character.

| File Description | Document |
|---|-------------------------------|
| Upload COs for all Programmes (exemplars from Glossary) | View Document |
| Past link for Additional information | View Document |

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

Response:

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

Response:

Measuring Course Outcomes attained through University Examinations

The University assessment is held for 70 marks in each course. The examination system is a semester method. The university paper comprise of multiple choice questions, short answer questions and long answer questions to judge the comprehensive and analytical knowledge of the students.

Measuring Course Outcome attainment through Internal Assessments:

For internal assessment, different methods are pursued in each of the associated COs like Internal class tests, Assignments, projects & presentations, quiz, role play, extempore, live projects, placement data etc. as mapped with the COs.

Total Course Outcome Attainment:

Taking 70% weightage to University examination and 30% weightage to Internal assessment, the Total attainment calculations will be (70% of University level) + (30% of internal level)

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

2.6.3 Average pass percentage of Students during last five years**Response:** 96.48**2.6.3.1 Number of final year students who passed the university examination year-wise during the last five years**

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 108 | 69 | 39 | 58 | 57 |

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 108 | 74 | 40 | 60 | 60 |

File Description

Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)

Document

[View Document](#)

2.7 Student Satisfaction Survey**2.7.1 Online student satisfaction survey regarding teaching learning process****Response:****File Description**

Upload database of all currently enrolled students (Data Template)

Document

[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 1.47

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 1.47 | 0 | 0 | 0 | 0 |

| File Description | Document |
|--|-------------------------------|
| List of endowments / projects with details of grants | View Document |
| e-copies of the grant award letters for sponsored research projects / endowments | View Document |
| Any additional information | View Document |

3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)

Response: 38.46

3.1.2.1 Number of teachers recognized as research guides

Response: 5

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 20

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 0 | 1 | 0 | 0 | 0 |

3.1.3.2 Number of departments offering academic programmes

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 1 | 1 | 1 | 1 | 1 |

| File Description | Document |
|---|-------------------------------|
| Supporting document from Funding Agency | View Document |
| List of research projects and funding details | View Document |
| Any additional information | View Document |

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

Response:

3.2.1. Institution has created an ecosystem for innovations including Incubation center and other initiatives for creation and transfer of knowledge

Response:

- BIMS has taken initial steps towards developing ecosystem for innovation and various knowledge transfer methods.
- The Institution promotes creating knowledge innovation **entrepreneurship activities**.
-
- It recognises the importance of research and development. The faculty members and students are encouraged to actively participate in research and publication. Other than BIMS own journal 'BIMS Journal of management', students and faculty members publish their research articles in the other leading journals.
- BIMS has an MOU with NEN (National Entrepreneur Network) , Spic Macay and AMARA project
- **NEN** Concept for acquiring knowledge about Entrepreneurship and start up business wadhvani
- **Spic Macay** : creating awareness and as well promotion of rich Indian heritage, culture & Classical Music

- **AMARA** project: A green movement Attachment

Attachment\Wadhvani

- **Incubation Centre:** *will be set up with CLOUDSENCE*
- 1.Cloudsense Consultancy ,Attachment\CLOUDSENSE.docx

Students and faculty members make optimal usage of Library , computer laboratory and other research facilities provided by the Institute for scripting course work, literature review and data analysis. Students are given assignments/ projects work which require utilization of library and computer laboratory. Faculty members are given opportunities to contribute and publish research papers.

Following facilities are made available to students and faculty members

- Library facilities
- Software and statistical package: like SPSS 19, Office 365, Tally-ERP and Orell digital language Lab
- Additional book borrowing facilities
- Sponsorship to participate in workshops/ training programs/ conferences Attachment\DSC_2239.JPG , Attachment\GST.docx
- Facility to interact with senior industry persons and academicians who have expertise in the particular areas of knowledge Attachment\DSC_2239.JPG
- Training program in Advance Excel is conducted every year Attachment\8 Adv Excel Workshop.pdf
- Orientation program in Research Methodology
- The institute provides services as high speed internet access link to higher education resources like Kimbus etc
- In addition to hard copies, Library subscribes to e-journals and e – books for the students and faculty
- More than fifty numbers of papers are published by the faculty and students in the last 5 years. This shows the profound utilisation of research facilities available in BIMS.
- BIMS organises entrepreneurship programs, seminars and workshops and invites eminent personalities from small, middle and large companies and Govt of West Bengal (Department of MSME)as resource persons.
- BIMS conducts industry visits for the students regularly so that they can interact with the industry experts and have hand on experience with the industry.
- Institute has established a research and development cell.

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

3.2.2 Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the last five years**Response:** 17**3.2.2.1 Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year-wise during last five years**

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 2 | 5 | 4 | 3 | 3 |

File Description**Document**

List of workshops/seminars during last 5 years

[View Document](#)**3.3 Research Publications and Awards****3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years****Response:** 0.4**3.3.1.1 How many Ph.Ds registered per eligible teacher within last five years**

Response: 2

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

Response: 5

File Description**Document**

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

[View Document](#)

Any additional information

[View Document](#)**3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years****Response:** 2.87**3.3.2.1 Number of research papers in the Journals notified on UGC website during the last five years.**

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 4 | 9 | 7 | 3 | 8 |

| | |
|--|-------------------------------|
| File Description | Document |
| List of research papers by title, author, department, name and year of publication | View Document |

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

Response: 2.87

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 8 | 3 | 7 | 9 | 4 |

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

3.4 Extension Activities

3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

Response:

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

Students at BIMS participate in community development program and extension activities increasing the awareness of students on issues like social justice and making them responsible corporate citizen having sensitiveness to social needs. The participation of students in the activities give them understanding the challenge faced by the underprivileged section of the society and developing a feeling of empathy and the need of services to those section.

BIMS organized a number of activities to promote institute- neighbor-community network to sensitize the students for social needs and bring changes in the surrounding community.

BIMS ensures not only responsible corporate citizen but also has objectives to make the students service oriented contributing to holistic development of students and sustain some activities uploaded in additional information section.

Faculty members as well as students are encouraged to participate in collaboration with other organization in carting out social outreach programs.

BIMS appreciates the service provided by students and faculties by considering their working for such activities. The institute has integrated the extension activities to the academic calendar. Student bodies of BIMS interact with NGO and serve the community.

BIMS has a systematic process to ensure the participation of all students in social activities and it is one of the important criteria

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

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

Response: 10

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 7 | 1 | 2 | 0 | 0 |

| File Description | Document |
|--|-------------------------------|
| Number of awards for extension activities in last 5 year | View Document |

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., during the last five years (including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)

Response: 2

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0 | 1 | 0 | 1 | 0 |

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

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years

Response: 0

3.4.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

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

3.5 Collaboration

3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

Response: 14

3.5.1.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 4 | 5 | 3 | 1 | 1 |

| File Description | Document |
|---|-------------------------------|
| e-copies of related Document | View Document |
| Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship | View Document |

3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years

Response: 4

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 4 | 0 | 0 | 0 | 0 |

| File Description | Document |
|---|-------------------------------|
| e-Copies of the MoUs with institution/ industry/corporate houses | View Document |
| Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years | View Document |

NVAAC

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

Metric no 4.1.1

The Institution has adequate facilities for teaching-learning viz., classrooms, laboratories, computing equipment etc . Details uploaded in additional information section.

14 Classrooms, Office Rooms, 2 Tutorial rooms, 1 Seminar Hall, 1 Computer Lab, 1 Language Laboratory, Auditorium 2: 1 in sharing basis and another exclusive basis.

Area specification at present as follows:

Attachment\building plan\building plan_0001.pdf

Attachment\building plan\old building plan_0001.pdf

Board meetings, Faculty meetings and the like are held in the air conditioned conference room which is equipped with an oval seating projection on screen.

Response

The parameters and data, as mentioned above, have been furnished as per AICTE and/or MAKAUT inspection and requirements.

Conference room

Auditorium

Area: 260 SqM seating capacity 300.

Entrepreneurship cell to be shared with Ladies Common Room by a partition

Office rooms

The Office rooms are also to undergo allotment adjustments as per NAAC requirements.

ICT Facilities

Language Laboratory

The Language Laboratory is sufficed by *a teacher console* with the server monitor and *students console*

equipped with *twenty six LCD monitors, twenty six goose neck mouthpieces, four speakers, one digital white board* and *a projector and screen*. The room is also furnished with *seven* book shelves for the purpose.

The language laboratory, as otherwise Communication Lab, is also used for the purposes of conducting workshops and invited talks as per its capacity. LINUX software and windows server

Apart from Orientation programmes, Bridge courses, mentorship allocations teaching-learning is also technologically enabled through LCD Projector, Wi-Fi, LAN are used as ICT facilities.

Computer Laboratory

1.4 Air conditioned with 60 _ PCs, with MS Office, Windows 10 and other applications (including Tally) with internet connectivity (40 MBPS).

1. __12__ PCs for teachers, __10__ for staff and __7__ PCs in classrooms.

1. WI-FI access to internet from anywhere in the floor / BIMS campus for use on students' laptops and/or mobile phones. Webmail

BIMS maintains **Leave Management System**, as soft infrastructure, since its last academic year with a manual back that operated till January, perhaps so. The biometric impression records the attendance of all students and teaching and non-teaching staff of BIMS.

Resource Centre

Air conditioned library is well equipped with 13414 books allotted for MBA course curriculum and 887 books for BBA references (as on 10 July 2019), 15 National and 8 International Journals and nearly 90 reports. It is managed by a full time qualified Librarian and an assistant Librarian. The Institute subscribes to E-journals: J-Gate, ProQuest E -Books etc.

KOHA software enables to reach out to online portals at ease.

Examination Control Room / Cell

BIMS from its last academic session has a separate examination control room (LH3) for its entire exam and other related functional duties through the year.

Sick Room

BIMS sick room at present has 1 bed, 2 white bedsheets, 1 pillow, 1 first-aid box that is thoroughly maintained.

Women Empowerment Cell : located 3rd Floor New Building .

Anti-harassment Cell : in same cubical of Women Empowerment Cell.

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

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

Response:

Metric No. 4.1.2

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

BIMS Library has Management Encyclopedia as its proud possession since 2012. And, as part of its cultural heritage books it has books on record since 2006 and prior.

Sports Facilities:

There are many sports facility available in the campus. The students are briefed about these facilities during their orientation program

Common Sharing Facilities (BIMS and Bhavan school)

Auditorium which is 537sqm is used for the purpose of Yoga. In addition a Yoga room is there used as a common facility.

Sports items available solely for the college at present are indicated in the following table:

| Item | Quantity | | |
|--------------|----------|--------------------------|--|
| Table Tennis | 1 | ----- | |
| Carom | 2 | 1 | |
| Cricket | 1 set | Cricket ball – 1 box | |
| Football | 2 | ----- | |
| Volleyball | 1 | Volley ball – ball & net | |
| Basketball | 1 set | Ludo | |
| Badminton | 6 | Chess | |
| | | Flying dish | |

| | | |
|---|-------------------------------|-----------------------------------|
| Gym | Common sharing | To be set up in the previous BIMS |
| <ul style="list-style-type: none"> • Image • Facilities for outdoor sports: 5,916 sq m lawn was set up since 1985 for utilisation by the BIMS and Bhavan school. • Basket Ball Ground: It is as per the standard size of 448 sqm where the students use in the designated sports period and also after the college hours. • Facilities for indoor sports : Common room also caters to this daily requirement of indoor games. During intra and inter college competition Seminar rooms and lecture halls are used for indoor games. The seminar room can accommodate 120 candidates and lecture halls which have the capacity of 60 heads are utilised for the purpose. • Medical centre: The centre has facilities working five days in a week with a standing qualified nurse from 10:00 am to 4 :30 pm. It has been established in 2013 with the purpose of common sharing. <p>Music room is located in 2nd Floor New building, Harmonium , Tabla , guitar etc.</p> | | |
| File Description | Document | |
| Upload any additional information | View Document | |
| Paste link for additional information | View Document | |

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

Response: 52.94

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 9

| | |
|---|-------------------------------|
| File Description | Document |
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | View Document |
| Paste link for additional information | View Document |

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

Response: 50.54

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 46.18 | 108.51 | 92.01 | 102.41 | 97.82 |

| File Description | Document |
|--|-------------------------------|
| Upload Details of budget allocation, excluding salary during the last five years (Data Template) | View Document |
| Upload audited utilization statements | View Document |

4.2 Library as a Learning Resource

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

Response:

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

The resource centre is on the 3rd floor of the college building and is facilitated by both staircase and elevator. The centre has a collection of 14,301 books, 15 National and 8 International Journals, 9 magazines and nearly 90 project reports submitted by the students. The library subscribes 5 english news papers(TOI, The Telegraph, Business Standard, Economic Times & Financial Express) one vernacular news paper (Anandabazar Patrika) and wellknown Karmokhetro(Bengali employment news) and Employment News for references regarding job market. BIMS has subscribed E- joutnals like J- Gate Pro, Quest e – Books. Since 2013 till 2016 Libsys software had facilitated issueing and returning of books but from 2016 onward Koha has been installed to modernise the process for both the students and staff. The operation timing for the library is from 9:30 am to 6 pm , five days a week from Monday to Saturday. We also have a collection of rare books which the students may access .

| Years | ILMS | Automation | Version | Automation |
|---------|--------|------------|---------------|------------|
| 2013-14 | Libsys | Partially | LSEase(Rel 6) | 24/11/10 |
| 2014-15 | Libsys | Partially | LSEase(Rel 6) | 24/11/10 |
| 2015-16 | Libsys | Partially | LSEase(Rel 6) | 24/11/10 |
| 2016-17 | Koha | Partially | N.A | 18.10.17 |
| 2017-18 | Koha | Partially | N.A | 18.10.17 |

| | | | | |
|--|------|-----------|-------------------------------|----------|
| 2018-19 | Koha | Partially | N.A | 18.10.17 |
| 2019-20 | | | | |
| Attachment\KOHA Receipt Copy 001 (1).jpg | | | | |
| File Description | | | Document | |
| Upload any additional information | | | View Document | |
| Paste link for Additional Information | | | View Document | |

4.2.2 The institution has subscription for the following e-resources

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases
- 6.Remote access to e-resources

Response: B. Any 3 of the above

| | |
|--|-------------------------------|
| File Description | Document |
| Upload any additional information | View Document |
| Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template) | View Document |

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

Response: 4.25

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 5.68 | 2.32 | 3.26 | 4.53 | 5.48 |

| File Description | Document |
|---|-------------------------------|
| Details of annual expenditure for purchase of books/e-books and journals/e- journals during the last five years (Data Template) | View Document |
| Audited statements of accounts | View Document |

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

Response: 15.84

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

Response: 16

| File Description | Document |
|---|-------------------------------|
| Details of library usage by teachers and students | View Document |

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response: Institution frequently upgrades its IT facilities including Wi-Fi

PREVIOUS Set-Up (Upto April 2017)

| Sr No | Description | No of PCs | Server Details | Connectivity/ Set-up de |
|-------|---|-----------|--|---|
| 1. | Dell Inspiron 530 desktop computer. Pretium Core 2 duo processor , 2Gb RAM, 250 Gb hdd, 18.5 led monitor , keyboard – mouse. HP PIV desktop computer with | 34 | Number of server : 1 HCL Server, Pentium IV 3.0 Ghz , 2 Gb Ram, 80GB hdd , 14” monitor, keyboard mouse. | All the nodes connect to Server. All Dell Inspiron C Windows 7 OS. |

| | | | | | |
|----|--|----|--|---|--|
| 2. | 512MB RAM, 40Gb HDD, 14” CRT Monitor, keyboard mouse. HCL Thin Client | 30 | | All HP Desktop using OS. Linux Zeroshell Open s use for internet sharing t portal. | |
| 3. | | 10 | | | |

UPGRADED SET-UP (MAY 2017)

| | | | | | |
|-----|---|--|--|---------------------------------|--|
| 01. | Acer Desktop Computer, Core34 I3 4TH GEN PROCESSOR/1TB HDD/4gb Ram/18.5 Led Monitor/Key Board Mouse | | | OS-WINDOWS 10 OFFICE 365 | |
| 02. | ACER DESKTOP7 COMPUTER, CORE I5 7TH GEN PROCESSOR/1TB HDD/4gb Ram/18.5 Led Monitor/Key Board Mouse | | | OS-WINDOWS 10 OFFICE 365 | |

WI-FI connectivity for – BIMS CAMPUS

No of ACCESS POINT: 6

Reliance Jio Access Point: 7

SOFTWARE

| Sr No | OLD SOFTWARE | UPGRADED SOFTWARE | REMARK |
|-------|--------------|-------------------|------------------------------------|
| 01 | Windows XP | Windows 7 | All Licensed software. (Online) |
| 02 | Windows 7 | Windows 10 | |
| 03 | Office XP | Office 2007 | |
| 04 | Office 2007 | Office 10 | |
| 05 | Office 10 | Office 365 | |
| 06 | SPSS19 | | |
| 07 | Tally 9.2 | | |

INTERNET BANDWIDTH

| Old Bandwidth | Upgraded Bandwidth | Remark |
|---------------|----------------------|--------|
| (Upto 2015) | (July 2015 Onwards) | |
| 40Mbps | 100 Mbps | |

4.3.2 Student - Computer ratio (Data for the latest completed academic year)**Response: 1:1**

| File Description | Document |
|--------------------------|-------------------------------|
| Student – computer ratio | View Document |

4.3.3 Bandwidth of internet connection in the Institution

Response: A. 750 MBPS

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

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)

Response: 14.33

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 63 | 26.30 | 5.07 | 34.48 | 5.12 |

| File Description | Document |
|---|-------------------------------|
| Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates) | View Document |
| Audited statements of accounts | View Document |

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

Response:

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

Response:

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

Physical & Academic Facilities – Utilization & Maintenance

The campus is under CCTV surveillance.

Class room: The classrooms are titled G1,G2, F3, F4, LH1, LH2, LH4 and vary by size and seating capacity.

G1, G2 allotted for MBA , F3 , F4 allotted for MBA Specialization , LH1, LH2, LH4 allotted for BBA.

Classrooms are equipped with PC with internet facility, mounted LCD projectors, white boards, sound system, air conditioning, proper lighting and sitting arrangement.

Cleaning: Trained staff is assigned to clean various offices of the institute and other spaces regularly.

All equipment is checked and where required preventive maintenance is carried out.

Computer Laboratory: Area 120 Sqm with 60 Desktop computers, all the computers are connected with LAN

Communication Labortory : Area 100 Sqm with 26 Desktop, all are connected with LAN and using Orell Software .

Sport Complex

- Outdoor Games: Facilities for outdoor sports: 5,916 sq m lawn was set up since 1985 for utilisation on sharing basis . Facilities available for football, volleyball and basketball refer 4.1.2
- Indoor game : details provided 4.1.2

Gymnasium : details provided 4.1.2

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

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 last five years

Response: 0

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

File Description

Document

upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)

[View Document](#)

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

Response: 0

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

File Description

Document

Upload any additional information

[View Document](#)

Number of students benefited by scholarships and freeships institution / non- government agencies in last 5 years (Date Template)

[View Document](#)

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

1. Soft skills
2. Language and communication skills
3. Life skills (Yoga, physical fitness, health and hygiene)
4. ICT/computing skills

Response: A. All of the above

| File Description | Document |
|---|-------------------------------|
| Details of capability building and skills enhancement initiatives (Data Template) | View Document |

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

Response: 2.59

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 3 | 2 | 1 | 2 | 2 |

| File Description | Document |
|--|-------------------------------|
| Number of students benefitted by guidance for competitive examinations and career counselling during the last five years | View Document |

5.1.5 The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

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

Response: A. All of the above

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

5.2 Student Progression

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

Response: 93.65

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 72 | 61 | 47 | 61 | 60 |

| File Description | Document |
|---|-------------------------------|
| Details of student placement during the last five years (Data Template) | View Document |

5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 0

5.2.2.1 Number of outgoing student progression to higher education during last five years

| File Description | Document |
|--|-------------------------------|
| Details of student progression to higher education (Data Template) | View Document |

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

Response: 0

5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: IIT/JAM/ NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government

examinations, etc.) year-wise during last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|---|-------------------------------|
| Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template) | View Document |

5.3 Student Participation and Activities**5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.****Response: 1****5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national / international level (award for a team event should be counted as one) year-wise during the last five years.**

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0 | 1 | 0 | 0 | 0 |

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

5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities following duly established processes and norms (student council, students representation on various bodies)

Response:

Students' Representative (SR) is an inherent necessity in Academic and Administrative bodies/committees of the institution.

The institution encourages participation by the students in the decision-making process and its subsequent implementation.

Following institutional bodies have student representative:

1. Core Committee
2. Examination Committee
3. Library Committee
4. Anti-Ragging Committee
5. Anti-Ragging Squad and Discipline Committee
6. Admission Committee
7. Cultural & Literary Committee including SCOPE
8. Canteen Committee
9. Research and Development Cell
10. Sports Committee
11. Media and Publicity Committee
12. Student's Welfare & Grievance Redressal Committee
13. Brochure/Magazine Publications Committee
14. Women Development Cell
15. IQAC Committee (As per IQAC guidelines)
16. ISO Committee
17. Hospitality Committee
18. Alumni & Farewell Committee
19. Training & Placement Committee
20. Time - Table Committee
21. Entrepreneurship
22. Repair & Maintenance Committee

◦ .\NAAC-6\attachment\BIMS - COMMITTEES - 2018-19.pdf

- Two class representatives (CR) is elected from each class
- The CR addresses and represents students' views and grievances, and as a spokesperson, conveys these to the concerned authorities for discussion and amicable resolution. He/ She acts as an intermediary between the faculty members and the students and convey all instructions, news announcements and information to the students verbally and through social media groups.
- The Students' Representative provides valuable informal feedback regarding curriculum, teaching learning and evaluation process. He/She oversees the ready availability of teaching aids in class rooms such as chalk, duster, computer network, LCD projector and laser pointers.
- He/ She also makes the student's aware of various extra curricular activities like seminars, workshops, talk shows and external functions which the students are expected to participate. They encourage students to contribute in in-house magazines and take part in inter college competitions and fests.
- Furthermore he/she helps the teaching staff of the college to organize departmental seminars and quiz, which is important co- curricular activities of every department. They organize the Saraswati Puja in the college and are responsible for the smooth execution of the various aspects related to this function.
- They along with other committee members also organize IGNACIA, the annual fest of BIMS and the annual sports event. They recruit volunteers from the student's community for this purpose. Thus, she contributes to a healthy interaction among students and teachers regarding academic, co-curricular and extra-curricular activities of the college.

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

5.3.3 Average number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions)**Response:** 2.8**5.3.3.1 Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years**

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 3 | 4 | 3 | 2 | 2 |

| File Description | Document |
|---|-------------------------------|
| Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template) | View Document |

5.4 Alumni Engagement**5.4.1 There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services****Response:****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:**

- The college continues its interaction with students even after they have formally left college.
- Every MBA students pays an amount of Rs 5000/ as the life time membership fees for the Alumni Association.
- Every year, an alumni meet is organized where the ex students come back to their alma mater to share their experience with the current students and share their views and opinion about the

industry and realities of the business world.

- The current students are greatly benefited as they get a feel of the current industry standards and expectations and how they should shape themselves up to face the corporate sector in future.
- The alumni become very nostalgic and reminisces their time spent at BIMS and how they find these the most memorable part of their student life.
- Tremendous effort lies behind organizing and executing such events in the college. Regular meetings are held in which the Principal, Staff, and students participate and discuss the future plans.
- The association arouses among its members a feeling of belonging, camaraderie and warmth, essential for the success of this organization. The teachers and students work with great earnestness and sincerity to reach out to the college alumni in India and abroad and to involve them not only in cultural activities but also socially meaningful and relevant work which aims to enrich not only the association but the college as well.

The Alumni Association has made significant contributions to the development of the Institution through non-financial means in the last 5 years. They are mentioned below:

1. Providing final placement and summer internship to several current students over the years, and continuously providing leads regarding vacancies in different sectors.
- 2 .Conducting several grooming sessions and sessions to improve soft skills in outgoing batches to enhance their marketability potential
3. Sharing their experiences during marketing stints at different Companies
4. Facilitating in arranging training modules for students in different Companies to which they are or have

been associated.

5. Maintaining liaison with HR division of Companies for placement of current students.

6. Alumni have been requested to organize some corpus fund to facilitate some student welfare activity

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

Response: A. ? 5 Lakhs

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of and in tune with the vision and mission of the institution

Response:

Vision

We aspire to become a leading Business School offering knowledge, skill and competency to our students to become efficient and effective socially responsible corporate citizens who will create an environment of support and inspiration in the business world where people can realize and achieve their full potential.

Mission

- To provide a transformational learning experience to our students in the area of business management enriched with Indian values & ethics but integrated with modern competition-based western management
- To develop cutting edge solutions to contemporary business practices through rigorous business research
- To develop resilience for day to day business challenges among students through proven and innovative pedagogical techniques.
- To immerse students in simulated business situations and make them learn how to learn.

The Principal of Bharatiya Vidya Bhavan Institute of Management Science (BIMS) is responsible for the decentralized alignment of good management practices. These practices are in keeping with the requirements of

1. Maulana Abul Kalam Azad University of Technology (MAKAUT)[formerly WBUT]
2. All India Council of Technical Education (AICTE)
3. The Institute's parent organization, Bharatiya Vidya Bhavan

The intent of the Institute is the creation of an immersive learning environment that ensures employability and capability of working in industry for every student. BIMS also ensures building our students as socially sensitive corporate citizen with Indian ethos and values and western management practices.

BIMS has sanctioned capacity of students' intake; 120 in MBA and 60 in BBA, 60 in BBA (SCM) and 60 in BBA(Insurance and Risk Management) . This selection process is based on the Institute's preference for

quality of students. We offer merit based scholarship to 20 -25% students based on their past academic performance. Such an emphasis on quality is underscored not only by the students' academic skills but also their soft skills and positive attitudes, and aware of the socially marginalized population in keeping with the values of Bharatiya Vidya Bhavan.

The Institute's curriculum is geared toward making students aware of the osmotic relationship between the natural environment and the industry, among other topical factors. The Institute strives for continuous improvement in pedagogic practices to focus on these factors.

The Institute has multiple committees focused on marketing, finance, human resource training, and the like. Facilitated by the faculty of the Institute, these committees give students hands-on experience of working in industry.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Paste link for additional information | View Document |

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

Response:

Response:

As head of the institution, the Principal takes into the collective wisdom of all the stakeholders involved, most importantly the students and the faculty members.

A case Study: SCOPE: Proposal, Approval and Function.

The activities and events at BIMS, Kolkata function under SCOPE Committee. SCOPE was formed in 2015 with the Principal as its chair.

Joint Advisors, CMA. (Dr.) Jharna Dutta and Prof. Swati Basu are responsible for the documentation and communication of the activities of the committee.

The Committee is sub-grouped under four categories – Education, Cultural, Finance and Sports.

These are further coordinated by MBA students headed as Senior Coordinators (MBA -Second Year Students) and Junior Coordinators (MBA- First Year Students) under the supervision of the Advisors.

Every year coordinators are elected from the fresh batch of students and the existing batch or the Senior MBA coordinators guide them in their roles. Two coordinators – a male and a female – represent each of

the categories. Students submit names of their choice of the categories.

Final names are selected on the basis of joint decision of the Principal, Advisors and Senior Coordinators. All the events that are organized by BIMS, Kolkata function under the banner of SCOPE Committee. The respective events are coordinated by one or more faculty members as assigned by the Principal.

For example, IGNACIA, Extension activities are cultural events whereas a Street Play or a Workshop would fall into educational category in the events list.

The advisors sit together to discuss and draft a plan of action. Meetings are held with the committee coordinators or among the advisors as it suits the need. It helps in shaping the academic calendar prepared by the students at the beginning of an academic session in consultation with the advisors. Before, during and after each event due care is taken so that the official rules and decorum are strictly followed.

As an example, a workshop on “Finance for Non- Finance Professionals” was held (on 11th & 12th January, 2019) at BIMS in collaboration with “The Institute of Cost Accountants of India”. It was jointly coordinated by CMA. (Dr.) Jharna Dutta, Prof. Semanti Debroy Sen and Dr. Anupama Chanda Mitra. With the inception of the proposal, meetings were held from time-to-time to draft a plan. Brochure was designed and redesigned until it was finally approved by the Principal. The schedule was strategically planned. Guests list were prepared and the process of invitation was initiated. In some cases, emails were circulated for the purpose of inviting experts and academicians across all institutions while in some other cases, they were handed in person. This also helped in expanding the network. Arrangements were made for food and hospitality. The teams were selected from among the students. The workshop was organized under Education category of SCOPE. The workshop ended on a successful note.

Likewise, all other events are organized under SCOPE.

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

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

Response :

At every step the development of the college is made possible with the help of Perspective/Strategic plans. All the stakeholders of the institution are involved in the process.

Strategic plans:

Example of a strategic plan:**Strategic initiative to improve the students' communicative skills**

To fulfill the requirements set by MAKAUT, the facilitators at BIMS conducted an online business communication course for the first-year MBA students. The facilitators decided to conduct this course in a way that would help the students

- Recognize their individual communicative predilections.
- Grasp the strengths and weaknesses inherent to these predilections.
- Get an idea about how to work on their weaknesses in communication.
- Work on their verbal and nonverbal tones when communicating with colleagues at different levels in the workplace hierarchy.
- Alter their communicative personalities to suit those of their co-workers.
- Identify the problems inherent to various media and physical settings when using these to communicate.
- Get a sense of how to communicate the most problematic messages in the most courteous manner possible.

In the absence of recourse to means that would enable BIMS to put together such a course on their own, the Institute decided to use the edX online platform. This platform provides students across the world access to course material used by international business schools.

After some deliberation, the facilitators at the Institute decided to use the edX course on business communication offered by the Rochester Institute of Technology, New York.

The interactive character of the online course provided the students with an immersive learning experience. The in-house facilitators simultaneously conducted discussions on the material in the online course so that

- The students could interrogate the views expressed in the course.
- Arguments could be offered about how the communicative practices professed by the course could be indigenized to suit Indian workplace needs.

To grasp whether the students had been able to internalize the course, questions based on the course material were inducted into an internal assessment offered to the first-year MBA students by the Institute.

| | |
|--|--|
| Outcome : | |
| (i) Quantitative Result : 100% admissions with 50% improvement in student quality. | |
| (ii) Action plan of the task break up: Individual/ groups were made responsible for each task and were assigned respective time period. They were expected to complete their given task within the given period. | |
| (iii) Strategic Action : Proper implementation of all recommendations. | |

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

Response:

Organisation:

BIMS is managed by **Bharatiya Vidya Bhavan Trust** and has its governing body to take care of academic and administrative policies and for decision making processes and their and Principal; Director of Bharatiya Vidya Bhavan, Kolkata Kendra; University Nominee; State Government (Director, Technical Education) Nominee; AICTE Representative; members from Bharatiya Vidya Bhavan, industry, alumni, and educational institutions; and Faculty Representatives. Governing body is the ultimate authority for any decision in the institution. Board members are under the Chairman. The formal responsibilities of governing body includes institutional performance evaluation, fund raising, introduction of new program, construction of new blocks, enhancement of physical facilities and other initiatives for growth and improvement of the institution, budget approval, investment decisions etc.

- The Principal is the academic and administrative head of the institution to function in order to fulfil the vision and mission of the institution. He is accountable to the parent body and to the Director, Kolkata Kendra. The Principal is involved for the implementation of the plans of the college and ensures that regular day to day operations are properly conducted through feedback from faculty, teaching and non-teaching and supporting staff; in fact from all stakeholders. The principal conducts periodic interactions with teaching and nonteaching staff. Openness and transparency are encouraged in all discussions & meetings. The workforce and students are encouraged to speak free from fear and consequences.
- Faculty members are core in service delivery of BIMS and the academic leadership is given to the faculty members by the Principal for setting academic priorities and exposing to wide spectrum of knowledge and creating a culture of promoting research. It provides academic freedom to faculty members to strengthen teaching and learning and thereby enriching student quality. All the staff members are involved in all the activities of the College. Internal administrative set up of BIMS is as per the organizational chart of the organization.

Service Rule

The service rules are applied to all employees of BIMS and are confidential between BIMS and its employees and are handed over on joining the services of the institute. The authority to administer these Rules is vest with the Principal and /or the Competent Authority.

Recruitment

For initiating the process of recruitment, the institute shall normally advertise the post in leading newspapers. The requisite qualifications and experience for teaching staff shall be as per AICTE/UGC norms and for all other categories, All appointments to any post are made on the strength of recommendations made by the selection committee constituted for the purpose as per norms of AICTE/UGC.

Promotional Policy

Promotion of all the teachers to the next highest post would be strictly as per AICTE/UGC Career Advancement Scheme (CAS) in vogue for which a selection committee is constituted as per regulations of AICTE/UGC.

Grievance Redressal

The college has grievance redressal cell as per the norms of MAKAUT to resolve students' problems.

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

6.2.3 Implementation of e-governance in areas of operation

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

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

Response:

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

Response:

The welfare measures currently available to the teaching and non-teaching staff at the Institute are outlined in this section.

The **monetary welfare measures** available to the staff of the Institute are as follows:

1. **Provident Fund:** Both the teaching and the non-teaching staff have access to Provident Fund after they retire. The age of retirement for the teaching staff is, as of now, set at 65, while the non-teaching staff have to retire at the age of 60.
2. **Gratuity:** As with Provident Fund, a gratuity is available to both teaching and non-teaching staff when they retire.
3. **Staff Medical Insurance:** Each member of the staff is provided with a Mediclaim scheme so that should s/he be admitted to a medical facility, the Institute will provide her/him a maximum of INR 200000.00 to cover the requisite medical expenses. This amount is available to any teaching or non-teaching member provided s/he is admitted for treatment before her/his retirement, on the submission of the requisite documents outlining the medical expenses incurred. attachment\insurance_0001-page-001.pdf
4. **Subsidized Food:** The canteen at the Institute provides nutritious vegetarian food for staff members and students alike.
5. A **Pre-paid mobile telephone number** is provided for all teaching and non- teaching staff members.

The **non-monetary welfare measures** provided to the staff of the Institute are as follows:

Staff Picnic: The Institute recognizes the need for teaching and non-teaching staff to socialize for the sake of their mental health. Accordingly, it conducts an annual picnic for the staff to socialize in exotic place nearby Kolkata.

Annual Sports: conducted in BIMS play ground along with students and all staff members.

Proposals for Prospective Measures to Enhance the Welfare Measures Currently Available

1. The monetary welfare measures are sound as of now. However, given the factors of rising inflation and life-expectancy, the upper limit for the Provident Fund and gratuity may need to be reconsidered in the future.
2. Apart from the staff picnic, the conducting of workshops for training staff members to forge a congenial work environment should be deliberated. This will ensure the maintenance and upkeep of the staff's mental health.

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: 67.1

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 11 | 10 | 10 | 6 | 0 |

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Details of teachers provided with financial support to attend conference, workshops etc during the last five years | 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: 7.4

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 12 | 11 | 8 | 6 | 0 |

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff | View Document |

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

Response: 66.46

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 12 | 11 | 8 | 6 | 0 |

| File Description | Document |
|--|-------------------------------|
| Details of teachers attending professional development programmes during the last five years | View Document |

6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff**Response:****Response:**

BIMS has a structured system of conducting performance appraisals for teachers as well as non-teaching employees. A yearly cycle follows from April of a year to March of the following year. Appraisal form is as per AICTE format for career advancement system (CAS). There are 2 steps appraisal followed at BIMS; self-appraisal and appraisal by immediate superior. After this, Principal meets the regular faculty members and non-teaching employees. In case of visiting faculty, honorarium is advised as per industrial standard in force from time to time. In case of promotion, potential appraisal is done as per CAS FORMAT. Screening and evaluation committee is formed as per guideline of AICTE.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

6.4 Financial Management and Resource Mobilization**6.4.1 Institution conducts internal and external financial audits regularly****Response:****Response:**

BIMS has a regular internal and external audit. Internal/ interim audit is conducted in the months of July , October , January and April quarterly ; considering April , May and June in July ; July, August and September in October ;October, November December in January ; January , February and March in April. Both the internal and external audit are conducted by statutory bodies namely D. Ghosh & Associates and D Basu & Company respectively.

The queries raised by the auditor are addressed by Administrative Officer who is responsible for administration and accounts. If necessary Principal is also involved in the meeting and the ambiguity if any, is sorted out by the auditor.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

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

Response: 0

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|--|-------------------------------|
| Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years | View Document |

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

Response:**Response:**

The Institute has 3 major sources of fund mobilization.

- College fees: The proposal for fees is sent to the Kendra Director/ Governing Body and once the approval is obtained fees are levied and collected from the students.
- Consultancy to corporate/ NGO/ Other organisations :

Faculty members are encouraged to offer their expertise to the organisation in the form of consultancy service. If BIMS procures the consultancy, it retains the 70% of the surplus and balance 30% of the surplus is given to the concerned faculty members as their additional income. In the event faculty member procures the consultancy, 70% of surplus is retained by the concerned faculty members & 30% surplus is given to BIMS.

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:

| | |
|-------|---|
| 6.5.1 | Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the assurance strategies and processes |
|-------|---|

Response:

Internal Quality Assurance Cell (IQAC) has been formed and coordinator has been appointed and started getting result .attachment\IQAC.docx

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: Structured feedback from the students are taken twice in every semester. Improvement and remedial measures are discussed in the meeting of IQAC

6.5.3

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

Response: IQAC has started very recently.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

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

Response:

Though functioning of IQAC is not compulsory for first cycle, we have just formed IQAC cell with a coordinator Prof. Sabyasachi Mukhopadhyay. IQAC has monitored the criterion leader for each of the criterion preparation for submitting SSR.

| Crirerian | Leader | | |
|------------|-------------------------|--|--|
| Crirerian1 | Dr. Indrajit Sinha | | |
| Crirerian2 | Mr. Amitava Guha | | |
| Crirerian3 | Dr. Santanu Chakraborty | | |
| Crirerian4 | Ms Swati Basu | | |
| Crirerian5 | Mr Anindya C Majumdar | | |

| | |
|------------|------------------------|
| Crirerian6 | CMA Dr Jharna Dutta |
| Crirerian7 | Ms Semanti Deb Roy Sen |

The progress of preparation of SSR periodically monitored by IQAC cell. Wherever necessary remedial measure has been taken with the help of the advisor of SSR, Prof. (Dr.) A K Dasbiswas.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

6.5.3 Quality assurance initiatives of the institution include:

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

Response: E. None of the above

| File Description | Document |
|--|-------------------------------|
| Upload details of Quality assurance initiatives of the institution | View Document |
| Upload any additional information | View Document |

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

| Year | 2019-2020 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|--------|-----------|---------|---------|---------|---------|
| Number | 2 | 2 | 2 | NA | NA |

BIMS normally conduct 2 programs for the female students no1 Yoga along with the male students and Art of Survival exclusively for the female students.

Sample of Certificate

Feedback form

Report on Art of Survival program held on 25th January 2020 for female students of the current batch

1. Female students are informed about this program through oral briefing in the class. A notice has also so been put up.
2. 98 students have enrolled in the program and all have attended. Attendance sheet has been attached to reference please.
3. The students are awarded certificates at the end of the day long program. They also completed the feedback forms (one specimen form is attached). The program has been accepted graciously
4. The feedback has been shared with course facilitators

The gender equity promotion program organized by the institute.

| Year | Title of the program | Date and Duration(from – to) | Number |
|---------|----------------------|-------------------------------|--------|
| 2019-20 | Art of Survival | 25th Jan 2020, 8AM to 6 PM | 98 |
| 2018-19 | Art of Survival | 22nd Dec 2018, 8AM to 6 PM | 79 |
| 2017-18 | Art of Survival | 23rd Dec 2017, 8AM to 6PM | 83 |

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

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

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

Response: C. 2 of the above

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

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

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

Response:

Waste Management steps including:

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

Response:

Solid waste management

Garbage-bins have been placed at various points across the campus in all rooms at strategic points and in surrounding roads. The garbage is collected daily by contractual sweepers, segregated and disposed at Bidhannagar Municipal Corporation (BMC) vats.

BMC in turn make compressed solid waste and converts into fertilizer in their plant.

Liquid waste management

Drainage system has been provided for liquid waste disposal to a pit connected with main underground high drain line of BMC. BMC has got scientific drain water disposal plant.

E-waste management

Old computers, printers and other electronic devices are repaired through selected specified vendors and reused as per requirement.

All E-Waste are indexed and disposed as per Institute Policy.

Institute approved vendor has been there for all disposal of E-Waste. The same is strictly monitored by the System Administrator and Finance & Administrative Officer.

| File Description | Document |
|--|-------------------------------|
| Link for Relevant documents like agreements/MoUs with Government and other approved agencies | View Document |

7.1.4 Water conservation facilities available in the Institution:

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

Response: C. 2 of the above

| File Description | Document |
|--|-------------------------------|
| Geotagged photographs / videos of the facilities | View Document |
| Any other relevant information | View Document |

7.1.5 Green campus initiatives include:

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

Response: Any 4 or All of the above

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

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

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

Response: A. Any 4 or all of the above

| File Description | Document |
|---|-------------------------------|
| Reports on environment and energy audits submitted by the auditing agency | View Document |
| Any other relevant information | View Document |

7.1.7 The Institution has disabled-friendly, barrier free environment

1. Built environment with ramps/lifts for easy access to classrooms.
2. Disabled-friendly washrooms
3. Signage including tactile path, lights, display boards and signposts
4. Assistive technology and facilities for persons with disabilities (Divyangjan) accessible

website, screen-reading software, mechanized equipment
5.Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

Response: C. 2 of the above

| File Description | Document |
|--|-------------------------------|
| Policy documents and information brochures on the support to be provided | View Document |
| Geotagged photographs / videos of the facilities | View Document |
| Any other relevant information | View Document |

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

Response:

- Anti-mosquito drive undertaken by the Institute to combat mosquito borne diseases like Dengue Malaria etc.
- Spraying of bleaching powder is made frequently by the institute
- Periodical sanitization to protect from Corona Virus with the help of BMC.
- Surrounding pavement are made free from encumbrances by the Institute with the help of local municipality.
- Recharging the ground water by accumulation of rain water and discharging to the well; this swerve the purpose of raising the ground water level of the locality.

BIMS has done rain water harvesting by recharging the ground water which raises the level of ground water and serves the entire community of the area.

BIMS has made three covered bus stops near the campus in coordination with BMC.

Blood donation camp is organized twice in a year.

'Muskan' is an initiative and extension activities .Old clothing and donations from staff and students are collected

| Year | No. of initiatives to address locational advantage and disadvantage | No. of initiatives taken to engage with and contribute to local community | Date and duration of initiative | Name of the initiative | Issues addressed |
|---------|---|---|---------------------------------|------------------------|------------------------------|
| 2014-15 | Blood donation camp | | 1 day | | |
| 2015-16 | Blood donation camp | | | | |
| 2016-17 | Blood donation camp | | | | |
| 2017-18 | <ul style="list-style-type: none"> • Blood donation camp • Muskan • Recharging ground water | 2 1 1 | | | |
| 2018-19 | <ul style="list-style-type: none"> • Blood donation camp • Muskan • Recharging ground water • | | | | |
| 2018-19 | Various exams are hosted all through the year , utilizing our infrastructures and staff supports | | | | |
| | <ul style="list-style-type: none"> • Infosys foundation in collaboration with | 1 | 1day | Musical event | Entertainment senior citizen |

| | | | | | |
|---------|---|--|----------------|-----------------------------|--|
| | <p>Bhavan's Kolkata kendrahas organized musical event</p> <ul style="list-style-type: none"> • Street play <p>1day (2/3/19)</p> <ul style="list-style-type: none"> • Medical camp <p>1day</p> | | | | Safe drive, S life |
| 2019-20 | Blood Donation | | 1day | CSR activities | attachment\bl donation |
| | Tree Plantation | | 1day | | Tree Plantati |
| | Fit India Movement | | 29th August | Fitness awareness programme | attachment\fi india movem page-0001.jp |
| | Formation of rotary club of BIMS | | 11th September | | attachment\rd _page-0001.j |
| | Medical camp | | 1day | | |

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

Response: Yes

| Year | Sl.No | Title of the Program/Activity | Duration | No. of Participants |
|-----------|-------|-------------------------------|----------|---------------------|
| 2014-2019 | 1 | Independence celebration | Day1day | 200 |
| | 2 | Republic day celebration | 1day | 250 |
| | 3 | Teachers' Day | 1day | 150 |
| | | Birth Anniversary of Sardar | | 150 |

BV Patel

The institution offers a course on Human Values and professional ethics

The institute provides a course named 'Indian Ethos and Business Ethics' as a core subject 'MB 105' in semester I of MBA program. The subject covers the role of Indian Ethos, Relevance of Value- based Management In Global change, Stress management, understanding business ethics, managing Ethical Dilemma and culture in an Organization.

Number of activities conducted for promotion of universal values

| Year | Title of the Program/Activity | Duration |
|------------|--|-----------------------------|
| 2015-2018 | Saraswati Puja | 2 days |
| 2017, 2018 | Blood donation camp | 1 day |
| 2018 | Sir Ashutosh Memorial lecture | 1 day |
| 2017 | Discourse by Swami Swaroopananda | 1 day |
| 2018 | Discourse by Swami Sukhabodhananda | 1 day |
| 2018 | Understanding Mahatma Gandhi: Relevance of His Thought & Philosophy for Our Times' | 2days on March 15 & 16,2019 |
| 2016-2019 | Book Fair | 1 day |
| 2019 | Blood donation camp | 1 day |
| | Tree Plantation | 1 day Image |

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

values, rights, duties and responsibilities of citizens (within 500 words)

Values: BIMS follow the culture of parent organization, Bhartiya Vidya Bhavan. Employees and Students are encouraged to speak freely in all forum and meetings.

BIMS never do any social inequalities on the grounds of caste, religion, and gender. All BIMS members are treated as one family, no one is inferior or superior, all are equal and have same rights and duties. Moto of Bharatiya Vidya Bhavan is “ Vasudhaiva Kutumbakam”

Everyone has democratic right within the rules of BIMS; BIMS respectfully deals with all internal and external stake holders. Thus our students and employees are sensitizing with the constitutional obligations of value.

Rights: We do not have any reservation system; everyone with minimum academic qualification has equal right to get admission and education even those who are specially-abled; we have several committees such as grievance committee, anti-ragging committee anti-sexual harassment committee etc to ensure right against exploitation and right to constitutional remedies; festival of all religion are given equal importance. Our education is built on Indian ethos and western management inputs. Various programs are conducted socially sensitizing our students

DUTIES AND RESPONSIBILITIES OF INDIAN CITIZEN

To abide by the Constitution and respect its ideals and institutions, BIMS hoist the National Flag with the National Anthem; on 15th august and 26th January and also conducts a function by students’ participation

We help our students to learn the balances of citizens’ rights and obligations. These are some social factors which have been grown with time, tradition and usage.

We also observe teachers, Day instilling importance of role played by the faculty as teacher, mentor and coach. Also birthday of great souls of India-- like Gandhi, Vallabhbhai Patel etc

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

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

Response: A. All of the above

| File Description | Document |
|--|-------------------------------|
| Details of the monitoring committee composition and minutes of the committee meeting number of programmes organized reports on the various programs etc in support of the claims | View Document |
| Code of ethics policy document | View Document |

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

Response:

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|--|--|---------------------|---------------------|---------|
| <ul style="list-style-type: none"> Blood donation camp Muskan Recharging ground water by rain water Medical camp conducted for local community | <ul style="list-style-type: none"> Blood donation camp Muskan Recharging ground water by rain water | Blood donation camp | Blood donation camp | Blood d |

| Year | No. of initiatives to address locational disadvantage | No. of initiatives taken to address and contribute to local community | Date and duration of initiative | Name of the initiative | Issues addressed |
|---------|---|---|---------------------------------|------------------------|------------------|
| 2014-15 | Blood donation camp | | 1 day | | |
| 2015-16 | Blood donation camp | | | | |
| 2016-17 | Blood donation camp | | | | |

| | | | | | | |
|---------|--|---------------|------|----------------|------------------------------|--------------------|
| 2017-18 | <ul style="list-style-type: none"> • Blood donation camp • Muskan • Recharging ground water | 2 | | | | |
| | | 1 | | | | |
| | | 1 | | | | |
| 2018-19 | <ul style="list-style-type: none"> • Blood donation camp • Muskan • Recharging ground water • | | | | | |
| 2018-19 | Various exams are hosted all through the year , utilizing our infrastructures and staff supports | | | | | |
| | <ul style="list-style-type: none"> • Infos foundation in collaboration with Bhavan's Kolkata kendrahas organized musical event • Street play • Medical camp | 1 | 1day | Musical event | Entertainment senior citizen | |
| | | 1day (2/3/19) | | | | |
| | | 1day | | | | Safe drive, S life |
| | | | 1day | | | |
| 2019-20 | Blood Donation | | 1day | CSR activities | attachment\bl donation | |
| | Tree Plantation | | 1day | | Tree Plantatio | |

| | | | | |
|----------------------------------|--|-------------------|-----------------------------|--|
| Fit India Movement | | 29th August | Fitness awareness programme | attachment\fi india movem page-0001.jp |
| Formation of rotary club of BIMS | | 11th September | | attachment\ro _page-0001.j |
| Medical camp | | 1day | | |

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

| Year | Sl.No | Title of Program/Activity | Duration | No. of Participants | Provide/ Document |
|-----------|-------|--------------------------------------|-----------|---------------------|--|
| 2014-2019 | 1 | Independence celebration | Day 1 day | 200 | |
| | 2 | Republic day celebration | 1 day | 250 | |
| | 3 | Teachers' Day | 1 day | 150 | Image attachme DAY 20 attachme day.JPG |
| | | Birth Anniversary of Sardar BV Patel | | 150 | attachme Annivers Patel.doc |

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: Yes

| Year | Title of the Program/Activity | Duration | No. of Participants |
|------------|-------------------------------|----------|---------------------|
| 2015-2018 | Saraswati Puja | 2 days | 200 |
| 2017, 2018 | Blood donation camp | 1 day | 50 |
| 2018 | Sir Ashutosh Memorial lecture | 1 day | 150 |

| | | | | |
|-----------|--|-------------------------------------|-----|--|
| 2017 | Discourse by Swami Swaroopananda | 1 day | 100 | |
| 2018 | Discourse by Swami Sukhabodhananda | 1 day | 125 | |
| 2018 | Understanding Gandhi: Relevance of His Thought & Philosophy for Our Times' | Mahatma 2days on March 15 & 16,2019 | 125 | |
| 2016-2019 | Book Fair | 1 day | 100 | |
| 2019 | Blood donation camp | 1 day | 100 | |
| | Tree Plantation | 1 day Image | 65 | |

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

Response:

The Institute celebrates the following:

Vivekanandas Birthday – 12 Januray

Netaji's Birthday 23rd January

Rabindra Jayanti: 9th May

Teachers' Day 5th September

Gandhi's birthday : 2nd October

Birth Anniversary of Sardar BV Patel

| File Description | Document |
|--|-------------------------------|
| Link for Geotagged photographs of some of the events | View Document |

7.2 Best Practices

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

Response:

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

Response:

1. Teaching- Blending of Academic and Industry Experiences
2. Educational tour cum Excursion for Students

7.2.1.1

1. Title of the Practice

Teaching- Blending of Academic and Industry experience in faculty

2. Objective of the practice

To give the students a hands-on feel about the corporate sector and industry floor by having faculty who have practical work experience in the corporate sector along with academic bent of mind. This helps the students to gain both academic knowledge and practical skill and competency for practicing managers. This practice of BIMS has been appreciated by students and the parents' community and is one of the main attractions for the students seeking admission to this institute.

3. The context

The faculty members in BIMS are recruited both from industry as well as from academic background. During the recruitment process, emphasis is laid on the industry experience of a faculty member. The challenges faced in getting efficient and effective faculty is that there is often a dearth of good faculty members and people from the industry with sufficient knowledge and experience who have been working in a reputed company for a significant period of time are often not much willing to join academics. But

BIMS, due to its reputation in the management education sector of eastern India and its employee friendly HR policies have been able to attract experienced and efficient persons as faculty members.

4. The practice

During the recruitment process of faculty, emphasis is given on academic qualification of a candidate as well as his/her work experience. Work experience enables a faculty member to share live firsthand experience with the students and they get a real feel of the industry. Usually, people working in senior position of reputed corporates are reluctant to join academics. But BIMS has an unique reputation of having several faculty members from reputed companies like Tata Steel, Britannia Industries Ltd, Philips India, HSBC, Marico, EIL, Coca Cola to name just a few in its faculty list. This has been possible because Bhavan's group has a reputation and commands respect in the education fraternity and follows best employee friendly HR practices. This attracts people to this organization. The faculty members of BIMS has been a big draw among the students and year after year students have shared that they are willing to study in BIMS because of the faculty members of this institute who have earned considerable fame and acceptance in the Management Education sector of this city.

5. Evidence of success

The best evidence of success lies in the admission process. Every year, students who seek admission to BIMS mention that the thing which has attracted them to BIMS is faculty and teaching, which most students report is the best thing they take back from this institute. High standard of teaching and most friendly student centric faculty, who not only trains them, but also counsels them in their personal lives, is the biggest draw for the students. Due to corporate exposure, they (faculty) emphasize on socialization process resulting in unique man-management relationship which is evident in their conduct and behavior.

Another evidence of success is the excellent results of BIMS students in the University examination, with many students featuring as Rank holders/Medalists in the university merit list. Also every year the institute attempts to get students with better scholastic record from 10th to graduation taking admission.

Another point needs mention is the evidence to employee loyalty at this Institute with almost negligible attrition. Some long serving faculty members are

Prof Sujit Mukherjee (19 years)

Prof Amitava Guha (18 years)

Prof Semanti Debroy Sen (16 years)

Prof Indrajit Sinha (14 years)

Prof A.C. Majumdar (12 years)

And non-teaching staff members

Mr. D. Sengupta (19 years)

Mr. S. Paul (19 years)

Mr. C. Mukherjee (19 years)

Mr Bapi Nag (19 years)

Mr. R Ghosh Dastidar (14 years)

Mrs Debarati Basak (14 years)

6. Problems encountered, and resources required

The main problems encountered are:

- The compensation packages offered in the industry are far higher than that in academics. So, often it is difficult to motivate the corporate persons to shift to the academics
- The corporate people may have superior quality and experience and highly competent, but they may not always fulfill the AICTE requirements like PhD etc. This may cause an impediment in offering them proper designation and compensation in the institute.
- The corporate citizen may be very competent in his/her official corporate work, can share his/ her practical experiences, but may not have the academic bent of mind and to conduct a syllabus-bound class lecture. So, it might be difficult to get across to the students.

7.2.1.2

1. Title of the Practice

Educational Tour cum Excursion of Students

2. Objective of the Practice

Every year, the students of MBA final year are taken for an Industrial tour cum excursion to some outstation location. The main purpose of this tour is to give the students an idea of industrial production process, the different departments in a factory and how the different stages of production are carried out. At the same time, they are also taken for a tour of some nearby tourist location where they can spend time in vacation mood and go for sightseeing. So, the practice is a blend of learning with fun.

3. The Context

The major difficulties faced in implementation of this practice was to arrange for railway/ air ticket bookings of so many students, then to set them up in the same hotel, and to organize transport for them at the destination. There is a thorough and detailed logistics process involved in planning, execution and implementing the entire programme.

4. The Practice

Every year, the final semester students are taken for this educational tour. They are accompanied by faculty members and Placement officers. They are taken to a place where they can visit an industry like Vizag, Mysore, and Jabalpur etc. During the industry visit they are exposed to the working and production process within the factory. They attend some corporate briefing which is learning beyond classroom.

The entire group is divided in groups and each group is assigned a leader. The leader manages all the issues of the group, handles their problems and complaints and ensures that everything goes on as per plan and that everyone stays together.

The remaining part of the tour is usually a visit to some place of tourist interest where they can see historical or natural wonders. They go for conducted sightseeing tours and spent some delightful moments with their friends.

This practice was started in the year 2011 and since then has become very popular among students who eagerly wait for the trip. The example set by BIMS has since then being followed by many other institutes of Kolkata. Students seeking admission have often mentioned that this tour is a big draw for them. This tour is a great scope for the faculty to get to know the students more personally and share many nice memories and untold incidents with them. The students in turn also get into an out of the classroom bonding with the faculty members.

5. Evidence of Success

The excursion is the most liked and awaited non-curricular event of BIMS. Every passed-out student who has been a part of the trip has unequivocally stated that it was his best experience ever and that he would never forget those experiences in his lifetime. He also shared the memories with the junior batches and friends and juniors outside BIMS which created an interest and eagerness in the minds of people about the institute. This has clearly created a positive response in admissions.

6. Problems Encountered and Resources Required

The main problems encountered are:

- To decide a perfect location where there is both industry and tourist spot.
- To accommodate the entire trip within a specified budget and to manage the expenses.
- To arrange for tickets in trains.
- To arrange for accommodation in the spot for all students in the same hotel. To arrange for meals and refreshments.
- To arrange for transport to ferry the students around.

- To ensure that the students are ready to attend every session in time. During sightseeing tours, the faculty member also must ensure that every student has boarded the bus/ train in time, stays in the group during the tour, and boards during the return journey.
- To attend to several queries, problems, allegations, complaints, and other grievances of the students. Sometimes they must intervene and even sort out personal matters of students.

All these require a lot of patience, compassion, and tolerance on part of the faculty and Placement officers who accompany the students.

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:

Bharatiya Vidya Bhaban Institute of Management Science(BIMS), Kolkata, affiliated to Maulana Abul Kalam Azad University of Technology (Formerly West Bengal University of Technology) and approved by All India Council of Technical Education was established in the year 2000 with the vision of becoming a **Real Sense Exclusive B-School** with single program of MBA among the management Institutes affiliated to this University

BIMS is committed to emerge as a center of excellence in management education through prioritizing its efforts in delivering innovative services in the academic domain as well as developing industry-ready high-caliber professionals. The area where the institute has become highly successful is in changing **ordinary minds to extra ordinary professionals**. The students are imbued with the following principles to achieve the mission.

1.

To spend some time to analyze and evaluate oneself in finding out what are the factors that motivate individual to move forward in career.

2.

Once a student can identify the goal, he is able to allocate maximum time towards fulfilling the goal and achieve excellence in it.

3. learning every day of their lives.

Students are explained that if they want to live an extraordinary life, they have to focus on improving themselves in their day to day life. At the end of the year, they should understand and know something that they do not know at the beginning. They should challenge their brains to mastering their learning.

4.

One should not give up and have cynical views about life. Students should dream big and get excited about a big goal and idea. They should stay inspired for constant improvement.

5.

Financial independence is achieved when one lives within one's means and is not bogged down by massive amounts of debt. Extraordinary is where nobody—no institution, no bank—can have their thumb on oneself. In order to fulfill one's dream, there may be adversity, so one must be prepared for it. They should realize life does not always go great.

6.

In life one must be prepared to face and manage both sides. Life is an adventure. There can be successes or may be failures. Things cannot be as good as we expect and on the other side, things are never as bad as we fear. What sets one apart is the ability to go through life irrespective of rough time or sunny days. One should be ready to put oneself in a position so that they can financially, physically, and mentally can progress forward.

7.

Succeeding in life is not easy. It takes hard work. So, students are advised to work hard and pay the price. They should be sure that they are working hard and paying a price toward a goal that they want to achieve. In doing so, an extraordinary life is within their reach.

Evidently, the development of leadership qualities matters 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. This has been implemented through a series of initiatives for providing an exposure to the external environment.

Some of the activities undertaken by the Institute to enrich the students' skill, competence and instilling the leadership qualities, relevant to the workplace are listed below: -

- Arranging curriculum projects in industries, for example our students undertake projects in reputed business houses, like SBI, HDFC, Godrej, ITC Ltd, HUL, Emami under mentorship of faculty members. It spans for about 6 – 8 weeks of rigorous work in live environment
- Conducting industry/field visits where the students get an exposure to industry production processes. Students earlier visited Mother Dairy, Coca Cola bottling plant, GKB optical, Bengal Chemicals to get a touch of the factory environment.
- Nominated in programs, certificate courses conducted by eminent professional bodies like SPSS, ICAI, BCCI, etc.
- Conclaves and seminars addressed by industry professionals, guest faculty from reputed organizations and the students are invited to participate in such seminars.
- The Institute has two dedicated Training & Placement personnel to maintain constant liaison with the industry and get coveted offers for final placements and summer internship projects.
- The faculty members maintain a one-to-one touch with every student to help sort out their problems and queries and guides and advise them in every aspect, and sometimes even in personal matters.
- The faculty student's relation in this Institute is very healthy, so the students feel comfortable and satisfied to be in touch with the faculty members for all their doubts and problems. It is under the guidance of these faculty members that the students can change their entire mindset and transform from an ordinary person to someone extraordinary and outstanding.
- 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 many reputed industries acting as the ambassadors of our goodwill, bringing laurels to their alma mater.
- At the beginning of each session, bridge courses are held to integrate students from different academic background into management education system. Thereafter, BIMS caters to the needs of advanced as well as slow learners.

- The institute also maintains strict discipline standards and student's attendance is an important criterion for students' evaluation. Students not maintaining a minimum percentage of attendance are debarred from appearing in internal exams. This enables the students to be institute bound and be more participative.

All these aspects have made BIMS one of the most sought-after institutes in the management circle in Kolkata and its adjoining areas.

| File Description | Document |
|---|-------------------------------|
| Link for Best practices in the Institutional web site | View Document |

7.3 Institutional Distinctiveness

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

Response:

Bharatiya Vidya Bhaban Institute of Management Science, Kolkata, affiliated to Maulana Abul Kalam Azad University of Technology (Formerly West Bengal University of Technology) and approved by All India Council of Technical Education or AICTE was established in the year 2000

Bharatiya Vidya Bhavan Institute of Management Science has emerged as a center of excellence in management education through its efforts in developing industry-ready high-caliber professionals. Here the students are imbued with the following principles.

1.

To spend time to analyze and evaluate oneself in finding out what are the factors which drive them, motivate them, and urge them to go forward.

2.

Once a student identifies his goal, he allocates his maximum time towards fulfilling that goal and try to achieve excellence in it.

3. learning every day of their lives.

Students are explained that if they want to live an extraordinary life, they must focus on improving themselves in their day to day lives. At the end of the year, they understand and know things that they did not know at the beginning of the year.

4.

This is critical to leading an extraordinary life. One should not give up and have cynical views about life. They should dream big, should get excited about a big goal and idea. They stay inspired to move forward and continue growing. A big dream can help them do that.

5.

Financially independent is where one can live within means and is not bogged down by massive amounts of debt. Extraordinary is where nobody—no institution, no bank—can have their thumb on you. In order to fulfill one's dream, there may be adversity, so one must be prepared for it. They should expect and plan to succeed but realize life does not always go great.

6.

In life one must be prepared to face the odds. A life is an adventure, there will be a lot of successes and failures. Things are never as good as we think they are when everything is going well, and on the other side, things are never as bad as we think. What sets one apart from others is the ability to go and grow through life, irrespective of rough time on the way. There are going to be sunny days and stormy days in life One should be ready to put oneself in a position where they can financially, physically, emotionally and mentally make it through.

7.

Succeeding in life is not easy. It takes hard work. So, students are advised to work hard and pay the price. They should be sure that they are working hard and paying a price toward a goal that they want to achieve. In doing so, an extraordinary life is within their reach.

Evidently, the development of leadership qualities matters 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. This has been implemented through a series of initiatives for providing an exposure to the external environment.

Some of the activities undertaken by the Institute to enrich the students' skill, competence and instilling the leadership qualities, relevant to the workplace are listed below: -

- Arranging curriculum projects in industries, for example our students undertake projects in reputed business houses, like SBI, HDFC, Godrej, ITC Ltd, HUL, Emami under mentorship of faculty members. It spans for about 6 – 8 weeks of rigorous work in live environment
- Conducting industry/field visits where the students get an exposure to industry production processes. Students earlier visited Mother Dairy, Coca Cola bottling plant, GKB optical, Bengal Chemicals to get a touch of the factory environment.
- Nominated in programs, certificate courses conducted by eminent professional bodies like SPSS, ICAI, BCCI, etc.
- Conclaves and seminars addressed by industry professionals, guest faculty from reputed organizations and the students are invited to participate in such seminars.
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- The faculty members maintain a one-to-one touch with every student to help sort out their problems and queries and guides and advise them in every aspect, and sometimes even in personal matters.
- The faculty student's relation in this Institute is very healthy, so the students feel comfortable and satisfied to be in touch with the faculty members for all their doubts and problems. It is under the guidance of these faculty members that the students can change their entire mindset and transform from an ordinary person to someone extraordinary and outstanding.
- 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 many reputed industries acting as the ambassadors of our goodwill, bringing laurels to their alma mater.
- At the beginning of each session, bridge courses are held to integrate students from different academic background into management education system. Thereafter, BIMS caters to the needs of advanced as well as slow learners.

- The institute also maintains strict discipline standards and student's attendance is an important criterion for students' evaluation. Students not maintaining a minimum percentage of attendance are debarred from appearing in internal exams. This enables the students to be institute bound and be more participative.

All these aspects have made BIMS one of the most sought-after institutes in the management circle in Kolkata and its adjoining areas.

| File Description | Document |
|---|-------------------------------|
| Link for any other relevant information | View Document |
| Link for appropriate web in the Institutional website | View Document |

5. CONCLUSION

Additional Information :

Student Support and Progression

The Institute provides support to the students in multiple ways and means. All the information about institute and its rules and regulation is provided in the prospectus. Scholarships and free ships are available as per institution norms.

BIMS organizes various capability enhancement programs like soft skill development, career counseling, remedial coaching, bridge courses, Yoga & meditation, mentoring and personal counseling for students. Since MBA is a post graduate program leading to placements, most students opt for a job rather than appearing for competitive exams. Realizing this, the institute offers support to students to make them employable. This includes conducting mock aptitude tests, Group Discussions, Personal Interviews and provides counseling for right choice of specialization.

In addition to representing students in Student council, Anti ragging committee and IQAC, several committees have been constituted to effectively strengthen student voice and participation in functioning of the institute. The scope of each committee is defined and each has a faculty mentor. Student representation on various bodies ensures participation in most of the Institute functions. There are class representative (CR) for each course for coordinating with faculty and students

The institute has proper mechanism to address issues relating ragging or sexual harassment. The placement record of the institute is quite impressive with majority of students being placed in good companies. The institute organizes a number of cultural and competition activities, intercollegiate events like 'Ignacia, takes place every year, to showcase the talent of the students.

BIMS recognizes the importance and contribution of Alumni in the growth and development of the institute. The Institute's Alumni contribute by way of guest lecturers, panel discussions, to assess and comment on Business Plans, teach a course, offer placement related guidance and coaching.

The institute's focus on individual attention and student centric experiential learning entails close contact between faculty and students. These bonds remain after students graduate, resulting in continuing connect with faculty and even non-teaching staff.

Concluding Remarks :

Two best practices strongly contribute to excellence in education

1. Teaching- Blending of Academic and Industry experience in faculty

Work experience enables a faculty member to share live firsthand experience with the students and they get a real feel of the industry. Usually, people working in senior position of reputed corporates are reluctant to join academics. But BIMS has an unique reputation of having several faculty members from reputed companies like Tata Steel, Britannia Industries Ltd, Philips India, HSBC, Marico, EIL, Coca Cola to name just a few in its faculty list. This has been possible because Bhavan's group has a reputation; and commands respect in the education fraternity and follows best HR practices.

2. Educational Tour cum Excursion of Students

Every year, the final semester students are taken for this educational tour. They are accompanied by faculty members and Placement officers. They are taken to a place where they can visit an industry like Vizag, Mysore, and Jabalpur etc. During the industry visit they are exposed to the working and production process within the factory. They attend some corporate briefing which is learning beyond classroom.

Extended Profile Deviations Metrics Level Deviations

HEI Name : BHARATIYA VIDYA BHAVAN INSTITUTE OF MANAGEMENT SCIENCE

Assignment Date : 26/12/2020

Number of Clarifications : 9

AISHE ID : C-6271

Last Date : 10/01/2021

| Extended ID | Deviation Details and HEI Response | Affected Metrics | Findings of DVV | Response of HEI | Status | | | | | | | | | | | | | | | | | | | | |
|-------------|--|------------------|-----------------|-----------------|---------|---------|-----|-----|-----|----|----|--|---|---|-----------|---------|-----|-----|-----|----|----|--|--|---|-----------------------------|
| 1.1 | <p>Number of courses offered by the Institution across all programs during the last five years</p> <p>HEI Input :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>84</td> <td>54</td> <td>54</td> <td>54</td> <td>54</td> </tr> </tbody> </table> <p>Attached Documents :</p> <p>1.Institutional data prescribed format (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/dynamic_1606234064_4567.xlsx)</p> | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 84 | 54 | 54 | 54 | 54 | 1.3.2 | Please Provide the number of courses in each program year-wise. Please update the data template with the courses for each year with their year of introduction. | <p>Break up of program and courses against program year wise have been uploaded and data have been uploaded.</p> <p>Supporting Document :</p> <p>1.1-attachment.pdf (https://assessmentonline.naac.gov.in/storage/app/hei/clarificationfiles/107369_2601id_1.1-attachment.pdf)</p> | No Change | | | | | | | | | | |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | | | | | |
| 84 | 54 | 54 | 54 | 54 | | | | | | | | | | | | | | | | | | | | | |
| 1.2 | <p>Number of programs offered year-wise for last five years</p> <p>HEI Input :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>2</td> <td>2</td> <td>2</td> <td>2</td> </tr> </tbody> </table> | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 4 | 2 | 2 | 2 | 2 | 1.2.1 | Provide year-wise list of ALL programs that have been operational during the assessment period | <p>From 2014-15 to 2017-18 we had two program BBA and MBA , in 2018-19 we had one MBA and three BBA program.</p> <p>Supporting Document :</p> <p>1.2-cp.pdf (https://assessmentonline.naac.gov.in/storage/app/hei/clarificationfiles/107369_2633id_1.2-cp.pdf)</p> | No Change | | | | | | | | | | |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | | | | | |
| 4 | 2 | 2 | 2 | 2 | | | | | | | | | | | | | | | | | | | | | |
| 2.1 | <p>Number of students year-wise during last five years</p> <p>HEI Input :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>88</td> <td>109</td> <td>119</td> <td>77</td> <td>47</td> </tr> </tbody> </table> <p>Recommended Input :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>89</td> <td>110</td> <td>120</td> <td>77</td> <td>48</td> </tr> </tbody> </table> <p>Remark : Revised as per the supporting document. Full list is not attached & list is not authorized.</p> <p>Attached Documents :</p> <p>1.Institutional data in prescribed format (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/dynamic_1605940538_4567.xlsx)</p> | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 88 | 109 | 119 | 77 | 47 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 89 | 110 | 120 | 77 | 48 | 1.2.3 4.3.2 1.3.3 2.3.3 4.2.4 3.4.4 5.1.2 2.2.2 5.1.1 5.1.4 | <p>• Include the total number of students on rolls across all the programs (consider 1st, 2nd, 3rdyears etc., of each program) for all the assessment period years. Also please provide appropriate document duly certified by competent authorities and Year wise list of students approved by the affiliating University</p> | <p>List of all students(name with registration number of the university) year wise for each program (showing 1st year, 2nd year etc.) List of the students with the registration number has been send by university.</p> <p>Supporting Document :</p> <p>2.1 all docs.pdf (https://assessmentonline.naac.gov.in/storage/app/hei/clarificationfiles/107369_2602id_2.1 all docs.pdf)</p> | Changed After Clarification |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | | | | | |
| 88 | 109 | 119 | 77 | 47 | | | | | | | | | | | | | | | | | | | | | |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | | | | | |
| 89 | 110 | 120 | 77 | 48 | | | | | | | | | | | | | | | | | | | | | |
| 2.3 | <p>Number of outgoing / final year students year-wise during last five years</p> <p>HEI Input :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>108</td> <td>74</td> <td>40</td> <td>60</td> <td>60</td> </tr> </tbody> </table> <p>Recommended Input :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>106</td> <td>89</td> <td>71</td> <td>37</td> <td>65</td> </tr> </tbody> </table> <p>Remark : Revised as per the supporting document. Full list is not attached & list is not authorized.</p> <p>Attached Documents :</p> <p>1.Institutional data in prescribed format (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/dynamic_1605941678_4567.xlsx)</p> | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 108 | 74 | 40 | 60 | 60 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 106 | 89 | 71 | 37 | 65 | 5.2.2 5.2.1 | <p>• Provide authenticated document showing the number of outgoing/final year students in different programs during the assessment period. Please provide the data separately for each program year wise</p> | <p>List of outgoing students for MBA and BBA program separately year wise for the assessment period uploaded.</p> <p>Supporting Document :</p> <p>2.3-all-docs.pdf (https://assessmentonline.naac.gov.in/storage/app/hei/clarificationfiles/107369_2604id_2.3-all-docs.pdf)</p> | Changed After Clarification |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | | | | | |
| 108 | 74 | 40 | 60 | 60 | | | | | | | | | | | | | | | | | | | | | |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | | | | | |
| 106 | 89 | 71 | 37 | 65 | | | | | | | | | | | | | | | | | | | | | |
| 3.1 | <p>Number of full time teachers year-wise during the last five years</p> <p>HEI Input :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>13</td> <td>11</td> <td>10</td> <td>10</td> <td>10</td> </tr> </tbody> </table> <p>Attached Documents :</p> <p>1.Institutional data in prescribed format (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/dynamic_1605250563_4567.xlsx)</p> | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 13 | 11 | 10 | 10 | 10 | 6.3.4 3.1.2 2.4.1 4.2.4 3.3.3 6.3.2 2.4.2 2.2.2 2.4.3 3.3.2 | <p>Provide the list of all full time teachers indicating the departmental affiliation during the assessment period year wise authenticated by the Principal. Also mention their date of joining and leaving</p> | <p>Since we have got only one department i.e. Management , we have given the list of all faculties in the letterhead year wise for the assessment period duly authenticated by the principal.</p> <p>Supporting Document :</p> <p>full-time-teachers-docs.pdf (https://assessmentonline.naac.gov.in/storage/app/hei/clarificationfiles/107369_2605id_full-time-teachers-docs.pdf)</p> | No Change | | | | | | | | | | |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | | | | | |
| 13 | 11 | 10 | 10 | 10 | | | | | | | | | | | | | | | | | | | | | |
| 3.2 | <p>Number of sanctioned posts year-wise during last five years</p> <p>HEI Input :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>16</td> <td>16</td> <td>16</td> <td>16</td> <td>16</td> </tr> </tbody> </table> <p>Attached Documents :</p> <p>1.Institutional data in prescribed format (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/dynamic_1605250507_4567.xlsx)</p> | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 16 | 16 | 16 | 16 | 16 | 2.4.1 | <p>Official letter(s) of sanction of posts from the statutory body/Government / Board of Management during the assessment period year wise</p> | <p>We follow the student faculty ratio as per AICTE and university for MBA and BBA program . So above ratio has been taken as directive of statutory authority.</p> <p>0</p> | No Change | | | | | | | | | | |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | | | | | |
| 16 | 16 | 16 | 16 | 16 | | | | | | | | | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | | | | | | | | | | | | |
|------------|---|--------------|---|---|------------------------------------|---------|-----|-----|-----|-----|-----|---------|---------|---------|---------|---------|--------|--------|-------|-------|-------|------------------------|--|--|------------------------------------|
| <p>4.1</p> | <p>Total number of classrooms and seminar halls</p> <p>HEI Input : 17</p> <p>Recommended Input : 7</p> <p>Remark : Revised as per the photos attached.</p> | <p>4.1.3</p> | <p>Provide List of number of classrooms and seminar hall and Geo tagged photos of classrooms and seminar halls.</p> | <p>We have already given the number of class room and seminar hall total 17 and we submitted the photographs in SSR. However again we are sending as a sample geotag photo of seven classroom which we hope in order.</p> <p>Supporting Document :</p> <p>Class Room-images.pdf (https://assessmentonline.naac.gov.in/storage/app/hei/clarificationfiles/107369_2610id_Class Room-images.pdf)</p> | <p>Changed After Clarification</p> | | | | | | | | | | | | | | | | | | | | |
| <p>4.2</p> | <p>Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)</p> <p>HEI Input :</p> <table border="1" data-bbox="172 430 625 488"> <tr> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> <td>2014-15</td> </tr> <tr> <td>192</td> <td>255</td> <td>209</td> <td>156</td> <td>128</td> </tr> </table> <p>Recommended Input :</p> <table border="1" data-bbox="172 528 625 586"> <tr> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> <td>2014-15</td> </tr> <tr> <td>107.28</td> <td>106.77</td> <td>91.98</td> <td>95.38</td> <td>73.49</td> </tr> </table> <p>Remark : Revised excluding all the salary components, excess of income & depreciation.</p> | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 192 | 255 | 209 | 156 | 128 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 107.28 | 106.77 | 91.98 | 95.38 | 73.49 | <p>4.4.1 4.1.4</p> | <p>Audited Statement of income and expenditure duly certified by the Principal and Chartered Accountant in case of Privately funded institutions highlighting the salary component. Also provide a statement showing the total expenditure excluding the salary component for each of the years certified by the Principal</p> | <p>We have highlighted the head of accounts from where the computation have been done 4.2 , attaching relevant page of audited accounts and arrived figure in handwriting .</p> <p>Supporting Document :</p> <p>4.2_20210505_00 02.pdf (https://assessmentonline.naac.gov.in/storage/app/hei/clarificationfiles/107369_2612id_4.2_20210505_0002.pdf)</p> | <p>Changed After Clarification</p> |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | | | | | |
| 192 | 255 | 209 | 156 | 128 | | | | | | | | | | | | | | | | | | | | | |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | | | | | |
| 107.28 | 106.77 | 91.98 | 95.38 | 73.49 | | | | | | | | | | | | | | | | | | | | | |
| <p>4.3</p> | <p>Number of Computers</p> <p>HEI Input : 60</p> | <p>4.3.2</p> | <p>Please provide stock register extracts/invoice copy duly certified</p> | <p>Soft copy of stock registered along with account statement has been uploaded</p> <p>Supporting Document :</p> <p>4.3.2.pdf (https://assessmentonline.naac.gov.in/storage/app/hei/clarificationfiles/107369_2615id_4.3.2.pdf)</p> | <p>No Change</p> | | | | | | | | | | | | | | | | | | | | |

Extended Profile Deviations Metrics Level Deviations

| Metric ID | Deviation Details and HEI Response | Findings of DVV | Response from HEI | Status | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-----------|---|--|--|-----------------------------|---------|---------|----|----|----|----|----|---------|---------|---------|---------|---------|---|---|---|---|---|---------|---------|---------|---------|---------|---|---|---|---|---|---|----------------------------------|----------------------------|---------|---------|---|---|---|---|---|---|--|----------------------------|
| 1.1.3 | <p>Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years</p> <ol style="list-style-type: none"> Academic council/BoS of Affiliating university Setting of question papers for UG/PG programs Design and Development of Curriculum for Add on/ certificate/ Diploma Courses Assessment / evaluation process of the affiliating University <p>HEI Input : A. All of the above</p> <p>DVV suggested Input : E. None of the above</p> <p>HEI clarification Input : No answer change</p> <p>Recommended Input : C. Any 2 of the above</p> <p>Remark : Serial nos. 2 & 4 are considered as per the proofs attached.</p> <p>Attached Documents :</p> <ol style="list-style-type: none"> Institutional data in prescribed format (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/1.1.3_1605327951_4567.xlsx) Details of participation of teachers in various bodies/activities provided as a response to the metric (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/1.1.3_1605328015_4567.docx) Any additional information (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/1.1.3_1605328024_4567.doc) | <p>The documents attached are not authentic. Please provide Letters from the affiliating university to the faculty for setting question paper for UG/PG programs, Nomination Letter of their Affiliating</p> | <p>There is no membership system; time to time university selects some faculty for BOS and academic council. We have already attached two letters from university where our faculty Prof. Sujit Mukherjee was invited to participate in academic</p> <p>Supporting Document: paper-setter-letter.pdf (https://assessmentonline.naac.gov.in/storage/app/hei/clarificationfiles/107369_18678id_paper-setter-letter.pdf)</p> | Changed After Clarification | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.2.1 | <p>Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented</p> <p>1.2.1.1. Number of Programmes in which CBCS / Elective course system implemented.</p> <p>HEI Input : 4</p> <p>DVV suggested Input : 1</p> <p>HEI clarification Input : No answer change</p> <p>Recommended Input : 1</p> <p>Attached Documents :</p> <ol style="list-style-type: none"> Institutional data in prescribed format (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/1.2.1_1605330751_4567.xlsx) | <p>Based on the data template only MBA offers CBCS. The proofs are not attached as per SOP. Please provide Minutes of relevant Academic Council/BOS meetings highlighting the relevant documents to this metric of the</p> | <p>CBCS is based on elective subjects chosen from the syllabus of the university. Academic council/BOS decides the syllabus and revision thereof time to time. The syllabus was revised on 2008 and 2018 which we have already uploaded in SSR aaaa</p> | DVV Suggestion Recommended | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.2.2 | <p>Number of Add on /Certificate programs offered during the last five years</p> <p>1.2.2.1. How many Add on /Certificate programs are offered within the last 5 years.</p> <p>HEI Input :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>75</td> <td>46</td> <td>46</td> <td>46</td> <td>46</td> </tr> </tbody> </table> <p>DVV suggested Input :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>HEI clarification Input :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Recommended Input :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Attached Documents :</p> <ol style="list-style-type: none"> List of Add on /Certificate programs (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/1.2.2_1605332861_4567.xlsx) Brochure or any other document relating to Add on /Certificate programs (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/1.2.2_1605332954_4567.pdf) Any additional information (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/1.2.2_1605332999_4567.pdf) | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 75 | 46 | 46 | 46 | 46 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 0 | 0 | 0 | 0 | 0 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 5 | 0 | 0 | 0 | 0 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 0 | 0 | 0 | 0 | 0 | <p>Please provide Authenticated documents for approved certificate courses (minimum 30 hours duration) giving details such as: Prescribed norms for PG Diploma and provide Sample filled in certificates for each</p> | <p>Since the program less than 30 years is not acceptable we are attaching the necessary documents five diploma courses which is more than 30 hours, so number may be counted five program every year instead of DVV suggested as 0. We are</p> <p>Supporting Document: diploma-course.pdf (https://assessmentonline.naac.gov.in/storage/app/hei/clarificationfiles/107369_18680id_diploma-course.pdf)</p> | DVV Suggestion Recommended |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 75 | 46 | 46 | 46 | 46 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 0 | 0 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | 0 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 0 | 0 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.2.3 | <p>Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years</p> <p>1.2.3.1. Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years</p> <p>HEI Input :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>72</td> <td>75</td> <td>60</td> <td>54</td> </tr> </tbody> </table> <p>DVV suggested Input :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>HEI clarification Input : No answer change</p> <p>Recommended Input :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Attached Documents :</p> <ol style="list-style-type: none"> Details of the students enrolled in Subjects related to certificate/Add-on programs (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/1.2.3_1605333095_4567.xlsx) Any additional information (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/1.2.3_1605333124_4567.pdf) | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 50 | 72 | 75 | 60 | 54 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 0 | 0 | 0 | 0 | 0 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 0 | 0 | 0 | 0 | 0 | <p>Please revise if relevant data available for 1.2.2</p> | <p>Accepted your suggestion.</p> | DVV Suggestion Recommended | | | | | | | | | | |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 50 | 72 | 75 | 60 | 54 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 0 | 0 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 0 | 0 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| <p>1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years</p> <p>1.3.2.1. Number of courses that include experiential learning through project work/field work/internship year-wise during last five years</p> <p>HEI Input :</p> <table border="1"> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> <tr> <td>77</td> <td>46</td> <td>46</td> <td>46</td> <td>46</td> </tr> </table> <p>DVV suggested Input :</p> <table border="1"> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> <tr> <td>2</td> <td>2</td> <td>1</td> <td>0</td> <td>0</td> </tr> </table> <p>HEI clarification Input : No answer change</p> <p>Recommended Input :</p> <table border="1"> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> <tr> <td>2</td> <td>2</td> <td>1</td> <td>0</td> <td>0</td> </tr> </table> <p>Attached Documents :</p> <ol style="list-style-type: none"> 1.Programme / Curriculum/ Syllabus of the courses (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/1.3.2_160533941_4567.pdf) 2.MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/1.3.2_160533941_4567.xlsx) 3.Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/1.3.2_160560864_4567.pdf) 4.Any additional information (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/1.3.2_1606476268_4567.pdf) | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 77 | 46 | 46 | 46 | 46 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2 | 2 | 1 | 0 | 0 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2 | 2 | 1 | 0 | 0 | <p>Industrial visits and academic tours cannot be considered in this metric. Please mention only the courses having project work/field work/internship as per the affiliating university curriculum with sufficient proofs.</p> | <p>Our students use to undergo one summer internship per year but from 2017-18 additional internship in winter is done, hence we have shown 2 each 2017-18 and 2018-19. Internship is done as per the syllabus of university which has already been</p> <p>Supporting Document: SIP-LETTERS.pdf (https://assessmentonline.naac.gov.in/storage/app/hei/clarificationfiles/107369_18683id_SIP-LETTERS.pdf)</p> | <p>DVV Suggestion Recommended</p> |
|---|---|---|------------------------------------|---------|---------|----|-----|-----|----|----|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|--|--|------------------|---------|---------|---|---|---|---|---|---|---|-----------------------------------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 77 | 46 | 46 | 46 | 46 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | 2 | 1 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | 2 | 1 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>1.3.3 Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year</p> <p>1.3.3.1. Number of students undertaking project work/field work / internships</p> <p>HEI Input : 56</p> <p>Recommended Input : 9</p> <p>Remark : Revised as per the attached document.</p> <p>Attached Documents :</p> <ol style="list-style-type: none"> 1.List of programmes and number of students undertaking project work/field work / internships (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/1.3.3_1605334924_4567.xlsx) 2.Any additional information (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/1.3.3_1606476568_4567.xlsx) | <p>Provide List of students undertaking the field projects / internship program-wise in the last completed academic year along with the details of title, place of work. Only latest completed academic year data to be</p> | <p>uploaded relevant documents.</p> <p>Supporting Document: SIP-LETTERS.pdf (https://assessmentonline.naac.gov.in/storage/app/hei/clarificationfiles/107369_18684id_SIP-LETTERS.pdf)</p> | <p>Changed After Clarification</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders</p> <p>1) Students 2) Teachers 3) Employers 4) Alumni</p> <p>HEI Input : A. All of the above</p> <p>DVV suggested Input : E. None of the above</p> <p>HEI clarification Input : No answer change</p> <p>Recommended Input : E. None of the above</p> <p>Attached Documents :</p> <ol style="list-style-type: none"> 1.Any additional information (Upload) (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/1.4.1_1605335371_4567.pdf) 2.Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload) (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/1.4.1_1606287170_4567.pdf) 3.URL for stakeholder feedback report (https://bimskol.org/NAAC-FILES/naac1/analysis_of_student_feedback_0001.pdf) | <p>Feedback should be on the syllabus. Attach all proofs as asked for in the SOP.</p> | <p>We are required to follow the syllabus of the university which is framed by board of studies and approved by appropriate authority of the university. Since university never asked for any feedback on the syllabus it was never been obtained. We have</p> | <p>DVV Suggestion Recommended</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>1.4.2 Feedback process of the Institution may be classified as follows:</p> <p>Options:</p> <ol style="list-style-type: none"> 1. Feedback collected, analysed and action taken and feedback available on website 2. Feedback collected, analysed and action has been taken 3. Feedback collected and analysed 4. Feedback collected 5. Feedback not collected <p>HEI Input : A. Feedback collected, analysed and action taken and feedback available on website</p> <p>DVV suggested Input : E. Feedback not collected</p> <p>HEI clarification Input : No answer change</p> <p>Recommended Input : E. Feedback not collected</p> <p>Attached Documents :</p> <ol style="list-style-type: none"> 1.Upload any additional information (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/1.4.2_1606287863_4567.pdf) 2.URL for feedback report (https://bimskol.org/NAAC-FILES/naac1/analysis_of_students_s_feedback_0001.pdf) | <p>Insufficient proofs attached. The URL link is non-functional</p> | <p>The feedback have been taken from individual stakeholder, summarized and analyzed and then action taken . We have already attached the summary and analysis in SSR; now as advice you we have attached the relevant link .</p> <p>Supporting Document: feedback-link.pdf (https://assessmentonline.naac.gov.in/storage/app/hei/clarificationfiles/107369_18686id_feedback-link.pdf)</p> | <p>DVV Suggestion Recommended</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>2.1.1 Average Enrolment percentage (Average of last five years)</p> <p>2.1.1.1. Number of students admitted year-wise during last five years</p> <p>HEI Input :</p> <table border="1"> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> <tr> <td>88</td> <td>109</td> <td>119</td> <td>77</td> <td>47</td> </tr> </table> <p>2.1.1.2. Number of sanctioned seats year wise during last five years</p> <p>HEI Input :</p> <table border="1"> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> <tr> <td>120</td> <td>120</td> <td>120</td> <td>120</td> <td>120</td> </tr> </table> <p>Attached Documents :</p> <ol style="list-style-type: none"> 1.Institutional data in prescribed format (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/2.1.1_1605337407_4567.xlsx) 2.Any additional information (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/2.1.1_1606293598_4567.pdf) | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 88 | 109 | 119 | 77 | 47 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 120 | 120 | 120 | 120 | 120 | <p>No proofs as per requirement is attached. Provide Document relating to Sanction of intake from affiliating University/Government/ body and approved admission list year-wise/ program-wise from the affiliating</p> | <p>Relevant proofs have been uploaded.</p> <p>Supporting Document: 2.1.1-all-docs_compressed.pdf (https://assessmentonline.naac.gov.in/storage/app/hei/clarificationfiles/107369_18687id_2.1.1-all-docs_compressed.pdf)</p> | <p>No Change</p> | | | | | | | | | | |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 88 | 109 | 119 | 77 | 47 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 120 | 120 | 120 | 120 | 120 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|---|------------------------------------|---------|---------|---|---|---|---|---|--|---|------------------|---------|---------|---|---|---|---|---|---------|---------|---------|---------|---------|---|---|---|---|---|-----------------------|-----------------------|-----------------------------------|
| <p>2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year-wise during the last five years</p> <p>HEI Input :</p> <table border="1"> <tr> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> <td>2014-15</td> </tr> <tr> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> </tr> </table> <p>DVV suggested Input :</p> <table border="1"> <tr> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> <td>2014-15</td> </tr> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </table> <p>HEI clarification Input : No answer change</p> <p>Recommended Input :</p> <table border="1"> <tr> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> <td>2014-15</td> </tr> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </table> <p>Attached Documents :</p> <p>1.Average percentage of seats filled against seats reserved (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/2.1.2_1605337503_4567.xlsx)</p> | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 1 | 1 | 1 | 1 | 1 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 0 | 0 | 0 | 0 | 0 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 0 | 0 | 0 | 0 | 0 | <p>Not Applicable</p> | <p>not applicable</p> | <p>DVV Suggestion Recommended</p> |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 1 | 1 | 1 | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 0 | 0 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 0 | 0 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>2.2.2 Student- Full time teacher ratio (Data for the latest completed academic year)</p> <p>Attached Documents :</p> <p>1.Any additional information (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/2.2.2_1605337680_4567.pdf)</p> | <p>Provide Certified list of full time teachers along with the departmental affiliation in the latest completed academic year and list showing the number of students in each of the programs in the latest completed academic year</p> | <p>Since we have got only one department i.e. Management , we have given the list of all faculties in the letterhead year wise for the assessment period duly authenticated by the principal.</p> <p>Supporting Document: full-time-teachers-docs.pdf (https://assessmentonline.naac.gov.in/storage/app/hei/clarificationfiles/107369_18690id_full-time-teachers-docs.pdf)</p> | <p>No Change</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)</p> <p>2.3.3.1. Number of mentors</p> <p>HEI Input : 15</p> <p>Recommended Input : 13</p> <p>Remark : Revised w.r.t 3.1</p> <p>Attached Documents :</p> <p>1.Upload year wise, number of students enrolled and full time teachers on roll. (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/2.3.3_1605338427_4567.pdf)</p> <p>2.mentor/mentee ratio (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/2.3.3_1605338451_4567.pdf)</p> <p>3.Circulars pertaining to assigning mentors to mentees (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/2.3.3_1605946864_4567.pdf)</p> | <p>Only full-time teachers can be considered as mentors. Please provide Copy of circular pertaining the details of mentor and their allotted mentees and In addition, issues raised and resolved in the mentor system has to be attached mentor-</p> | <p>Only our full time teacher are mentors and every year circular containing mentor wise list to the student is issued by principal . One such sample copy is attached. Mentors give their report time to time to principal ; however the reports are not</p> <p>Supporting Document: Faculty-mentor-list.pdf (https://assessmentonline.naac.gov.in/storage/app/hei/clarificationfiles/107369_18693id_Faculty-mentor-list.pdf)</p> | <p>Changed After Clarification</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years</p> <p>Attached Documents :</p> <p>1.Year wise full time teachers and sanctioned posts for 5years(Data Template) (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/2.4.1_1605339492_4567.xlsx)</p> <p>2.List of the faculty members authenticated by the Head of HEI (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/2.4.1_1605339503_4567.xlsx)</p> | <p>Please attach • Sanction letters indicating number of posts (including Management sanctioned posts) by competent authority and list of full time teachers appointed along with their departmental</p> | <p>Since we have got only one department i.e. Management , we have given the list of all faculties in the letterhead year wise for the assessment period duly authenticated by the principal.</p> <p>Supporting Document: full-time-teachers-docs.pdf (https://assessmentonline.naac.gov.in/storage/app/hei/clarificationfiles/107369_18694id_full-time-teachers-docs.pdf)</p> | <p>No Change</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)</p> <p>2.4.2.1. Number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years</p> <p>HEI Input :</p> <table border="1"> <tr> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> <td>2014-15</td> </tr> <tr> <td>7</td> <td>7</td> <td>6</td> <td>6</td> <td>4</td> </tr> </table> <p>Attached Documents :</p> <p>1.List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template) (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/2.4.2_1605948458_4567.xlsx)</p> <p>2.Any additional information (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/2.4.2_1605949291_4567.pdf)</p> | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 7 | 7 | 6 | 6 | 4 | <p>Registration to Ph.D cannot be considered. Please attach the Phd certificates of all the teachers and provide their date of joining and leaving</p> | <p>We have given the number only for the Phd holder; registration to the Phd has not been counted. Attaching the Phd certificate of the concerned faculty.</p> <p>Supporting Document: PhD-Teachers.pdf (https://assessmentonline.naac.gov.in/storage/app/hei/clarificationfiles/107369_18695id_PhD-Teachers.pdf)</p> | <p>No Change</p> | | | | | | | | | | | | | | | | | | | | |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 | 7 | 6 | 6 | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)</p> <p>2.4.3.1. Total experience of full-time teachers</p> <p>HEI Input : 13</p> <p>Recommended Input : 204.3</p> <p>Remark : Revised as per the supporting document.</p> <p>Attached Documents :</p> <p>1.List of Teachers including their PAN, designation, dept and experience details(Data Template) (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/2.4.3_1605339800_4567.xlsx)</p> | <p>Please provide the list of all the teachers and provide their date of joining and leaving with their experience in the institute. Also attach their joining letters</p> | <p>List of full time teachers along with their joining letters have been uploaded.</p> <p>Supporting Document: Full time teachers.pdf (https://assessmentonline.naac.gov.in/storage/app/hei/clarificationfiles/107369_18696id_Full time teachers.pdf)</p> | <p>Changed After Clarification</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| <p>2.6.3 Average pass percentage of Students during last five years</p> <p>2.6.3.1. Number of final year students who passed the university examination year-wise during the last five years</p> <p>HEI Input :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>108</td> <td>69</td> <td>39</td> <td>58</td> <td>57</td> </tr> </tbody> </table> <p>Recommended Input :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>106</td> <td>69</td> <td>39</td> <td>37</td> <td>57</td> </tr> </tbody> </table> <p>2.6.3.2. Number of final year students who appeared for the university examination year-wise during the last five years</p> <p>HEI Input :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>108</td> <td>74</td> <td>40</td> <td>60</td> <td>60</td> </tr> </tbody> </table> <p>Recommended Input :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>106</td> <td>74</td> <td>40</td> <td>37</td> <td>60</td> </tr> </tbody> </table> <p>Remark : Revised w.r.t 2.3</p> <p>Attached Documents :</p> <p>1.Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template) (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/2.6.3_1605952143_4567.xlsx)</p> | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 108 | 69 | 39 | 58 | 57 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 106 | 69 | 39 | 37 | 57 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 108 | 74 | 40 | 60 | 60 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 106 | 74 | 40 | 37 | 60 | <p>Please provide result sheet published by the affiliating university attested by the principal, and Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final</p> | <p>document uploaded.</p> <p>Supporting Document: 2.3-all-docs.pdf f (https://assessmentonline.naac.gov.in/storage/app/hei/clarificationfiles/107369_18701id_2.3-all-docs.pdf)</p> | <p>Changed After Clarification</p> |
|--|---|--|------------------------------------|---------|---------|------|----|----|----|----|---------|---------|---------|---------|---------|-----|----|----|----|----|---------|---------|---------|---------|---------|-----|----|----|----|----|---|--|-----------------------------------|---------|---------|-----|----|----|----|----|--|--|------------------------------------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 108 | 69 | 39 | 58 | 57 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 106 | 69 | 39 | 37 | 57 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 108 | 74 | 40 | 60 | 60 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 106 | 74 | 40 | 37 | 60 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>3.1.1 Grants received from Government and non-governmental agencies for research projects, endowments, Chairs in the institution during the last five years (INR in Lakhs)</p> <p>3.1.1.1. Total Grants from Government and non-governmental agencies for research projects, endowments, Chairs in the institution during the last five years (INR in Lakhs)</p> <p>HEI Input :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>1.47</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>DVV suggested Input :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>HEI clarification Input : No answer change</p> <p>Recommended Input :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Attached Documents :</p> <p>1.List of endowments / projects with details of grants (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/3.1.1_1605410140_4567.xlsx) 2.e-copies of the grant award letters for sponsored research projects / endowments (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/3.1.1_1605410581_4567.pdf) 3.Any additional information (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/3.1.1_1605951486_4567.pdf)</p> | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 1.47 | 0 | 0 | 0 | 0 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 0 | 0 | 0 | 0 | 0 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 0 | 0 | 0 | 0 | 0 | <p>Grants should be received for a research project. Please provide list of grants for research projects received during the last five years along with the nature of award, the awarding agency and the amount</p> | <p>Nature, Environment & Wildlife Society (NEWS), an NGO entrusted us to do research project on "Perception and Buying Preferences of Natural Food Products among Consumers & Non-Consumers of Krishnapur and its adjoining areas and they</p> | <p>DVV Suggestion Recommended</p> | | | | | | | | | | |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.47 | 0 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 0 | 0 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 0 | 0 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)</p> <p>3.1.2.1. Number of teachers recognized as research guides</p> <p>HEI Input : 5</p> <p>Recommended Input : 3</p> <p>Remark : Revised as per the supporting proof.</p> <p>Attached Documents :</p> <p>1.Institutional data in prescribed format (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/3.1.2_1605410909_4567.pdf)</p> | <p>The documents attached are incomplete. The letter heads of the documents are not visible. Please provide E-copies of letters from the University indicating the name of the Guide / co-guide recognized. Also do</p> | <p>We have verified the document and found that during the assessment period name of three guides fall; Dr. A K Dasbiswas, Dr. R K Patra, Dr. I Sinha ; university letter mentioning the name of the guide and PhD student are already</p> | <p>Changed After Clarification</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years</p> <p>3.1.3.1. Number of departments having Research projects funded by government and non-government agencies during the last five years</p> <p>HEI Input :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Recommended Input :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>3.1.3.2. Number of departments offering academic programmes</p> <p>HEI Input :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> </tr> </tbody> </table> <p>Recommended Input :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> </tr> </tbody> </table> <p>Remark : Proper research project is not mentioned.</p> <p>Attached Documents :</p> <p>1.Supporting document from Funding Agency (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/3.1.3_1605950174_4567.pdf) 2.List of research projects and funding details (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/3.1.3_1605951289_4567.xlsx) 3.Any additional information (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/3.1.3_1605952005_4567.pdf)</p> | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 0 | 1 | 0 | 0 | 0 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 0 | 0 | 0 | 0 | 0 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 1 | 1 | 1 | 1 | 1 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 1 | 1 | 1 | 1 | 1 | <p>The document is without the letter head. List of teachers along with the department affiliation, title of the funded project, the amount and the funding agency during the last five years. The data should be in sync with</p> | <p>Since earlier scanning was defective we are uploading the full scan copy of the letter of NGO. Details of the project and grant has already been given in the DVV 3.1.1.1. We have only one department i.e. management and the</p> <p>Supporting Document: letterhead.pdf (https://assessmentonline.naac.gov.in/storage/app/hei/clarificationfiles/107369_18758id_letterhead.pdf)</p> | <p>Changed After Clarification</p> |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 0 | 1 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 0 | 0 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 1 | 1 | 1 | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 1 | 1 | 1 | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| <p>3.2.2 Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the last five years</p> <p>3.2.2.1. Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year-wise during last five years</p> <p>HEI Input :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>5</td> <td>4</td> <td>3</td> <td>3</td> </tr> </tbody> </table> <p>Recommended Input :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : Detailed report with Geo-tagged Photographs is not provided.</p> <p>Attached Documents :</p> <p>1.List of workshops/seminars during last 5 years (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/3.2.2_1605417755_4567.xlsx)</p> | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2 | 5 | 4 | 3 | 3 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 0 | 0 | 0 | 0 | 0 | <p>Without proofs the claim cannot be considered. • Only activities with a bearing on Research Methodology, Intellectual Property Rights (IPR), entrepreneurship and skills development to be considered here.</p> | <p>We have kept activities of research methodology , IPT, Entrepreneurship and skills development for the assessment period. In our opinion excel, data analytics are skilled development which may kindly be considered. When the workshop was held no</p> <p>Supporting Document: 3.2.2.xlsx (https://assessmentonline.naac.gov.in/storage/app/hei/clarificationfiles/107369_18755id_3.2.2.xlsx)</p> | <p>Changed After Clarification</p> |
|--|--|--|------------------------------------|---------|---------|---|---|---|---|---|---------|---------|---------|---------|---------|---|---|---|---|---|---|---|------------------------------------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | | | |
| 2 | 5 | 4 | 3 | 3 | | | | | | | | | | | | | | | | | | | |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | | | |
| 0 | 0 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | | | |
| <p>3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years</p> <p>3.3.1.1. How many Ph.Ds registered per eligible teacher within last five years</p> <p>HEI Input : 2</p> <p>DVV suggested Input : 0</p> <p>HEI clarification Input : 2</p> <p>Recommended Input : 0</p> <p>3.3.1.2. Number of teachers recognized as guides during the last five years</p> <p>HEI Input : 5</p> <p>Recommended Input : 1</p> <p>Remark : Document of registration of the research scholar indicating the guide's name from the university is not provided.</p> <p>Attached Documents :</p> <p>1.List of PhD scholars and their details like name of the guide , title of thesis, year of award etc. (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/3.3.1_1605952997_4567.xlsx) 2.Any additional information (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/3.3.1_1605953141_4567.pdf)</p> | <p>Provide list of faculties along with the name of the research scholars Guide during the assessment period and Guideship should be valid during the assessment period.</p> | <p>Kindly refer to SSR under 3.1.1.1 additional information. We have already enclosed the letters from respective university mentioning the name of the guide and the PhD student , so kindly consider our input</p> | <p>Changed After Clarification</p> | | | | | | | | | | | | | | | | | | | | |
| <p>3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years</p> <p>3.3.2.1. Number of research papers in the Journals notified on UGC website during the last five years.</p> <p>HEI Input :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>9</td> <td>7</td> <td>3</td> <td>8</td> </tr> </tbody> </table> <p>Recommended Input :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : Actual link to the UGC journals not mentioned.</p> <p>Attached Documents :</p> <p>1.List of research papers by title, author, department, name and year of publication (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/3.3.2_1606215055_4567.xlsx)</p> | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 4 | 9 | 7 | 3 | 8 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 0 | 0 | 0 | 0 | 0 | <p>Please provide relevant links - the web-link provided by institution in the template should redirect to the journal webpage published in UGC list.</p> | <p>Earlier system was PEER reviewed research journal ; accordingly we are given the list of the journal; details of the journal have been given in SSR .Wherever possible; we have given the link; with link we have uploaded the same list of journal which may</p> <p>Supporting Document: Journal-details with link.xlsx (https://assessmentonline.naac.gov.in/storage/app/hei/clarificationfiles/107369_18752id_Journal-details with link.xlsx)</p> | <p>Changed After Clarification</p> |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | | | |
| 4 | 9 | 7 | 3 | 8 | | | | | | | | | | | | | | | | | | | |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | | | |
| 0 | 0 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | | | |
| <p>3.3.3 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years</p> <p>3.3.3.1. Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years</p> <p>HEI Input :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>3</td> <td>7</td> <td>9</td> <td>4</td> </tr> </tbody> </table> <p>Recommended Input :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>1</td> <td>1</td> <td>2</td> <td>2</td> </tr> </tbody> </table> <p>Remark : Books with ISBN numbers are considered.</p> <p>Attached Documents :</p> <p>1.List books and chapters edited volumes/ books published (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/3.3.3_1606218877_4567.xlsx)</p> | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 8 | 3 | 7 | 9 | 4 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 3 | 1 | 1 | 2 | 2 | <p>Provide Cover page, content page and first page of the selected publication. and Web-link of research papers by title, author, Department/ School/ Division/ Centre/ Unit/ Cell, name and year of publication. Books with ISBN number only</p> | <p>Due to covid situation whomever the faculty we can contact we are uploaded the details of the books you asked for.</p> <p>Supporting Document: publication2.pdf f (https://assessmentonline.naac.gov.in/storage/app/hei/clarificationfiles/107369_18753id_publication2.pdf)</p> | <p>Changed After Clarification</p> |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | | | |
| 8 | 3 | 7 | 9 | 4 | | | | | | | | | | | | | | | | | | | |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | | | |
| 3 | 1 | 1 | 2 | 2 | | | | | | | | | | | | | | | | | | | |
| <p>3.4.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years</p> <p>3.4.2.1. Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.</p> <p>HEI Input :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>1</td> <td>2</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Recommended Input :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : Relevant awards are not provided.</p> <p>Attached Documents :</p> <p>1.Number of awards for extension activities in last 5 year (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/3.4.2_1605958731_4567.xlsx)</p> | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 7 | 1 | 2 | 0 | 0 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 0 | 0 | 0 | 0 | 0 | <p>Mere list cannot be considered. Please provide E-copy of the award letters.</p> | <p>Documents uploaded.</p> <p>Supporting Document: award-recogniti on.pdf (https://assessmentonline.naac.gov.in/storage/app/hei/clarificationfiles/107369_18748id_award-recognition.pdf)</p> | <p>Changed After Clarification</p> |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | | | |
| 7 | 1 | 2 | 0 | 0 | | | | | | | | | | | | | | | | | | | |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | | | |
| 0 | 0 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|---|------------------------------------|---------|---------|---|---|---|---|---|---|--|------------------|---------|---------|---|---|---|---|---|--|--|------------------------------------|---------|---------|---|---|---|---|---|--|--|-----------------------------------|
| <p>3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., during the last five years (including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)</p> <p>3.4.3.1. Number of extension and outreach Programmes conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years</p> <p>HEI Input :</p> <table border="1"> <tr> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> <td>2014-15</td> </tr> <tr> <td>0</td> <td>1</td> <td>0</td> <td>1</td> <td>0</td> </tr> </table> <p>DVV suggested Input :</p> <table border="1"> <tr> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> <td>2014-15</td> </tr> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </table> <p>HEI clarification Input : No answer change</p> <p>Recommended Input :</p> <table border="1"> <tr> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> <td>2014-15</td> </tr> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </table> <p>Attached Documents :</p> <p>1.Number of extension and outreach Programmes conducted with industry, community etc for the last five years (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/3.4.3_1606141365_4567.xlsx)</p> | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 0 | 1 | 0 | 1 | 0 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 0 | 0 | 0 | 0 | 0 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 0 | 0 | 0 | 0 | 0 | <p>Please attach reports of the activities conducted. Provide • Geo tagged Photographs and any other supporting document of relevance should have proper captions and dates and Detailed report for each extension and</p> | <p>We have already submitted number of participants in excel sheet in SSR . However we are now uploading short report containing photograph, participants , place etc. which may kind be considered.</p> <p>Supporting Document: 3.4.3.pdf (https://assessmentonline.naac.gov.in/storage/app/hei/clarificationfiles/107369_18749id_3.4.3.pdf)</p> | <p>DVV Suggestion Recommended</p> |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 0 | 1 | 0 | 1 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 0 | 0 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 0 | 0 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years</p> <p>3.4.4.1. Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years</p> <p>HEI Input :</p> <table border="1"> <tr> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> <td>2014-15</td> </tr> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </table> <p>Attached Documents :</p> <p>1.Average percentage of students participating in extension activities with Govt or NGO etc. (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/3.4.4_1606141518_4567.xlsx) 2.Any additional information (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/3.4.4_1606478204_4567.pdf)</p> | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 0 | 0 | 0 | 0 | 0 | <p>Only activities with relevant proofs would be considered. Please provide attendance register for eh activities claimed in 3.4.3. Photographs or any supporting document of relevance should have proper captions and dates</p> | <p>We have already uploaded in 3.4.3</p> | <p>No Change</p> | | | | | | | | | | | | | | | | | | | | |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 0 | 0 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year</p> <p>3.5.1.1. Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years</p> <p>HEI Input :</p> <table border="1"> <tr> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> <td>2014-15</td> </tr> <tr> <td>4</td> <td>5</td> <td>3</td> <td>1</td> <td>1</td> </tr> </table> <p>Recommended Input :</p> <table border="1"> <tr> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> <td>2014-15</td> </tr> <tr> <td>3</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </table> <p>Remark : Revised as per the supporting document.</p> <p>Attached Documents :</p> <p>1.e-copies of related Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/3.5.1_1606143670_4567.pdf) 2.Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/3.5.1_1606143368_4567.xlsx)</p> | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 4 | 5 | 3 | 1 | 1 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 3 | 0 | 0 | 0 | 0 | <p>Please only include collaborative activities for research, Faculty exchange, Student exchange/ internship. Provide Copies of collaboration/related documents indicating the nature of collaboration and activities year-wise.</p> | <p>We have included collaborative activities for research, Faculty exchange, Student exchange/ internship ; and provided Copies of collaboration/related documents indicating the nature of collaboration and activities year-wise. We</p> <p>Supporting Document: 3.5.1.pdf (https://assessmentonline.naac.gov.in/storage/app/hei/clarificationfiles/107369_18745id_3.5.1.pdf)</p> | <p>Changed After Clarification</p> | | | | | | | | | | |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | 5 | 3 | 1 | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 0 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years</p> <p>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</p> <p>HEI Input :</p> <table border="1"> <tr> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> <td>2014-15</td> </tr> <tr> <td>4</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </table> <p>Recommended Input :</p> <table border="1"> <tr> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> <td>2014-15</td> </tr> <tr> <td>0</td> <td>0</td> <td>1</td> <td>0</td> <td>0</td> </tr> </table> <p>Remark : Revised as per the attached document.</p> <p>Attached Documents :</p> <p>1.e-Copies of the MoUs with institution/ industry/corporate houses (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/3.5.2_1606144340_4567.xlsx) 2.Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/3.5.2_1606144479_4567.pdf)</p> | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 4 | 0 | 0 | 0 | 0 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 0 | 0 | 1 | 0 | 0 | <p>There should be no overlap between 3.5.1 and 3.5.2. Provide E-copy of the letters showing MOUs with other institutions. At least one activity should have been conducted under an MOU during the assessment period to</p> | <p>We are uploading the MOU with Cloudsense, UK and Wadhvani foundation . Cloudsense operates their function of field trial survey etc. with our students as continuous basis. NEI of Wadhvani foundation conducts entrepreneurship</p> <p>Supporting Document: 3.5.2.pdf (https://assessmentonline.naac.gov.in/storage/app/hei/clarificationfiles/107369_18746id_3.5.2.pdf)</p> | <p>Changed After Clarification</p> | | | | | | | | | | |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | 0 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 0 | 0 | 1 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)</p> <p>4.1.3.1. Number of classrooms and seminar halls with ICT facilities</p> <p>HEI Input : 9</p> <p>DVV suggested Input : 8</p> <p>HEI clarification Input : No answer change</p> <p>Recommended Input : 7</p> <p>Remark : Revised as per the photos attached.</p> <p>Attached Documents :</p> <p>1.Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/4.1.3_160559573_4567.xlsx) 2.Paste link for additional information (https://binskol.org/NAAC-FILES/naac4)</p> | <p>Provide Geo-tagged photographs of ICT enabled class rooms /seminar halls with caption. The photographs attached does not reflect usage of any ICT facilities like for F4, LH4, LV1.</p> | <p>class room images with geo tag have been uploaded.</p> <p>Supporting Document: Class Room-images.pdf (https://assessmentonline.naac.gov.in/storage/app/hei/clarificationfiles/107369_18734id_Class Room-images.pdf)</p> | <p>Changed After Clarification</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| <p>4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)</p> <p>4.1.4.1. Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)</p> <p>HEI Input :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>46.18</td> <td>108.51</td> <td>92.01</td> <td>102.41</td> <td>97.82</td> </tr> </tbody> </table> <p>Recommended Input :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>11.11</td> <td>11.74</td> <td>10.44</td> <td>9.17</td> <td>12.32</td> </tr> </tbody> </table> <p>Remark : Revised considering the expenses on infrastructure augmentation as per the audited statement.</p> <p>Attached Documents :</p> <p>1.Upload Details of budget allocation, excluding salary during the last five years (Data Template) (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/4.1.4_160579899_4567.xlsx) 2.Upload audited utilization statements (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/4.1.4_1605780469_4567.pdf)</p> | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 46.18 | 108.51 | 92.01 | 102.41 | 97.82 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 11.11 | 11.74 | 10.44 | 9.17 | 12.32 | <p>Highlight the relevant items in the audited income and expenditure statement. Provide the consolidated fund allocation towards infrastructure augmentation facilities duly certified by Finance Officer</p> | <p>We have highlighted the head of accounts from where the computation have been done for 4.1.4, attaching relevant page of audited accounts and arrived figure in handwriting .</p> <p>Supporting Document: 4.1.4.pdf (https://assessmentonline.naac.gov.in/storage/app/hei/clarificationfiles/107369_18735id_4.1.4.pdf)</p> | <p>Changed After Clarification</p> |
|---|---|--|------------------------------------|---------|---------|-------|--------|-------|--------|-------|---------|---------|---------|---------|---------|-------|-------|-------|------|-------|--|---|------------------------------------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | | | |
| 46.18 | 108.51 | 92.01 | 102.41 | 97.82 | | | | | | | | | | | | | | | | | | | |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | | | |
| 11.11 | 11.74 | 10.44 | 9.17 | 12.32 | | | | | | | | | | | | | | | | | | | |
| <p>4.2.2 The institution has subscription for the following e-resources</p> <ol style="list-style-type: none"> e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access to e-resources <p>HEI Input : B. Any 2 of the above</p> <p>Recommended Input : C. Any 2 of the above</p> <p>Remark : Serial nos. 1 & 4 are considered.</p> <p>Attached Documents :</p> <p>1.Upload any additional information (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/4.2.2_1606294581_4567.pdf) 2.Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template) (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/4.2.2_1606295733_4567.xlsx)</p> | <p>Provide E-copy of the letter of subscription /member ship in the name of HEI. Screenshots of the facilities claimed with the name of HEI</p> | <p>Screenshots of the facilities , E-Copies of letter of subscription/member have been uploaded</p> <p>Supporting Document: 4.2.2.pdf (https://assessmentonline.naac.gov.in/storage/app/hei/clarificationfiles/107369_18737id_4.2.2.pdf)</p> | <p>Changed After Clarification</p> | | | | | | | | | | | | | | | | | | | | |
| <p>4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)</p> <p>4.2.3.1. Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)</p> <p>HEI Input :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>5.68</td> <td>2.32</td> <td>3.26</td> <td>4.53</td> <td>5.48</td> </tr> </tbody> </table> <p>Recommended Input :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>6.61</td> <td>8.37</td> <td>7.38</td> <td>4.34</td> <td>8.63</td> </tr> </tbody> </table> <p>Remark : Revised as per the audited statement.</p> <p>Attached Documents :</p> <p>1.Details of annual expenditure for purchase of books/e-books and journals/e-journals during the last five years (Data Template) (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/4.2.3_1605871105_4567.xlsx) 2.Audited statements of accounts (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/4.2.3_1605871132_4567.pdf)</p> | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 5.68 | 2.32 | 3.26 | 4.53 | 5.48 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 6.61 | 8.37 | 7.38 | 4.34 | 8.63 | <p>Provide Audited Income/Expenditure statement highlighting the expenditure for purchase of books and journals.</p> | <p>Audited Income/Expenditure statement highlighting the expenditure for purchase of books and journals has been uploaded.</p> <p>Supporting Document: 4.2.3.pdf (https://assessmentonline.naac.gov.in/storage/app/hei/clarificationfiles/107369_18738id_4.2.3.pdf)</p> | <p>Changed After Clarification</p> |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | | | |
| 5.68 | 2.32 | 3.26 | 4.53 | 5.48 | | | | | | | | | | | | | | | | | | | |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | | | |
| 6.61 | 8.37 | 7.38 | 4.34 | 8.63 | | | | | | | | | | | | | | | | | | | |
| <p>4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the last completed academic year</p> <p>4.2.4.1. Number of teachers and students using library per day over last one year</p> <p>HEI Input : 16</p> <p>Recommended Input : 9</p> <p>Remark : Revised as per the proof attached.</p> <p>Attached Documents :</p> <p>1.Details of library usage by teachers and students (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/4.2.4_1605857618_4567.pdf)</p> | <p>Please provide certified E-copy of the ledger for footfalls for 5 consecutive days. Do not give old data. Attach the ledger for the last completed financial year only</p> | <p>Principal certified E-copies of the ledger for footfalls for 5 consecutive days of faculty and students attendance in library has been uploaded.</p> <p>Supporting Document: 4.2.4.pdf (https://assessmentonline.naac.gov.in/storage/app/hei/clarificationfiles/107369_18739id_4.2.4.pdf)</p> | <p>Changed After Clarification</p> | | | | | | | | | | | | | | | | | | | | |
| <p>4.3.2 Student - Computer ratio (Data for the latest completed academic year)</p> <p>Attached Documents :</p> <p>1.Student – computer ratio (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/4.3.2_1605781109_4567.pdf)</p> | <p>Provide Number of Computers available for student use only and Bills for the purchase of computers. Highlight the entries of computers purchased in the stock registers.</p> | <p>Computer bills with stock register have been uploaded.</p> <p>Supporting Document: Computer bills and stocks.pdf (https://assessmentonline.naac.gov.in/storage/app/hei/clarificationfiles/107369_18741id_Couper bills and stocks.pdf)</p> | <p>No Change</p> | | | | | | | | | | | | | | | | | | | | |
| <p>4.3.3 Bandwidth of internet connection in the Institution</p> <p>HEI Input : A. ≥50 MBPS</p> <p>Attached Documents :</p> <p>1.Upload any additional Information (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/4.3.3_1605959327_4567.pdf) 2.Details of available bandwidth of internet connection in the Institution (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/4.3.3_1605775992_4567.pdf)</p> | <p>Provide Bills for any one month/one quarter of the latest completed academic year indicating internet connection plan, speed and bandwidth and the HEI's name</p> | <p>Internet lease line bill have been uploaded.</p> <p>Supporting Document: ILL BILL.pdf (https://assessmentonline.naac.gov.in/storage/app/hei/clarificationfiles/107369_18742id_ILL BILL.pdf)</p> | <p>No Change</p> | | | | | | | | | | | | | | | | | | | | |

| <p>4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)</p> <p>4.4.1.1. Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year-wise during the last five years (INR in lakhs)</p> <p>HEI Input :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>63</td> <td>26.30</td> <td>5.07</td> <td>34.48</td> <td>5.12</td> </tr> </tbody> </table> <p>Recommended Input :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>9.54</td> <td>26.30</td> <td>5.07</td> <td>34.48</td> <td>5.12</td> </tr> </tbody> </table> <p>Remark : Revised considering the repairs & maintenance as mentioned in the audited statement.</p> <p>Attached Documents :</p> <p>1.Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates) (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/4.4.1_1605781431_4567.xlsx) 2.Audited statements of accounts (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/4.4.1_1605781451_4567.pdf)</p> | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 63 | 26.30 | 5.07 | 34.48 | 5.12 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 9.54 | 26.30 | 5.07 | 34.48 | 5.12 | <p>Provide Audited Income/Expenditure statement highlighting the items of expenditure incurred on maintenance of physical facilities and academic support facilities duly certified by Head of the Institution and CA.</p> | <p>We have highlighted the head of accounts from where the computation have been done 4.4.1, attaching relevant page of audited accounts and arrived figure in handwriting .</p> <p>Supporting Document: 4.4.1_20210505_0001.pdf (https://assessmentonline.naac.gov.in/storage/app/hei/clarificationfiles/107369_18743id_4.4.1_20210505_0001.pdf)</p> | <p>Changed After Clarification</p> |
|---|--|---|------------------------------------|---------|---------|----|-------|------|-------|------|---------|---------|---------|---------|---------|------|-------|------|-------|------|--|---|------------------------------------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | | | |
| 63 | 26.30 | 5.07 | 34.48 | 5.12 | | | | | | | | | | | | | | | | | | | |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | | | |
| 9.54 | 26.30 | 5.07 | 34.48 | 5.12 | | | | | | | | | | | | | | | | | | | |
| <p>5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following</p> <ol style="list-style-type: none"> 1. Soft skills 2. Language and communication skills 3. Life skills (Yoga, physical fitness, health and hygiene) 4. ICT/computing skills <p>HEI Input : A. All of the above</p> <p>Recommended Input : D. 1 of the above</p> <p>Remark : Only serial no. 3 is accepted.</p> <p>Attached Documents :</p> <p>1.Details of capability building and skills enhancement initiatives (Data Template) (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/5.1.3_1605600434_4567.xlsx)</p> | <p>The claim cannot be considered without proofs of the implementation. Provide Web-link to particular program/scheme mentioned in the metric, Copy of circular /brochure /report of the event. Geo taoad</p> | <p>Copy of the circular/short report / photograph of all activity are uploaded.</p> <p>Supporting Document: 5.1.3.pdf (https://assessmentonline.naac.gov.in/storage/app/hei/clarificationfiles/107369_18721id_5.1.3.pdf)</p> | <p>Changed After Clarification</p> | | | | | | | | | | | | | | | | | | | | |
| <p>5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years</p> <p>5.1.4.1. Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years</p> <p>HEI Input :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>2</td> <td>1</td> <td>2</td> <td>2</td> </tr> </tbody> </table> <p>Recommended Input :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : No supporting documents are submitted.</p> <p>Attached Documents :</p> <p>1.Number of students benefitted by guidance for competitive examinations and career counselling during the last five years (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/5.1.4_1605608696_4567.xlsx)</p> | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 3 | 2 | 1 | 2 | 2 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 0 | 0 | 0 | 0 | 0 | <p>The data given in template is different than given here. Please provide Copy of circular/brochure/report of program with photographs and captions of such programs along with the details of the resource persons and</p> | <p>One or two student every year appear for competitive examination like IAS, WBBCS etc. and guidance are being given by our faculty on need based. No institutional programs are there.</p> | <p>Changed After Clarification</p> |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | | | |
| 3 | 2 | 1 | 2 | 2 | | | | | | | | | | | | | | | | | | | |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | | | |
| 0 | 0 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | | | |
| <p>5.1.5 The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases</p> <ol style="list-style-type: none"> 1. Implementation of guidelines of statutory/regulatory bodies 2. Organisation wide awareness and undertakings on policies with zero tolerance 3. Mechanisms for submission of online/offline students' grievances 4. Timely redressal of the grievances through appropriate committees <p>HEI Input : A. All of the above</p> <p>DVV suggested Input : E. None of the above</p> <p>HEI clarification Input : No answer change</p> <p>Recommended Input : E. None of the above</p> <p>Attached Documents :</p> <p>1.Upload any additional information (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/5.1.5_1605609811_4567.docx) 2.Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/5.1.5_1605958732_4567.pdf) 3.Details of student grievances including sexual harassment and ragging cases (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/5.1.5_1605958694_4567.pdf)</p> | <p>No attachments can be considered against the claims. Please provide minutes of the meetings of student grievance committee, as per metric, Circular/web-link/ committee report justifying the objective of the metric, Proof of</p> | <p>We have given list of the various committee in our SSR. Also certificate by the principal mentioning no incident of ragging / sexual harassments occurred during the assessment period.</p> | <p>DVV Suggestion Recommended</p> | | | | | | | | | | | | | | | | | | | | |
| <p>5.2.1 Average percentage of placement of outgoing students during the last five years</p> <p>5.2.1.1. Number of outgoing students placed year - wise during the last five years.</p> <p>HEI Input :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>72</td> <td>61</td> <td>47</td> <td>61</td> <td>60</td> </tr> </tbody> </table> <p>Recommended Input :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : Attached sample offer letters are beyond the assessment period.</p> <p>Attached Documents :</p> <p>1.Details of student placement during the last five years (Data Template) (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/5.2.1_1605872560_4567.xlsx)</p> | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 72 | 61 | 47 | 61 | 60 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 0 | 0 | 0 | 0 | 0 | <p>Please provide the list of students with their outgoing year and the placement proofs for each. The data given should be in sync with the student list attached in the extended profile.</p> | <p>We have submitted of list of placement with the name of the student , name of the company and package (CTC) for the year 2017,2018,2019,2020 in SSR. We are now submitting offer letter / email of the company for the year 2019-20.</p> <p>Supporting Document: Few Offer letters.pdf (https://assessmentonline.naac.gov.in/storage/app/hei/clarificationfiles/107369_18724id_Few Offer letters.pdf)</p> | <p>Changed After Clarification</p> |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | | | |
| 72 | 61 | 47 | 61 | 60 | | | | | | | | | | | | | | | | | | | |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | | | |
| 0 | 0 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | | | |

| <p>5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.</p> <p>5.3.1.1. Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national / international level (award for a team event should be counted as one) year-wise during the last five years.</p> <p>HEI Input :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>DVV suggested Input :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>HEI clarification Input : No answer change</p> <p>Recommended Input :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Attached Documents :</p> <p>1.Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level during the last five year (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/5.3.1_1605612492_4567.xlsx) 2.e-copies of award letters and certificates (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/5.3.1_1605771319_4567.pdf)</p> | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 0 | 1 | 0 | 0 | 0 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 1 | 0 | 0 | 0 | 0 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 1 | 0 | 0 | 0 | 0 | <p>The academic year would be 2018-2019</p> | <p>We accept the suggestion of DVV.</p> | <p>DVV Suggestion Recommended</p> |
|--|---|---|------------------------------------|---------|---------|---|---|---|---|---|---------|---------|---------|---------|---------|---|---|---|---|---|---------|---------|---------|---------|---------|---|---|---|---|---|--|---|------------------------------------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 0 | 1 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 0 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 0 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>5.3.3 Average number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions)</p> <p>5.3.3.1. Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years</p> <p>HEI Input :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>4</td> <td>3</td> <td>2</td> <td>2</td> </tr> </tbody> </table> <p>DVV suggested Input :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>HEI clarification Input : No answer change</p> <p>Recommended Input :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : Report of the events/along with photographs not provided.</p> <p>Attached Documents :</p> <p>1.Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template) (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/5.3.3_1605958026_4567.xlsx)</p> | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 3 | 4 | 3 | 2 | 2 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 1 | 0 | 0 | 0 | 0 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 0 | 0 | 0 | 0 | 0 | <p>Provide Report of the events organized by the institution or other institution in which the students participated along with photographs appropriately dated and captioned year-wise. Also provide list of students</p> | <p>We accept the suggestion of DVV.</p> | <p>Changed After Clarification</p> |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 4 | 3 | 2 | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 0 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 0 | 0 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>5.4.2 Alumni contribution during the last five years (INR in lakhs)</p> <p>HEI Input : A. ≥ 5 Lakhs</p> <p>Attached Documents :</p> <p>1.Upload any additional information (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/5.4.2_1606296290_4567.pdf)</p> | <p>Please provide annual audited statements of accounts of HEI highlighting Alumni contribution duly certified by Chartered Accountant and the list of alumni with the amount contributed</p> | <p>Highlighted the contribution received from alumni for the respective year of the assessment period. Since outgoing students contribute Rs5000 each, enclosing the list of the outgoing students for every year of assessment period.</p> <p>Supporting Document: 5.4.2.pdf (https://assessmentonline.naac.gov.in/storage/app/hei/clarificationfiles/107369_18731id_5.4.2.pdf)</p> | <p>No Change</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>6.2.3 Implementation of e-governance in areas of operation</p> <p>1. Administration 2. Finance and Accounts 3. Student Admission and Support 4. Examination</p> <p>HEI Input : A. All of the above</p> <p>Recommended Input : E. None of the above</p> <p>Remark : Supporting documents for the claim are not submitted.</p> <p>Attached Documents :</p> <p>1.Screen shots of user interfaces (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/6.2.3_1606297746_4567.pdf) 2.Details of implementation of e-governance in areas of operation, Administration etc (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/6.2.3_1605780604_4567.xlsx) 3.Any additional information (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/6.2.3_1605781059_4567.xls)</p> | <p>Please provide Institutional expenditure statements for the heads of E-governance implementation reflected in the audited statement, Annual e-governance report approved by Governing Council.</p> | <p>All software excepting Tally have been developed inhouse . So there is no expenditure; we have already submitted the proof (Screenshot and excel file) of e-governance in all four parameter. Tally was purchased by our head office Mumbai and</p> | <p>Changed After Clarification</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| <p>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</p> <p>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</p> <p>HEI Input :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>10</td> <td>10</td> <td>6</td> <td>0</td> </tr> </tbody> </table> <p>DVV suggested Input :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>HEI clarification Input : No answer change</p> <p>Recommended Input :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Attached Documents :</p> <p>1.Upload any additional information (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/6.3.2_1605783218_4567.pdf) 2.Details of teachers provided with financial support to attend conference, workshops etc during the last five years (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/6.3.2_1605783261_4567.xlsx)</p> | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 11 | 10 | 10 | 6 | 0 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 0 | 1 | 0 | 0 | 0 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 0 | 1 | 0 | 0 | 0 | <p>Please provide audited statement of account highlighting the financial support to teachers to attend conferences/workshops and towards membership fee for professional bodies</p> | <p>We have highlighted the head of accounts from where the computation have been done 6.3.2, attaching relevant page of audited accounts and arrived figure in handwriting .</p> <p>Supporting Document: 6.3.2.pdf (https://assessmentonline.naac.gov.in/storage/app/hei/clarificationfiles/107369_18709id_6.3.2.pdf)</p> | <p>DVV Suggestion Recommended</p> |
|---|--|---|-----------------------------------|---------|---------|----|----|----|---|---|---------|---------|---------|---------|---------|---|---|---|---|---|--|--|------------------------------------|---------|---------|---|---|---|---|---|--|--|-----------------------------------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 11 | 10 | 10 | 6 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 0 | 1 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 0 | 1 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>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</p> <p>6.3.3.1. Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years</p> <p>HEI Input :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>12</td> <td>11</td> <td>8</td> <td>6</td> <td>0</td> </tr> </tbody> </table> <p>DVV suggested Input :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>HEI clarification Input : No answer change</p> <p>Recommended Input :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Attached Documents :</p> <p>1.Upload any additional information (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/6.3.3_1605783755_4567.pdf) 2.Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/6.3.3_1605953249_4567.xlsx)</p> | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 12 | 11 | 8 | 6 | 0 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 0 | 0 | 0 | 0 | 0 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 0 | 0 | 0 | 0 | 0 | <p>Provide Event Brochures and reports year-wise. List of participants in each programme, Photographs with date and caption and Annual reports highlighting the programs organized by the institution.</p> | <p>We have already provided details of the program date wise with the number of participants . We did not take geo tag photograph at that time . One public program on "Advanced Excel Program" brochure was also attached. Kindly</p> | <p>DVV Suggestion Recommended</p> |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 12 | 11 | 8 | 6 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 0 | 0 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 0 | 0 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course) .</p> <p>6.3.4.1. Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years</p> <p>HEI Input :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>12</td> <td>11</td> <td>8</td> <td>6</td> <td>0</td> </tr> </tbody> </table> <p>Recommended Input :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : Necessary supporting documents are not provided.</p> <p>Attached Documents :</p> <p>1.Details of teachers attending professional development programmes during the last five years (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/6.3.4_1605954712_4567.xlsx)</p> | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 12 | 11 | 8 | 6 | 0 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 0 | 0 | 0 | 0 | 0 | <p>No proofs attached. Provide E-copy of the certificates of the program attended by teachers, Annual reports highlighting the programs undertaken by the teaching faculties. One teacher attending one or more professional</p> | <p>We have already given the name of the faculty trainer and participating faculty for each program , since these are inhouse program we have not given any certificate. We have counted each faculty attending one program even they have attended more program</p> | <p>Changed After Clarification</p> | | | | | | | | | | |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 12 | 11 | 8 | 6 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 0 | 0 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures</p> <ol style="list-style-type: none"> Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment <p>HEI Input : C. 2 of the above</p> <p>Attached Documents :</p> <p>1.Geotagged Photographs (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/7.1.2_1606300468_4567.png) 2.Any other relevant information (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/7.1.2_1605782230_4567.pdf)</p> | <p>Please provide Bills for the purchase of equipments for the facilities created under this metric</p> | <p>Bill of solar power and LED bulbs have been uploaded now.</p> <p>Supporting Document: LED Installation bills.pdf (https://assessmentonline.naac.gov.in/storage/app/hei/clarificationfiles/107369_18975id_LED installation bills.pdf)</p> | <p>No Change</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>7.1.4 Water conservation facilities available in the Institution:</p> <ol style="list-style-type: none"> Rain water harvesting Borewell /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus <p>HEI Input : C. 2 of the above</p> <p>DVV suggested Input : D.1 of the above</p> <p>HEI clarification Input : No answer change</p> <p>Recommended Input : D.1 of the above</p> <p>Attached Documents :</p> <p>1.Geotagged photographs / videos of the facilities (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/7.1.4_1606302224_4567.png) 2.Any other relevant information (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/7.1.4_1605783819_4567.pdf)</p> | <p>Please provide Bills for the purchase of equipments for the facilities created under this metric. Provide proof for rain water harvesting</p> | <p>Rain water harvesting : We have been doing ground water recharging by collecting rain water and putting to the borewell in the first layer of ground water. We had one borewell for gardening earlier, we only connected all rain water pipe and joint to</p> <p>Supporting Document: borewell.pdf (https://assessmentonline.naac.gov.in/storage/app/hei/clarificationfiles/107369_18976id_borewell.pdf)</p> | <p>DVV Suggestion Recommended</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | |
|--|---|--|------------------------------------|
| <p>7.1.5 Green campus initiatives include:</p> <ol style="list-style-type: none"> 1. Restricted entry of automobiles 2. Use of Bicycles/ Battery powered vehicles 3. Pedestrian Friendly pathways 4. Ban on use of Plastic 5. landscaping with trees and plants <p>HEI Input : Any 4 or All of the above</p> <p>Recommended Input : C. 2 of the above</p> <p>Remark : Serial nos. 3 & 5 are considered.</p> <p>Attached Documents :</p> <p>1.Various policy documents / decisions circulated for implementation (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/7.1.5_1605784093_4567.pdf)</p> <p>2.Geotagged photos / videos of the facilities (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/7.1.5_1606303718_4567.png)</p> <p>3.Any other relevant documents (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/7.1.5_1606303054_4567.pdf)</p> | <p>Please highlight the ones relevant. Also the documents attached are not sufficient to substantiate the claims. Provide policy document on the green campus and Circulars for the implementation of the initiatives and anv</p> | <p>1. We have stand of four wheeler ; cars are park there, internal movement done by walking. 2. No need of bicycle battery power vehicle for movement inside the campus. 3. Pedestrian pathway exist. 4. Circular banning plastic are attached. 5.</p> <p>Supporting Document:</p> <p>7.1.5-Tree Plantation_Writ e Up.pdf (https://assessmentonline.naac.gov.in/storage/app/hei/clarificationfiles/107369_18977d_7.1.5-Tree Plantation_Writ e Up.pdf)</p> | <p>Changed After Clarification</p> |
| <p>7.1.6 Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives:</p> <ol style="list-style-type: none"> 1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions / awards 5. Beyond the campus environmental promotion activities <p>HEI Input : A. Any 4 or all of the above</p> <p>Recommended Input : E. None of the above</p> <p>Remark : Necessary supporting documents are not provided.</p> <p>Attached Documents :</p> <p>1.Reports on environment and energy audits submitted by the auditing agency (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/7.1.6_1605854981_4567.pdf)</p> <p>2.Any other relevant information (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/7.1.6_1606303151_4567.pdf)</p> | <p>Please highlight the ones relevant. Also the documents attached are not sufficient to substantiate the claims. The documents should be authorised</p> | <p>No energy has been done ; however statements of saving energy duly authorized by principal is attached. Though we dont have any award for clean and green campus we have given photograph .</p> <p>Supporting Document:</p> <p>7.1.6.pdf (https://assessmentonline.naac.gov.in/storage/app/hei/clarificationfiles/107369_18978id_7.1.6.pdf)</p> | <p>Changed After Clarification</p> |
| <p>7.1.7 The Institution has disabled-friendly, barrier free environment</p> <ol style="list-style-type: none"> 1. Built environment with ramps/lifts for easy access to classrooms. 2. Disabled-friendly washrooms 3. Signage including tactile path, lights, display boards and signposts 4. Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading <p>HEI Input : C. 2 of the above</p> <p>Recommended Input : D.1 of the above</p> <p>Remark : Only serial no. 1 is considered.</p> <p>Attached Documents :</p> <p>1.Policy documents and information brochures on the support to be provided (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/7.1.7_1605855354_4567.pdf)</p> <p>2.Geotagged photographs / videos of the facilities (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/7.1.7_1606460388_4567.png)</p> <p>3.Any other relevant information (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/7.1.7_1606480137_4567.pdf)</p> | <p>The documents attached are not sufficient to substantiate the claims. Please provide Brief report on facilities provided for enquiry and information. and Bills for the software procured for providing</p> | <p>We have submitted photograph of lift and ramps which can be used for the person with disabilities . We are now attaching the geo tag front desk for enquiry and information, we don't have any software.</p> <p>Supporting Document:</p> <p>Green Campus photographs.pdf (https://assessmentonline.naac.gov.in/storage/app/hei/clarificationfiles/107369_18979id_Green Campus photographs.pdf)</p> | <p>Changed After Clarification</p> |
| <p>7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</p> <ol style="list-style-type: none"> 1. The Code of Conduct is displayed on the website 2. There is a committee to monitor adherence to the Code of Conduct 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized <p>HEI Input : A. All of the above</p> <p>Recommended Input : E. None of the above</p> <p>Remark : Only serial no. 1 is considered.</p> <p>Attached Documents :</p> <p>1.Details of the monitoring committee composition and minutes of the committee meeting number of programmes organized reports on the various programs etc in support of the claims (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/7.1.10_1605862369_4567.pdf)</p> <p>2.Code of ethics policy document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/107369/7.1.10_160586105_4567.pdf)</p> | <p>The document attached cannot be considered as there is no authenticity. Also, to substantiate the claims, please attach proofs against each as per SOP</p> | <p>As advised by you now we have uploaded the service rule of the employees and code of conduct of the students and also link to website also given.</p> <p>Supporting Document:</p> <p>rules-regu-serv ice.pdf (https://assessmentonline.naac.gov.in/storage/app/hei/clarificationfiles/107369_18980id_rules-regu-service.pdf)</p> | <p>Changed After Clarification</p> |