SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

NSHM KNOWLEDGE CAMPUS, KOLKATA - GROUP OF INSTITUTIONS

NSHM KNOWLEDGE CAMPUS, KOLKATA - GROUP OF INSTITUTIONS 124 B L SAHA ROAD KOLKATA - 700053.
700053
www.nshm.com

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The dynamic NSHM Knowledge Campus, Kolkata – Group of Institutions, a premier education service provider in West Bengal, has under its umbrella NSHM College of Pharmaceutical Technology and an integrated NSHM Business School offering world-class MBA programme to address industry demands. The Institute started with the approval of four year B. Pharmacy programme affiliated to the then West Bengal University of Technology (presently known as MAKAUT) approved by statutory regulatory Bodies like AICTE, DTE & Pharmacy Council of India (PCI). During its glorious journey, the Institute has strived towards excellence with the successful addition of three more PG Programme; MBA and M. Pharm in Pharmaceutics & Pharmacology and PGDM. The institution is located at the urban area of south Kolkata in a sprawling campus of 2.175 acre with spacious building of about 11,487 sq.mts. The Institute is well connected by road and in proximity to Metro Rail & Eastern Railway stations. The entire campus is smoking free & plastic free to ensure an eco-friendly and pollution free environment.

To meet the continuous change in technological needs & quality, the institute encourages its faculty and staff members to attend seminars, conferences, workshops, faculty development programs. The strength of the institution lies in the practice of effective teaching learning process like semester pattern of study, continuous evaluation through class tests, assignments, presentations and seminars, mentoring system, weak student identification and monitoring by the faculty members etc. The quality of teaching is supplemented with innovative teaching methods and practices.

Vision

To be a Knowledge Hub of Global Excellence

Mission

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

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Ease of access to the campus. The institute, located in the heart of Kolkata functions in the democratic and secular working environment.
- Healthy campus life with no incidents of ragging.
- Knowledgeable and competent pool of dedicated faculty members with proven track records of their experience in academics as well in Industry.
- Active training & placement cell for consistent placement of the students

- Over the last five years, average students' passing rate is over 80%. Consistent remarkable performance of the students in University and competitive examinations (GPAT, NIPER etc).
- Campus equipped with ICT enabled class rooms, learning aids, medical rooms, digital library, well equipped laboratories, hygienic canteen etc.
- Strong industry-academia interface is established through visits to industries, inviting guest speakers from industry, participation in the programs conducted by CMA, CII etc., providing industrial training and MOU's in collaborative consultancy projects.
- The library has a rich resource of more than 20000 text books, 20 print journals, access to about 5000 e-journals and reprographics facilities.
- ERP system implemented covering attendance and LMS, encompassing the areas of admissions, placement and other critical functions of the institute like HR, Accounts, Purchase etc.
- For all round development, students are encouraged to participate in various in-house as well as external co-curricular and value added programs: seminars, guest lectures, and workshops, events conducted by other business schools, industry bodies.
- Safety and security of the campus is ensured by competent administration team.

Institutional Weakness

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

Institutional Opportunity

- NSHM brand is already established in the academic arena; hence scope for expansion is there in the neighbouring states as well as overseas.
- Potential to increase the number of additional programme, enrichment and other short-term value added courses for overall growth.
- Growing requirement for management graduates as well as pharmacy professionals in corporate houses & healthcare sector.
- Potential to get Autonomous University Status.
- Collaborative business association with bodies like, CMA, CII, BCCI for fostering business orientation among the faculty members and the students.
- Enhance research and development activities and improvise in consultancy services.
- More number of collaborations for academic exchange and research with National and International agencies and industries.

Institutional Challenge

- Shrinking job opportunities in the domestic as well as global market posing threat to placement opportunities, continuous improvement of the quality of the students is performed to enable the students market ready.
- To sustain 100% results and increase University ranks on a continuous basis.
- With changing scenario in the knowledge areas, periodic update of existing subject knowledge attracting experienced, skilled and eminent faculty for teaching, training, research guidance for quality up-liftment.
- Enhancing research and scholarly activities with resource mobilization / avenues.
- Increasing campus placements of graduates and enhancing entrepreneurship activities.
- Students are more into web based learning, particularly inclined towards extracting answers to examination questions. In view of this, the faculty members need to be more IT savvy to nurture the interest of the students in the subjects. In this regard, the faculty members are developing contents in the newly installed LMS in the IoN system.
- Plan and implement a learning and evaluation system beyond the conventional practices like scheduled written exams and class room lectures.
- To create and maintain sustainable quality culture in academic system.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

- Syllabi of all the programmes are designed by MAKAUT in semester pattern.
- Regular feedback is sought from the stakeholders like students, parents, employers etc. The registration of views and opinions of the resource persons of seminars / conferences / workshops on advanced trends in subjects are also taken into consideration.
- The feedback received on syllabus is reviewed by the Board of Studies of the affiliating University, MAKAUT. After approval from the Board of Studies, the suggestions are forwarded to the institutes for implementation.
- The suggested advancements, as received from the stakeholders meetings, are implemented by way of teaching beyond the syllabus like guest seminars, student presentations, industrial visits, training & internship, seminar by distinguished researchers/professional experts etc. to introduce students to advanced and interdisciplinary programme on the basis of local, regional, national perspective.
- These "beyond the syllabus" activities inculcate ethical values and enhance the expertise of the students.
- Knowledge and competence development for higher studies, research, employability and entrepreneurship is also developed in the students through these "beyond the syllabus" activities.

Teaching-learning and Evaluation

- The institute takes part in different pre-counseling career fairs all over India. The annual admission brochure is circulated in these educational fairs. Advertising is done in local English/ regional language newspapers and through electronic media.
- Career awareness lectures are being conducted by the Institute's Branding & Communication Department and faculty members.
- The admission process is done following the norms and conditions specified by Higher Education Department, Government of West Bengal and MAKAUT.

- Candidates need to have cleared 10+2 (Science Stream) - Higher Secondary / Sr. Secondary Exam or equivalent courses from any recognized Board with minimum 45% marks in Physics, Chemistry & Mathematics/Biology in aggregate with a valid rank of following examinations. The seats are allotted through counseling as per merit.
- 1st year B. Pharm admission: 10% intake filled by All India Engineering Entrance Test (AIEEE); 10% intake filled under Management Quota with AIEEE/ All India JEE Main / WBJEE; 80% intake filled by State Level Joint Entrance Test (WBJEE); 5% TFW (super numeric quota). 2nd year B. Pharm admission: 20% intake & vacant drop-out seats filled by The Joint Entrance Examination for lateral entry (WBJEE JELET) with D. Pharm qualified candidates.
- Candidates must be a B. Pharm graduate with a valid rank of GPAT / PGET conducted by MAKAUT. The seats at PG level (M. Pharm) are allotted through counseling as per merit.
- Graduates in any discipline with qualifying MAT / JEMAT score along with evaluation through written test & personal interview. Gender audit is performed by the college.

Research, Innovations and Extension

- NKC-GOI has formed Academic & Laboratory development committee with the intention of increasing quality consciousness attitude among faculty members, staff and students.
- Academic & laboratory development committee has organized a series of sessions on research methodology to sensitize the faculty members; through which, the students as well as the faculty members are motivated to build a culture of research work and consultancy projects.
- A core group of active faculty members has been inspired to follow up research project work with National Funding agencies like DST, CSIR, ICMR etc. as well as with private consultancy projects from different Industries.
- IQAC has already been constituted. The committee acts as a regulator cum facilitator of the entire R&D activity of the Institute along with development of quality excellence in all other academic affairs.

Infrastructure and Learning Resources

- The write-up under this criterion reflects on the state-of-the-art infrastructure present in the institution including different laboratories, computer lab., library, canteen, cafeteria, hostels, recreation facility and other learning environment towards preparation of a standard Learning Resource Development Centre.
- Smart class room and seminar hall with a good public address system are used by both students and teachers. Remedial classes and spoken English classes are taken for weak students.
- The Governing Body approves the annual audited statement and Balance Sheet of the institution which includes creation and enhancement of the infrastructure facilities.
- The Staff and Principal/ Director discuss about the infrastructural facilities before bringing it to the notice of the Governing Body.
- The funds for the Institution come from the annual fees collected from students. The Trust approves any major capital expenditure pertaining to the landscaping, building, lab equipments, library augmentation, computer installation, flooring, power generator etc.
- The college has well furnished class rooms, with good ventilation. CFL Lights and fans are installed in each room of the college which helps in saving the energy. To save energy, replacement of older CFL and tube lights are being done with LED lamps.

Student Support and Progression

- In the beginning of every academic year, the college publishes the academic calendar in the college website (www.nshm.com) and distributes it to students.
- The student handbook contains all the information needed for the students and their parents - academic, extracurricular activities, rules, history of the college etc.also is distributed to the first year students.
- The schedules for all the major activities are planned by the departments before they break up for summer vacation.
- Faculty members and students are also aware of the upcoming activities and events and can plan accordingly for academic and non -academic activities. Even the stakeholders are informed well in advance about the activities and the meeting schedules.
- The encouragement towards preparation of good student projects, dissertations, papers, participation in national / international conferences are taken as a high priority area of the institute.
- The students are oriented to ethical values, secularism, and patriotism by actively participating in Republic Day & Independence Day celebrations, National Pharmacy week and World Pharmacist Day, worshiping Viswakarma Puja and Saraswati Puja and other societal activities like "Walk For The Elderly People".
- The faculty walks an extra mile to help the students in remedial studies. Most of the students occupy desirable professional positions after they pass out and it is heart- warming to know about their progress.
- The Alumni have acquired respectable position in different sectors.

Governance, Leadership and Management

- The effective governance, leadership and management are evident from its long history of disturbance – free performance in imparting quality technical education.
- It is mainly because of highly responsive compact management which gets constant inputs and feedback from the administrative and academic heads, experts, alumni, faculties, students, and support staff.
- The Institute is headed by the Director and assisted by the Professors, Associate Professors, Assistant Professors, Accounts Officer, Librarian, Training and Placement Officer, Branding & Communication Executives etc.
- The Institute is governed by various bodies like Governing Body, Academic Council, Departmental academic & laboratory development committee, Purchase and Finance Committee, Anti Ragging Committee, Scientific committee, Examination committee, Grievance Redressal Committee, Women Grievance Redressal Cell, IQAC etc. They help in decision making in a transparent manner for effective functioning of the Institute.

- Faculty meetings are conducted periodically and addressed by the Director which reflects the participatory management style.
- A hierarchy is also maintained by the Institute for ratification of recommendation of the lower committees to the higher level committees.

Institutional Values and Best Practices

- Innovation has been the hallmark of this institute to tackle several challenges in its long progress. Right from introduction of new programme to developing technology for society it is innovation all through.

- Some of the innovations and best practices followed in the Institute include the following :
- Continuous evaluation, Academic audit, Research Audit, Environmental Studies, Professional Ethics, representation of Alumni and Industrial expert in Governing Body, IQAC, introducing mandatory Communication Skills/ Technical Seminar/ Comprehension as a part of "beyond the syllabus" teaching-learning methodologies.
- The institute also conducts Faculty Development Programmes (FDPs) for the benefit of faculty members, providing travel grant for student/staff, research fellowship, internal research funding for students and staff,
- The institute is also engaged in energy conservation approaches like use of alternate sources of energy, green computing, restricting the entry of automobiles inside the campus, prohibiting smoking and making a tobacco-free campus and maintaining eco-friendly green campus.
- The institution always has a quest for excellence and strives hard towards imparting quality education and contributes towards nation building.
- The college continuously takes the feedback from all stakeholders through a web based Public Interface System to evaluate the quality of education and looks for an opportunity to enhance the same. Thus the institution, being focused in its vision, has been serving the nation through higher education.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	NSHM KNOWLEDGE CAMPUS, KOLKATA - GROUP OF INSTITUTIONS
Address	NSHM Knowledge Campus, Kolkata - Group of Institutions 124 B L Saha Road Kolkata - 700053.
City	Kolkata
State	West Bengal
Pin	700053
Website	www.nshm.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Professor	Tapas Kumar Pal	033-9674506845	9433716155	033-2403230 1	tapas.pal@nshm.com
Director	Subhasis Maity	033-24033424	9903250735	033-2403230 0	subhasis.maity@nshm.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	
Date of establishment of the college	09-03-2004

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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**
2f of UGC	03-06-2013
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	10-04-2017	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?	Yes
If yes, name of the agency	National Board of Acreditation
Date of recognition	21-11-2016

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	NSHM Knowledge Campus, Kolkata - Group of Institutions 124 B L Saha Road Kolkata - 700053.	Urban	2.175	11487

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	BPharm,Pharmacy	48	Higher Secondery	English	120	120
PG	MPharm,Pharmacy	24	BPharm	English	24	24
PG	MPharm,Pharmacy	24	BPharm	English	24	20
PG	MBA,Management	24	Bachelors Degree	English	120	103
PG	MBA,Management	36	Bachelors Degree	English	60	10

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0				0				0
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit				0				0				0
Sanctioned by the Management/Society or Other Authorized Bodies				12				6				51
Recruited	11	1	0	12	3	3	0	6	38	13	0	51
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				21
Recruited	18	3	0	21
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				12
Recruited	10	0	0	10
Yet to Recruit				2

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	1	0	0	0	0	0	1
Ph.D.	8	1	0	2	3	0	8	3	0	25
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	1	0	0	0	0	0	22	10	0	33

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
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**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	0	0	0	0	0	2	0	0	4
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	5	1	0	6

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
PG	Male	144	45	0	0	189
	Female	98	20	0	0	118
	Others	0	0	0	0	0
UG	Male	328	5	0	0	333
	Female	204	4	0	0	208
	Others	0	0	0	0	0
Diploma	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	12	11	16	12
	Female	7	7	7	3
	Others	0	0	0	0
ST	Male	2	1	2	0
	Female	0	0	1	0
	Others	0	0	0	0
OBC	Male	19	23	17	13
	Female	15	10	14	10
	Others	0	0	0	0
General	Male	144	114	98	126
	Female	87	95	82	72
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		286	261	237	236

3. Extended Profile

3.1 Programme

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

Response : 177

Number of self-financed Programmes offered by college

Response : 6

Number of new programmes introduced in the college during the last five years

Response : 1

3.2 Student

Number of students year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
848	686	795	801	521

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

2016-17	2015-16	2014-15	2013-14	2012-13
43	40	44	29	12

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

2016-17	2015-16	2014-15	2013-14	2012-13
279	184	187	211	138

Total number of outgoing / final year students

Response : 999

3.3 Academic

Number of teachers year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
69	65	67	61	52

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

2016-17	2015-16	2014-15	2013-14	2012-13
56	50	51	49	40

Number of sanctioned posts year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
69	65	67	61	52

Total experience of full-time teachers

Response : 692

Number of teachers recognized as guides during the last five years

Response : 9

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

Response : 40

3.4 Institution

Total number of classrooms and seminar halls

Response : 20

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

2016-17	2015-16	2014-15	2013-14	2012-13
480.12	471.5	441.25	445.08	438.47

 Number of computers

Response : 227

Unit cost of education including the salary component(INR in Lakhs)

Response : 0.932

Unit cost of education excluding the salary component(INR in Lakhs)

Response : 0.566

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:

The institution has a clearly stated Vision and Mission. The Program Outcomes & Programme Specific Outcomes, statements are well coordinated and regularly monitored through periodical assessment of Course Outcomes. The MBA & Pharmacy curriculum, designed and developed by Maulana Abul Kalam Azad University of Technology is followed by the Institute. While for PGDM programme, the Academic Committee and Industry experts designed the curriculum. Normally, specific suggestions received from different stakeholders are reviewed by the Academic Committee and conveyed to the University for approval. In practical subjects, Institute initiates conduction of additional experiments in simulation with Industry work practices.

During the beginning of each academic year, Academic committee in association with the various departments undertakes subject allotment in advance and provides the time table for the forthcoming academic year to ensure smooth conduct of classes.

Each faculty prepares the respective course file consisting of course outcomes, study materials, lesson plan etc. for the successful delivery of curriculum and monitors continuous evaluation process in every semester by class tests, Assignments, Rubrics and interactive Viva voce. The course file has to be approved by the Director before the start of the academic year. Lesson plan is made available through ERP for students' reference. During the academic year, conduct of classes and the progress of topic completion are constantly monitored in ERP by the concerned Batch Coordinator, Mentors and the HOD. Curriculum delivery is supported by active interaction with the industry, through industry visits.

Overall class schedule and attendance have always been documented through the automated academic information systems. Recently the Institute has upgraded the procedure and implemented by the TCS-iON software. State of the art classrooms facilitate effective transaction of academic content. Case studies are encouraged to develop through active industry interaction and membership to case houses. For effective curriculum delivery, the Institute conducts remedial classes, tutorial classes, assignments writing, and interactive communicative sessions for slow learners. Sessional examinations and Pre-final assignments are conducted to ensure that the students are prepared for annual examination.

Group Projects and individual assignments are given to students for the effective implementation of teaching learning process. The curriculum is planned in a way that final year B Pharm students and Final Year M Pharm / MBA students will work in research projects involving fundamental research work. The projects are evaluated by the External Examiners/Industry Experts. The Research Committee of the college monitors the research activities and assures that the research has been conducted in the promising areas.

The Pharmacy & MBA students mandatorily undergo vocational industrial training or Internship for a

minimum of 15 days to obtain course completion certificate. The students are taken for industrial visit and industrial training regularly during semester breaks.

At the end of each semester, there is a provision of an online feedback system, where the students evaluate their teachers on the basis of certain criterion. Periodic assessment is made to analyze goal implementation and target realization to ensure that the Institution does not deviate from its stated vision and mission.

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

Response: 0

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Details of the certificate/Diploma programs	View Document

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

Response: 0.5

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	1

File Description	Document
Details of participation of teachers in various bodies	View Document
Any additional information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years

Response: 11.3

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

Response: 20

File Description	Document
Details of the new courses introduced	View Document

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

Response: 60

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

Response: 3

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

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

Response: 1

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

2016-17	2015-16	2014-15	2013-14	2012-13
35	6	0	0	0

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

1.3 Curriculum Enrichment

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

Response:

The university curriculum befittingly integrates the above topics in the papers like Indian Social structure Value & ethics (MB 107), Business Ethics and corporate Governance (PG 600) for the management programme, Pharmaceutical Jurisprudence & Ethics (PT 813) for the Pharmacy programme.

The students are put on various projects, periodic lectures by eminent academicians and seminars to sensitize them on the above issues. The students are encouraged to make Presentations on the above and eminent guest speakers are often invited to inspire the students with their lectures. The institute invites experts from industry as well as NGOs to create awareness on Environmental issues like, waste management.

Students are encouraged to participate in Poster Presentations, debates and essay writing competitions on social issues like Gender discrimination and Human Rights etc. Students are also motivated towards observation of National Pharmacy Week about counseling about safe usage of medicine to the community people and health check up awareness. Online WEBINARS are attended by interested students and faculty on Human values and environmental sustainability.

File Description	Document
Any Additional Inormation	View Document

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

Response: 3

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

Response: 3

File Description	Document
Details of the value-added courses imparting transferable and life skills	View Document

1.3.3 Percentage of students undertaking field projects / internships

Response: 29.01

1.3.3.1 Number of students undertaking field projects or internships

Response: 246

File Description	Document
Institutional data in prescribed format	View Document

1.4 Feedback System

1.4.1 Structured feedback on curriculum obtained from 1) Students 2) Teachers 3) Employers 4) Alumni 5) Parents For design and review of syllabus semester wise/ year wise

A.Any 4 of the above

B.Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A.Any 4 of the above

File Description	Document
Any additional information	View Document

1.4.2 Feedback processes of the institution may be classified as follows:
A. Feedback collected, analysed and action taken and feedback available on website

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

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

File Description	Document
Any additional information	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrolment and Profile

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

Response: 7.89

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

2016-17	2015-16	2014-15	2013-14	2012-13
74	56	45	51	55

File Description	Document
Institutional data in prescribed format	View Document
List of students (other states and countries)	View Document

2.1.2 Average Enrolment percentage (Average of last five years)

Response: 70.65

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

2016-17	2015-16	2014-15	2013-14	2012-13
286	261	237	236	208

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

2016-17	2015-16	2014-15	2013-14	2012-13
408	348	348	348	288

File Description	Document
Institutional data in prescribed format	View Document

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 89.86

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

2016-17	2015-16	2014-15	2013-14	2012-13
41	38	43	25	9

File Description	Document
Institutional data in prescribed format	View Document

2.2 Catering to Student Diversity

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

Response:

The greatest challenge to a faculty member is a student who is a slow learner. These students do not fall into the category of special education, do well outside the classroom and show no evidence of having a medical problem. These students generally carry on productive lives working and doing tasks that did not require extensive reading, writing or math operations. However, today the emphasis is less on occupational learning and more on academic preparation. Thus there is a growing need for help to remediate these students to provide them the best possible opportunities in a changing world.

Two commonalities emerge when dealing with slow learners.

The first is that they need extra time to complete tasks. The institute arranges Tutorial and remedial classes to cater to the needs of slow learners as well as interactive sessions for doubt clearance. Parents- teacher meets are organized and parents are advised to encourage their wards to be involved in their studies and give special attention in day to day follow up with the Mentor faculty and Batch coordinator.

Encouragement can change the whole personality of a student.

Advanced learners are provided with motivation by the Departmental Faculty to increase their knowledge beyond the basic course offered on a specific subject. They are provided with additional reading material and journals and encouraged to set their targets high. Usually this results in outstanding results in the university examinations. The teachers are available at all times to help with their queries. Departments project their advanced learners when selecting students for inter-college seminars.

2.2.2 Student - Full time teacher ratio

Response: 12.29

File Description	Document
Institutional data in prescribed format	View Document

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

File Description	Document
Institutional data in prescribed format	View Document

2.3 Teaching- learning Process

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

Response:

The traditional classroom lectures are complemented by interactive, project-based, computer-assisted, experiential methods.

In the business schools, learning that is considered "experiential" contains all the following elements: reflection, critical analysis and synthesis, opportunities for students to take initiative, make decisions and be accountable for the results. It provides opportunities for students to engage intellectually, creatively, emotionally, socially, or physically. This increases students motivation to learn, produces more autonomous learners, particularly 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 executive along with the faculty member assigned to each one of them. Over and above, the external speakers from industry conduct their sessions mostly on interactive basis which helps the students to overcome of any kind residual inhibitions that act as impediment to their learning process. Besides, EDGE program specially designed for the NBS students focus on these areas.

For industry oriented courses like Pharmacy, the institute takes special care in placing the students in industries for training. Factory visits are arranged. Interaction with the eminent personalities of the profession is facilitated by organizing seminars and conference.

The healthcare branch of NSHM (College of pharmaceutical technology) organizes NATCONPH –a state level national conference every year during February-March which acts as launching pad for students to showcase their academic and cultural activities.

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

Response: 100

2.3.2.1 Number of teachers using ICT

Response: 69

File Description	Document
List of teachers (using ICT for teaching)	View Document
Provide link for webpage describing the " LMS/ Academic management system"	View Document

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

Response: 14.37

2.3.3.1 Number of mentors

Response: 59

File Description	Document
Year wise list of number of students, full time teachers and students to mentor ratio	View Document

2.3.4 Innovation and creativity in teaching-learning

Response:

An innovator will constantly think of better ways of doing things; the institute is always in the process of formulating new ways and approaches to teaching and learning to maximize the output i.e. learning. Coupled with technology, newer approaches to T&L such as a) *Outcome-Based Learning (OBL), b) Student-Centered Learning, c) Problem based Learning and d) Case Study.*

*a) Outcome-based Learning (*OBL): Traditional institutions are really time-based. Faculty members may want students to learn something, but they typically allocate a certain amount of time to study of that topic and then move on, whether or not students have mastered it. To make it fully outcome-based, some of the departments like NBS have implemented teaching methods that would focus on the outcome that is, the students are able to grasp the contents of the subject and develops expertise on the subject matter. The students are encouraged to evaluate themselves in the test conducted by them.

b) Student-Centered Learning (SCL): Student-centered learning requires students to be active, responsible participants in their own learning and with their own pace of learning. Students are encouraged to prepare research papers and one such student paper in collaboration with the NBS faculty members was published in the NBS journal.

Research based –project is an integral part of Pharmacy curriculum. The department gives special emphasis in publishing students work. Students present their research papers in prestigious conferences and often

Make the institute proud by winning the prize of best presenter/ best researcher. A number of papers have already been published in reputed international journals.

c) Problem-based learning (PBL): The PBL process does not focus on problem solving with a defined solution, but it allows for the development of other desirable skills and attributes. This includes knowledge acquisition, enhanced group collaboration and communication. In the PBL, the students are provided identified issues within a scenario to increase knowledge and understanding. PBL assists in processes of creating meaning and building personal interpretations of the world based on experiences and interactions. For example, in the domain of IT, where scenario is fast changing, the students are asked to explore what is the latest development in the areas of data base management.

d) Case Study (CS) Case Study method of teaching has positive impact on learning. The institute has a repository of case studies in different subjects and those are administered while teaching.

2.4 Teacher Profile and Quality

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

Response: 78.29

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

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

Response: 40.85

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

2016-17	2015-16	2014-15	2013-14	2012-13
27	20	19	19	16

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

2.4.3 Teaching experience of full time teachers in number of years

Response: 10.03

File Description	Document
List of Teachers including their PAN, designation,dept and experience details	View Document

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

Response: 4.24

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

2016-17	2015-16	2014-15	2013-14	2012-13
6	1	2	1	1

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters (scanned or soft copy)	View Document

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

Response: 5.12

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

2016-17	2015-16	2014-15	2013-14	2012-13
4	3	3	3	3

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document

2.5 Evaluation Process and Reforms

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

Response:

Internal assessment based on formal systems, like time bound test etc does not alone suffice to bring about the substantially incremental change in the skill and knowledge of the students. The prime objective of this informal test is to develop the students, enrich their skill and knowledge of the course taught in the class room.

The evaluation procedure followed by MAKAUT or for autonomous courses is transparent. Thirty marks goes for internal assessment. Subject teachers finalize the internal assessment criteria based on the criticality of the subject, student's need for understanding and involvement with the subject and on the rigor needed in continuously putting students to exercise/ assignment mode in the subject.

Sessional Examination – Every semester subject teachers conduct two theoretical written examinations of one hour duration. These evaluated answers scripts are shown to the students to make them understand their mistakes. Even sessional mode has been initiated for practical examinations as well.

Daily Testing – As per requirement of the courses, in some subjects quiz or surprise tests are conducted at regular intervals (every week or fortnight or month) to make students' preparation remains updated with every class. Such continuous assessment is made as per the guidelines framed by the Institute from time to time. While preliminary assessment/evaluation will be done on absolute marks basis, these will be converted into letter grades for the purpose of reporting/publishing in the grade sheet.

Apart from this mix of various new methodologies for internal evaluation like projects, presentations, class participation, open book exam are used from time to time by departments based on their requirement. Attendance is given separate weightage in the internal assessment evaluation.

Group Discussions: In some subjects topics are given by the teachers well in ahead of the discussion (where students have to prepare on the topic before hand) or the topic can also be given on the spot. Teachers help, guide and rectify them during the discussion process as and when needed.

Presentation: Subject topic is suggested by the faculty member. Students are given time to prepare presentations on the topic (either individually or in groups) which they have to present and discuss in the class.

Assignment – Students are given tasks either in the class that needs to be solved on the spot or they have to work on after class hours. The objective is to make them exercise their thought process and extend

beyond the theoretical class sessions. Apart from such periodic evaluation methods certain subject teachers also administer classroom activities like role play, case study sessions and computer based tests and live projects from time to time.

Summer projects, winter projects and weekend projects are given equal weightage to the assessment process so that learner's performances is improved and enriched. This has been a huge morale booster for students who otherwise could not perform better in the formative assessments.

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

Response:

Internal assessment in college is so transparent that every student has an idea about the standard internal evaluation process of the theory & practical subjects. The institute follows the regulations of MAKAUT and AICTE (for PGDM). 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: Every department prepares an Academic Calendar in line with university calendar prior to the commencement of the academic year in consultation. During the batch orientation program, the coordinators acquaint students with the rules and regulations of the affiliating university, the college atmosphere, examinations, and evaluation process. Also at the inception of the regular classes students are generally briefed about the internal evaluation process to be followed by the respective subject teachers. Along with the course outlines prepared by individual faculty members, details of the evaluation pattern and the weightage allotted for the same is communicated to the students at the beginning of the year / trimester through the Blackboard Learning System. Some departments also conduct parent-teacher's meeting to acknowledge the parents regarding their ward's improvements in examinations.

Frequency and Variation of Internal Tests: At least one internal evaluation (be it in the form of written exam or project or case study assessment) is conducted for every subject during the semester/ trimester. Internal assessment of the students is conducted either mid-session and/or at the end of each semester/trimester. Most of the departments generally use multi –internal assessments per semester/trimester to evaluate improvement. Some departments have the flexibility to give emphasis on field projects and beyond curriculum areas for eliciting student improvement.

Robust Evaluation: Evaluation is done on the basis of the multiple internal tests given by the student during the semester and not just based on one exam. Some subject teacher give internal marks on the basis of the highest marks attained, while some prefer giving average weightage to all the examinations given by the candidate. Some prefer to assign weightage even to class participation and attendance. A common format for internal evaluation weightage assigned is test marks (50%), attendance (20%), class participation (10%), and project presentations (20%). However depending on the subject requirement, the weightage assignment can vary. Marks for the examinations (theory and practical) are discussed with the students. Marks obtained in all examinations are recorded in the spread sheet which is transmitted to the controller of examination for further processing. Students are made aware of their shortcomings. Where ever possible students are shown answer scripts and their signature is taken as a documentary evidence of

their consent on the evaluation process. In case of unconventional modes like presentation, group discussion, role play students are notified the marks and their shortcomings discussed. Slow learners are permitted to improvise their marks by rewriting the examination if they have scored low.

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

Response:

For grievances at the University level, the student has the option for re-examination of the paper as per the norm laid down by the University. In case if any student has grievance related to final University examination he/she can apply for revaluation of answer scripts. They need to fill in a form and submit the same to the Examination Cell. The review of answer scripts is done by the University which takes 1-2 month's time. The review results are declared online which the students can access from University site. In case of PGDM program the same process is followed. Students apply to the Exam Cell for the Review process. The answer sheets for review are sent to external faculty team i.e. faculty members from other Institutes. The review process involves two-three weeks time. The results are declared by the Exam Dept which is then posted to the students in their mail ids via the program coordinator.

To increase transparency about marks in student community, answer sheets are shown and discussed with the students and thereafter getting the same signed by them. The students can openly discuss with the faculty members about their grievance. In case of internal evaluation if the students have any grievance, they can also refer to the batch coordinators. The batch coordinators discuss along with the subjects teachers on the grievance and the follow up action to be taken. In case if a candidate due to some genuine reason fails to sit for the examination, special examination is arranged for the said candidate. In case if the student is not satisfied with his assessment marks, the answer sheets are revalued by the subject teacher. It is then shown to the concerned student giving him the necessary feedback with respect to his performance. If a student feels that the grievances have not been properly addressed, he/she can escalate his grievance to the Director. Generally answer scripts are evaluated and shown to the students within 7-10 days of conducting the tests. Apart from this the College also has created a mechanism for redressal of student's grievances related to academic and non-academic matters (such as assessment, victimization, attendance, charging of fees, conducting of examinations, harassment by colleague students or teachers etc). However matters related to internal assessment has yet not been reported till date in such committees.

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

Response:

Both NCPT and NBS adhere to the academic calendar followed by the MAKAUT. Based on the MAKAUT and national holiday list, the Institute prepares its own calendar for the year which is shared with the departments at the beginning of the year. Based on the same and keeping in mind the MAKAUT academic calendar, every department plans its own academic sessional calendar for the year as well as for each semester or trimester. This committee consisting of the Director and respective batch co-coordinator prepares the academic calendar well in advance before the commencement of the semester.

The calendar outlines the semester class work schedule, internal examination schedule and external examination schedule. The faculty members of the concerned department gather the lists of courses for the coming semester. The head of the department finalizes the course allocation for the faculty members based on their choice and area of interest or expertise. The faculty members before the commencement of semester prepares the lesson plan, indicating the topics to be covered lecture wise including the evaluation process for each subject and it is duly reviewed either by the Director or by a senior faculty in the department and approved by the head of the department/ Director. It is then, made available to the students. Coordinator in-charge of each batch prepares the timetable as per the guidelines of respective statutory bodies for the number of credit hours for each subject prior to the commencement of the semester. Time-table is uploaded on TCS IoN and displayed in the respective department notice boards. Tentative times of the examinations are planned much ahead of the commencement of the semester and students are informed about the same so that they can be mentally prepared for the same.

In cases where the University has laid strict guidelines on the frequency and type of internal tests to be carried out by the department, the same is followed. This applies in case of sessional tests both in the form of written or practical sessions. In some departments where flexibility is possible, they prefer to move beyond the minimum set guidelines of the University in conducting varied form of tests like role play, field projects, presentations, etc.

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

The 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 of the pharmacy profession. The Mission of the department is to provide high quality innovative education through U.G. & P.G. programme in Pharmaceutical technology and 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 of the Department such as pharmaceutical industry, 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 Under Graduate programme in Pharmacy are:

PO 1: Established themselves as successful professionals in the profession of pharmacy with confidence and technical competitiveness and made intellectual contributions to it.

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

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

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

The Program Outcomes are established through a consultation process involving the core constituents such as: Students, Alumni, Faculty, Employer & Parents. The POs are established through the following process steps:

Step 1: Vision and Mission of the Department are taken as a basis to interact with various stake holders and graduate attributes are also kept in view.

Step 2: Batch Coordinator consults the key constituents and collects their views and submits the views to the department's Academic Core Committee.

Step 3: Department's Academic Core Committee summarizes the collected views in the Faculty meetings and expresses its opinion on the views and further forwards the same to Institute's Academic Council through the Principal/Director.

Step 4: Institute's Academic Council deliberates on the views expressed by the Department's Academic Core Committee and formulates the accepted reviews based on which POs are established and resolved through the Governing body members

POs are effectively communicated with the management, faculty, alumni, parents & employers through meetings, e-mails as well as displayed in the department office, department library & laboratories.POs are as well published in the department page of the institute's website :

Institute website: http://www.nshm.com

College website: http://goikol.nshm.com/

Additionally the dissemination of PEOs to all the stakeholders of the program is done through faculty meetings, student awareness & counseling seminars, student induction program, and parent meetings.

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

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

Response:

Measuring Course Outcomes attained through University Examinations

As **University does not provide** useful indicators like average or median marks etc., the program may choose an attainment level on its own with justification. Here a bench mark of CGPA of B is taken as the average attainment level in University examination.

Measuring CO attainment through Internal Assessments:

Target may be stated in terms of percentage of students getting more than class average marks or set by the program **(SAY 60%)** in each of the associated COs in the assessment tools like INTERNAL class tests, Assignments, projects & presentations, 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)

Attainment of Program Outcomes and Program Specific Outcomes

- Program shall set Program Outcome attainment BENCHMARKING levels for all POs and PSOs
- The attainment levels by direct (student performance) and indirect (surveys) are to be presented through Program level Course-PO & PSO matrix vis a vis CO as indicated
- Direct attainment level of a PO & PSO is determined by taking average across all courses addressing that PO and/or PSO. Fractional numbers may be used: for example 1.55
- Indirect attainment level of PO & PSO is determined based on the student exit surveys, employer surveys, parent surveys, placement activities etc.

Indirect Assessment

- Surveys, Analysis, customized to an average value as per levels 1, 2 & 3.
- Assumed level – 2

- PO Attainment level will be **60%** of **Direct Assessment** + **40%** of **Indirect Assessment**

2.6.3 Average pass percentage of Students

Response: 84.23

2.6.3.1 Total number of final year students who passed the university examination

Response: 235

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

Response: 279

File Description	Document
Institutional data in prescribed format	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

File Description	Document
Database of all currently enrolled students	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 2.83

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	1.33	0.5	0.5	0.5

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

3.1.2 Percentage of teachers recognised as research guides at present

Response: 13.04

3.1.2.1 Number of teachers recognised as research guides

Response: 9

File Description	Document
Institutional data in prescribed format	View Document

3.1.3 Average number of research projects per teacher funded by government and non government agencies during the last five years

Response: 0.05

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

Response: 2

File Description	Document
Supporting document from Funding Agency	View Document
List of research projects and funding details	View Document
Funding agency website URL	View Document

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

Response:

As part of the university curriculum the students have a paper on Entrepreneurship. Students are encouraged to participate in seminars, workshops, guest lecturers to create awareness about entrepreneurial skill among the students, by inviting successful entrepreneurs and entrepreneurship agencies. The institute allows students to take up or internship during their semester break the institute arranges workshop that helps in the development of entrepreneurial skills among the students.

Some of our faculty apart from teaching are actively involved in Research and innovation and have made significant contribution in this field.

Recently a couple of our faculty members have applied for patents (in the field of new antiviral molecule) which have been granted.

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

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

Response: 19

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

2016-17	2015-16	2014-15	2013-14	2012-13
1	1	6	7	4

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

3.3 Research Publications and Awards

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

Response: Yes

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

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

Response: No

File Description	Document
List of Awardees and Award details	View Document

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

Response: 0.22

3.3.3.1 How many Ph.Ds awarded within last five years

Response: 2

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

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

Response: 0.31

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

2016-17	2015-16	2014-15	2013-14	2012-13
27	10	8	23	9

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

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

Response: 0.55

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

2016-17	2015-16	2014-15	2013-14	2012-13
78	18	26	15	8

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

3.4 Extension Activities

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

Response:

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

The students are sensitized through exposure to various community development projects, the students have participated in free distribution of clothes, books to financially challenged sector. The students are also enlightened about social responsibilities through interactions with speakers dedicated to such activities. The students are encouraged make presentation and projects on Corporate Social responsibility initiatives. The institution involves the students in various extension activities so that they can get practical

knowledge in different aspects of transactions and procedures, understand the ground realities of the various social sectors, and in general enrich their knowledge regarding the world around them. The social surveys conducted by the students, and the field trips and nature camps attended by them help the students in understanding the ground realities regarding the socioeconomic conditions of the all classes. These make them think on ways to solve their problems, and they may come up with some solutions in the future. Similarly, the voluntary work carried out by the students during the Book festival and the Durga Puja Festival inculcate in them a feeling of empathy towards the weak and the disabled, and the need to be supportive to them. Managing the crowds, coping with the different temperaments revealed by the public etc. become a learning experience to the students which surely helps them in future.

The institute encourages deeper and broader involvement of the community for its development by organizing various extension activities:

Blood Donation camp

On the occasion of the 55th National Pharmacy week in Novemebr 2016, a blood donation camp was organised by NSHM Knowledge Campus in association with M.R. Bangur Hospital, Tollygunge, Kolkata.

Book Donation Camp

NSHM Knowledge Campus organised a book donation in March 2017 drive for underprivileged children to celebrate its 20th year. A canter activity was organised in Kolkata and it saw a huge response with people donating books from all across the city.

Health Camp

NHSM organised a Health camp in association with Medica Superspecialty for employees in April 2017.

NSHM Bondhu Campaign

One random act of kindness can create a ripple of change in our society and NSHM's teachers, students, team members & associates achieved just that. On our 20th year of establishment, we partnered with "Bondhu" to collect over 800 new dresses for children right in time for the festival of joy in October 2017. We are grateful for your overwhelming response. Thank you for making this a beautiful and lasting memory for all.

File Description	Document
Link for Additional Information	[View Document](#)

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

Response: 7

3.4.2.1 Total number of awards and recognition received for extension activities from Government

/recognised bodies year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
2	1	4	0	0

File Description	Document
Number of awards for extension activities in last 5 years	View Document
e-copy of the award letters	View Document

3.4.3 Number of extension and outreach programs conducted in collaboration with industry, community and Non-Government Organisations through NSS/NCC/Red cross/YRC etc., during the last five years

Response: 14

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

2016-17	2015-16	2014-15	2013-14	2012-13
8	1	4	0	1

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

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

Response: 18.95

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

2016-17	2015-16	2014-15	2013-14	2012-13
30	15	250	0	300

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

3.5 Collaboration

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

Response: 65

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

2016-17	2015-16	2014-15	2013-14	2012-13
10	10	12	15	18

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

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

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

2016-17	2015-16	2014-15	2013-14	2012-13
2	1	1	0	0

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

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

For Pharmacy programs in addition to the classroom and seminar halls, laboratories are required for actual experimentation. Our laboratories are equipped with sophisticated instruments like UV, HPLC, FTIR Spectrophotometer, Spray dryer, Stability chamber, Orbital shaker, R & D coater etc. Institute also has Animal house maintained as per CPCSEA guidelines. In addition there is pilot plant, museum and herbal garden to complement the knowledge of theoretical learning.

Laptops were allotted to the individual teachers of the various departments. For administrative use too desktops have allotted. There is a separate IT laboratory comprising around 200 computers where students can work in their free time to help the advanced learners and research students, the library subscribes to some reputed E-journals too.

File Description	Document
additional information	View Document

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

Response:

Most field sports are played at the Sprawling lush green mini-field at the Campus. There are two multi-use hard courts on the College site for playing basketball and netball/5 a side Football. The College also has a cemented Badminton Court at the Ground Floor.

Off-site facilities

There are some sports for which College does not have its own facilities, such as athletics, golf, swimming

and Cricket. For these sports, facilities are common to all Colleges at different sports clubs spread across Kolkata.

Any student who has an interest in a particular sport contacts the appropriate club secretary; a list of the sports captains, as well as contact details for the Officer, is published on the College Notice Board.

The Boys Common Room and the Girls Common Room also host adequate facilities for Indoor Sports such as Chess, Table Tennis, Dart Board, and Carom.

The multi-gym is located at the Fourth Floor for all students and staff members. It is equipped with a range of cardiovascular and individual resistance equipment and is open on all working days.

All members are required to attend an induction session before they can use the equipment and, for safety reasons, there must be a minimum of two people in the multi-gym at any one time.

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

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 20

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

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

Response: 8.09

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

2016-17	2015-16	2014-15	2013-14	2012-13
39.2	33	52	50	10

File Description	Document
Details of budget allocation, excluding salary during the last five years	View Document
Audited utilization statements	View Document
Any additional information	View Document

4.2 Library as a Learning Resource

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

Response:

Time Frame	Integrated Library Management System	Nature of automation (fully or partially)	Version
From 2008 till Feb 2017	New Gen Lib	Partial	open sou
Feb 2017 onwards	TCS ion	Partial- moving towards complete automation	13.3

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

Response:

Sl. No.	Name of Book	Author	Publication
1	Devi (The Great Goddess)	Vidya Dehejia	Arthur M. Sack Gallery
2	30,000 Years of Art		Phaidon Press Ltd.
3	A day at Jiposa	Raja Abhimanyu	Voice of World
4	The Life and Works of Degas	John Kear	H H Hermes House
5	Ganesh Pyne	Gecti Sen	Revelations
6	Women	Prabuddha Dasgupta	Viking
7	Mumbai	Raghu Rai	Collins
8	Varanasi	Raghu Rai	Collins
9	Delhi	Raghu Rai	Indus
10	Faces	Gautam Rajadhyaksha	Cine Blitz
11	Vanguard	Rohit Khosla	India Book House Ltd.
12	Pride of India	Persis Khambatta	Parijat Media Ltd.
13	Calcutta in the Nineteenth Century	Bidisha Chakraborty/Sarmistha De	Niyogi Books
14	An Era of Darkness	Sashi Tharoor	Aleph
15	Indian Terracotta Sculpture-The early		

	Period Marg		
16	Bengal Sites and Sights Marg		

File Description	Document
Any additional information	View Document

4.2.3 Does the institution have the following:

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: B. Any 3 of the above

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

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

Response: 3.88

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

2016-17	2015-16	2014-15	2013-14	2012-13
5.21	3.9	2.55	3.48	4.28

File Description	Document
Audited statements of accounts	View Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document
Any additional information	View Document

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

Response: Yes

File Description	Document
Any additional information	View Document
Details of remote access to e-resources of the library	View Document

4.2.6 Percentage per day usage of library by teachers and students

Response: 10.91

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

Response: 100

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:

Hardware Infrastructure

1. There are 2 nos. of Computer laboratories with 82 PCs and 60 PCs respectively. All the PCs are having original Microsoft OS and are under Microsoft Campus Agreement.
2. The faculties are provided with Desktop / Laptop for their day to day activity.
3. All the PCs are protected by On-line UPS.

Network and Security Infrastructure

1. Fortigate300D UTM is in place which ensures filtered bandwidth for students as well as team members.
2. Extreme Core Switch X440 controls all the distribution switches which are also responsible for

managing VLAN in the campus.

3. All the PCs are protected with Kaspersky Endpoint security.

Wi-Fi Infrastructure

Selected Wi-Fi facilities are available in –

1. C Block Conference Room
2. Director's office
3. Library (Action initiated for procurement and installation)
4. B Block Conference Room (Action initiated for procurement and installation)
5. C Block PG Pharmaceutics Labs
6. Desktp PC and Laptops allocated to each Faculty member

4.3.2 Student - Computer ratio

Response: 3.74

File Description	Document
Student - Computer ratio	View Document

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)
<5 MBPS

5-20 MBPS

20-35 MBPS

35-50 MBPS

Response: 20-35 MBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	View Document

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

Response: Yes

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document
Any additional information	View Document

4.4 Maintenance of Campus Infrastructure

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

Response: 62.67

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

2016-17	2015-16	2014-15	2013-14	2012-13
317.18	282.45	322.44	251.68	253.27

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document

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

Response:

The institute has Administration Department headed by Manager to take care of the day to day operations apart from contractual staff to assist. The Admin. Dept. is provided with separate cubicles & computer for each staff.

Maintenance of infrastructure: A dedicated work force of maintenance staff under Manager-Administration comprises of administrative assistants & hostel wardens. Most of the work is outsourced on AMC basis; three maintenance staff is always on duty and work in shifts. Uninterrupted electricity is ensured with back up of 2 DG Sets of 500 & 125 KVA capacity. The job timings for housekeeping staff are from 7 a.m to 4 p.m. Some staff is also engaged in the evening shift to attend to the housekeeping requirements of the hostels. Similarly, housekeeping in Academic Block and other areas is also done in extended hours to keep the entire campus neat and clean. To ensure proper hygiene and sanitation in the campus, only branded items from the reputed companies are used. Suitable pest control measures like regular spray of pesticides/ periodic fumigation is carried out as per requirement. Laundry services for the institute and hostels are outsourced to professional laundry service companies. Furthermore, washing machines, electric iron etc. have been provided at hostel premises for self service. The institute appoints

contractual housekeepers, DG operators, gardeners, security guards, plumbers, electricians etc. for maintenance and repair works, through outsourcing to ensure seamless operations. Our admin staff ensures proper planning & operational management through necessary instructions to the contractual staff as per the requirement. Annual Maintenance Contract is availed for the maintenance of capital equipment and infrastructure.

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

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

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

Fire safety: The institute is equipped with adequate no. of fire extinguishers, checked and refilled at defined intervals. Mock fire safety drills are carried out at regular intervals to ensure preparedness.

Department heads report to the Principal/Director about any preventive or repair maintenance required for infrastructure, instruments, ICT of their respective departments. Apart from this Administration Manager takes care of the regular maintenance and upkeep. The various Committees constituted by the institute look into the matter of maintenance and on their recommendation specialist maintenance personnel are deployed on need basis from outside to take care of infrastructure.

The Institute has established policy & guidelines of Purchase, HR and Finance in the form of manuals, which is followed by the operational staff & faculties.

File Description	Document
Any additional information	View Document

12-01-2018 04:49:25

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 3.99

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

2016-17	2015-16	2014-15	2013-14	2012-13
43	48	30	19	9

File Description	Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	View Document
upload self attested letter with the list of students sanctioned scholarships	View Document

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

Response: 2.98

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

2016-17	2015-16	2014-15	2013-14	2012-13
38	34	23	13	5

File Description	Document
Number of students benefited by scholarships and freeships besides government schemes in last 5 years	View Document

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and meditation
8. Personal Counselling

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: A. 7 or more of the above

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

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

Response: 9.23

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

2016-17	2015-16	2014-15	2013-14	2012-13
127	63	72	53	33

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

5.1.5 Average percentage of students benefitted by Vocational Education and Training (VET) during

the last five years

Response: 27.14

5.1.5.1 Number of students attending VET year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
256	233	163	155	165

File Description	Document
Any additional information	View Document
Details of the students benifitted by VET	View Document

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

Response: Yes

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

5.2 Student Progression

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

Response: 26.75

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

2016-17	2015-16	2014-15	2013-14	2012-13
79	51	58	45	35

File Description	Document
Details of student placement during the last five years	View Document
Any additional information	View Document

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

Response: 22.22

5.2.2.1 Number of outgoing students progressing to higher education

Response: 62

File Description	Document
Details of student progression to higher education	View Document

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

Response: 78.47

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

2016-17	2015-16	2014-15	2013-14	2012-13
40	16	15	25	10

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

2016-17	2015-16	2014-15	2013-14	2012-13
62	22	24	27	10

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

5.3 Student Participation and Activities

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

Response: 19

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

2016-17	2015-16	2014-15	2013-14	2012-13
5	6	3	4	1

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

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

Response:

The institution encourages participative managements by the students to be receptive to suggestions and advice from different stakeholders to ensure wide ranging inputs to the decision making process and its subsequent implementation. Following institutional bodies have student representative:

· IQAC

· Quality Improvement committee

· Anti-ragging committee

· Anti ragging squad

· Extracurricular activities (Saraswati puja, viswakarma puja, National Pharmacy Week)

· Students grievance redressal committee

· Training and Placement committee

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

Response: 10

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

2016-17	2015-16	2014-15	2013-14	2012-13
10	10	10	10	10

File Description	Document
Report of the event	View Document
Number of sports and cultural activities / competitions organised per year	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Response:

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. Organsing a Panel Discussion Session on the concluding day of 2-day National Conference on **Inter Disciplinary Research in Pharmaceutical Technology & Healthcare Management,** held on 16th and 17th March 2017.
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 and also in different departments of reputed pharmaceutical 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.

5.4.2 Alumni contribution during the last five years
<1 Lakh

1 Lakh - 3 Lakhs

3 Lakhs - 4 Lakhs

4 Lakhs - 5 Lakhs

Response: <1 Lakh

File Description	Document
Alumni association audited statements	View Document

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

Response: 11

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

2016-17	2015-16	2014-15	2013-14	2012-13
1	2	2	3	3

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

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Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

VISION OF NSHM

INTRODUCTION

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

PURPOSE

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

VISION

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

MISSION OF NSHM

INTRODUCTION

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

PURPOSE

The mission is to provide each member of the organization the required resources to excel in their field of work and to motivate them to perform to their fullest ability. The mission provides the direction and focus that is needed to make decisions and execute the same.

MISSION

To bring prosperity to the society and enhance quality of life by imparting and advancing knowledge and skills, unleashing creative abilities and inculcating responsible and responsive values and attitudes.

ORGANIZATION VALUES

INTRODUCTION

The values of an organization are its pillars which help in its overall growth and enhancement. They establish a foundation onto which expectations and trust is built.

PURPOSE

The purpose of NSHM's values are to deliver innovative education products and services to bring out industry-ready professionals, researchers, advanced learners, educators, and entrepreneurs, who can take best care of people, planet and profit. We also encourage our team members to pursue creative research and consultancy to advance global knowledge and skill.

CORE VALUES

1. Nation and Society

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

1. Heritage

- Building on our heritage as a heritage for our progeny

1. Respect for the Individual

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

1. Trusteeship

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

1. Human Resource

- Attracting and developing the best people
- Setting High Performance standards
- Creating the environment to deliver

1. Quality

- Meeting and exceeding customer requirements

1. Innovation

- Constantly pursuing newer and better products, processes and practices

1. Ethics

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

The "IV Model" of Organization Building at NSHM ai attached as pdf file.

File Description	Document
Any additional information	View Document

6.1.2 The institution practices decentralization and participative management

Response:

Decentralization Practice:

Education is being decentralized in numerous countries as part of a larger move to reform public management systems. However, NSHM Group of Institutions, right from its inception, has practiced decentralization, and a process of distributing or dispersing functions, powers, and people away from a central location or authority. It is well recognized by NSHM that governance arrangements critically influence the performance of constituent institute's service delivery. Decentralization also fosters accountability, cooperation and vigilance and reduces alienation in the governance of the Institution. The decentralization arrangements refer to the design of jurisdictions: i.e., to the distribution of powers within different levels of management, and between different constituent units to provide student services, as well to the social and outreach functions in these jurisdictions. These include formal institutional factors such as the extent of institutional and fiscal autonomy, the type of hierarchical oversight exercised, and other administrative arrangements that determine information flows for decision-making. Decentralization is having a significant impact on policy, planning, and management of various educational programs of the institution.

The constituent institutes under professional leadership have been given sufficient autonomy with the intention of improving service delivery to the students, and bringing professional administrators closer to the students. The conscious approach to collegial governance in the management of the institution brings more perspectives into the mix, producing high quality outcomes, beneficial to the stakeholders like faculty, students, and staff.

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

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

a. Admissions: It is a constituent institute-driven activity, whereby eligible candidates are selected for filling up the allotted seats in various programs. The admission process is conducted jointly by the

admissions department, and the constituent institute. Apart from monitoring the overall trend and gross figures, the central authority is not involved in any admissions related activity.

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

Participative Management:

The institution implemented participative management practice for being receptive to deferent proposals, suggestions about the academics and beyond the curriculum from deferent stake holders which in turn are incorporated into decision making processes through governing body ratifications. Various levels of participation includes professors, assistant professors, technical staffs and non technical staffs in the following administrative committees which are decentralized and correspond to individual departments.

The committees are

- Governing body
- IQAC
- Anti-ragging committee
- Examination committee
- Program assessment committee
- Quality improvement committee
- Corporate Research and Talent Transfer (CRTT)
- Institutional Animal Ethical Committee
- Academic and Laboratory Development Committee

6.2 Strategy Development and Deployment

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

Response:

The institute has adopted ERP system on development of organizations management system which will provide a platform for various administrative procedures including accounts and HR management, academics and examination, student and faculty attendance. The library uses has been upgraded by the use of digitalization allowing quick entry of accession numbers of book, title availability and author index.

Every department and faculty members are provided with computer with internet facility through LAN connection for the ERP software which allows to enter academic details like timetable, student attendance, lesion plan, list of experiments. College has allotted individual organizational email id to every faculty member, staff and student through which important communications and student related circulars like examination, academic calendar, sessional examination are circulated periodically.

The institute has a well developed website www.nshm.com, which is updated regularly, various co-curricular activities like seminars, conferences, NPW celebrations, fresher's welcome, alumni meet are communicated to the stakeholders through website and institute coordinated social media updates like

facebook, whatsapp and tweeter. Thus the strategic implementation of ERP system will provide a transparent interactive academic system for continuous developmental strategy.

File Description	Document
Link for Additional Information	View Document

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

Response:

Organizational structure of the institution including governing body, administrative setup, and functions of various bodies is depicted by the chart attached.

The HR department is responsible for developing and implementing personnel policies for service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism as documented in the HR manual. Other operational policies and procedures are framed in the meeting of board of trustees. These policies govern the regular work practices of the NSHM Knowledge Campus, Kolkata-Group on Institutions.

NSHM – The Governance structure : Annexed file as as *organogram.pdf*

File Description	Document
Any additional information	View Document

6.2.3 Implementation of e-governance in areas of operation: 1.Planning and Development 2. Administration 3. Finance and Accounts 4. Student Admission and Support 5.Examination
A. All 5 of the above

B. Any 4 of the above

C. Any 3 of the above

D. Any 2 of the above

Response: C. Any 3 of the above

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

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

Response:

The Institute promotes and encourages a culture of participative management by being receptive to suggestions and advice from all the stake holders and ensures wide-ranging inputs into the decision making processes of the institution & subsequent implementation. The institute has a system for grooming of leaders as well as slow learners. In this line all faculty members have been placed under different committees to acquire leadership qualities and implement quality improvement decisions. They are also given tasks and additional responsibilities from time to time as per requirements. Mentorship is part of the college activity; a small group of students are posted under each faculty for mentorship to understand the system existing in the institute, academic and research development.

Effective implementation and improvement of policies and plans at Institute is monitored by various committees like

• Board of Trustees

• Governing Body

• Advisory Board of Studies

• Academic & Laboratory development Committee

• Internal Quality Assessment Committee

• Library Committee

• Training and Placement Cell

• Student Counseling Committee – Mentors

• Anti-Ragging Committee

• Research & consultancy Committee

• Examination Cell

• Disciplinary Committee

• Internal complaints & Women Grievances Redressal Committee

• Sports and Extra-curricular Committee

Every committee has its own objectives to be achieved and functions of these committees are being well monitored and reviewed by conducting the scheduled meeting regularly.

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

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

Implementation of such teaching learning system has provided an invaluable insight into the graduating students about how to hone their own innovations; which have been reflected in the Project topic undertaken by the final year students.

File Description	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:

Welfare includes anything that is done for the comfort and improvement of employees and is provided over and above the wages.

Welfare helps in keeping the morale and motivation of the employees high so as to retain the employees

for longer duration.

The welfare measures are not in monetary terms only but in any kind/forms. Employee welfare includes monitoring of working conditions and creation of harmony. The following activities are carried out regularly by HR department and welfare measures for teaching and non-teaching are being implemented as per HR manual.

1. Health Checkup Policy
2. Relocation Policy
3. Work Anniversary Celebrations
4. Birthday Celebrations
5. NSHM People First ™ – An HR Initiative
6. NSHM 4 U ™
7. NSHM Fit 4 Life ™ - An HR Initiative, to start in 2018
8. Picnic
9. Events
10. Sabbatical Policy
11. Mediclaim
12. Accidental Insurance
13. PF
14. ESI wherever applicable
15. Declared holidays
16. Marriage policy (special marriage allowance)
17. Special tie-up with hospitals
18. Help desks for employees – bank, e banking, etc
19. Camps like Aadhaar Camp, etc. conducted for employees and families
20. Maternity and Paternity leave
21. Employee Grievance, Prevention of Sexual Harassment, and other mandatory workplace requirements

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

Response: 2.26

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

2016-17	2015-16	2014-15	2013-14	2012-13
3	2	1	0	0

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc. during the last five years	View Document
Any additional information	View Document

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

Response: 4.6

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

2016-17	2015-16	2014-15	2013-14	2012-13
13	3	3	3	1

File Description	Document
Any additional information	View Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	View Document

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

Response: 6.22

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

2016-17	2015-16	2014-15	2013-14	2012-13
14	0	0	3	0

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

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

Response:

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

PURPOSE

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

SCOPE

This policy is applicable to all employees.

CRITERIA

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

PRINCIPLES

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

PERFORMANCE APPRAISAL GUIDE

Things you need to know to perform well

'What' of Performance:

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

'How' of Performance:

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

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

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

Our approach to managing performance means:

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

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

Change imperatives for Performance Management System at NSHM:

1. Changes in business environment impacting the business model
2. Changes in the overall Talent Landscape
3. Government policies impacting talent and business
4. Organization's future ambitions

Organization's talent strategy and alignment with business

File Description	Document
Any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

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

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

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

The last audit was done by a team of auditors from Rustagi and Co on 31.08.2017 for the financial year 2016-17.

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

Response: 7.95

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

2016-17	2015-16	2014-15	2013-14	2012-13
3.94	0	1.8	0	2.21

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

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

Response:

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

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

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

For effective verification of accounts, internal and external audits are done periodically. The external audit is done by a team of auditors from Rustagi and Co.

The last audit was done on 31.08.2017 for 2016-17.

The faculty members in consultation with directors approaches funding agencies like DST, ICMR, CSIR and pharmaceutical companies for promotion of teaching learning process and innovation through research and development in the institution.

The institution has been successful in obtaining grant-in-aid from DST and Emami group of companies.

6.5 Internal Quality Assurance System

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

Response:

The major objective behind the formation of IQAC is to ensure significant improvement in the quality of education imparted to the student community which in turn would foster global competencies among the students and enable the stakeholders to make a quest for excellence.

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

a) **Attendance Recording and Monitoring System**

Objective:

- With an objective of improving the attendance of the students and transparency in the attendance recording system the institute attempted an upgradation of manual entry of attendance in printed registers to digitalization through ERP. This may result into reduction of errors and instantaneous feedback to the students about the absenteesm as well as the lesion plan taught in that particular day.
- Further, upgradation of employee attendance from card swiping system to biometric fingerprint system is in the process of implementation.

Context:

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

The biometric fingerprint system provides improved transparency in HR management and employee leave management. Further, online link to the ERP system will provide total paperless management of employee HR relationship.

Practice:

- Till the year 2016, the student's attendance system was being recorded manually in a printed register where the names of the students had to handwritten
- In every class the faculty member used to carry the register and identify the student and enter his/her presence mark in manual register which not only consumes the precious teaching minutes but also leads to manual errors.
- Digitalization of student attendance in the ERP system will provide an instantaneous attendance recording Laptop or Smartphone
- Instantly, the students come to know whether his/her attendance has been marked and the covered topic on that day
- Troubleshooting and tutorial classes arranged to compensate slippages in theory and practical

Evidence and Success:

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

b) Learning Management System (LMS)

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

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

Digital Learning enables:

- Course planning, creation and delivery using the course tools such as course templates, syllabus, scheduling and pre-requisite features.
- Course content upload and sharing using the content tools that offer freedom to upload multiple types of files (documents, PPTs, video, audio, SCORM and ePUB) against a created course.
- Sharing your courses and communities with internal as well as external stakeholders, as required.
- Creating question papers and question banks for multiple assessments needs with built in evaluation tools that allow student monitoring and feedback.
- Designing grading schema.
- Creating certificate designs and generating them for learners on successful completion of exams.
- Creating institutional calendar and sharing with learners and instructors.

File Description	Document
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

Response:

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

The systematic teaching learning facility involves:

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

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

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

Evidence:

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

The IQAC has been constituted on January 31st, 2017 and it has been monitoring the implementation and digitalization of Teaching learning process through ERP which is under process.

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

Response: 0.4

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

2016-17	2015-16	2014-15	2013-14	2012-13
2	0	0	0	0

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

6.5.4 Quality assurance initiatives of the institution include:

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: B. Any 3 of the above

File Description	Document
e-copies of the accreditations and certifications	View Document
Details of Quality assurance initiatives of the institution	View Document
Any additional information	View Document

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

Response:

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

· Orientation program at the beginning of course startup

· Interactive celebration of fresher's welcome for each and every course

· Up-to-date status of continuous development in the website of the institution

· Functioning of various committees to manage various curricular and co-curricular activities

· Introduction of the concept of lesion plan for theory and practical courses

· Constituted anti-ragging committee and anti-ragging squad

· Constituted student's grievance cell

· Constituted Internal Complaint committee for Sexual harassment

· Mentorship and student counseling system

A key concern for NSHM as regards its students is their academic performance, the extent to which a student, teacher or the Institution has achieved their short or long-term educational goals. Though a student typically considers grades achieved to be the most important academic goal, the Institution also lays importance to the other important academic goals, and evaluates the other aspects of development of a student — procedural knowledge such as skills or declarative knowledge such as general awareness. In addition, there is evidence that student perception of fair treatment, and suggestive evidence that an interactive pedagogical style in the classroom may help student achievement. Engagement measures vary significantly with student socio-economic background but are also substantially linked to many dimensions of teaching quality. While specific results varied across the engagement measures, there is evidence that students who perceived that their classrooms were more interactive, that their teachers treated students fairly and cared for them, and who reported less homework and fewer disciplinary problems showed higher

levels of engagement.

Academic achievement is commonly measured through examinations or continuous assessments of the students by the University, and the respective faculty. Performance indicators, such as academic grades, quality of project reports, CTC commanded in the job market, are a means to focus on specific expectations of a program in terms of student outcomes. These performance indicators are analyzed by a committee of faculty members, and these help in designing curriculum delivery strategies, and assessment procedures. These are usually communicated to students in the program description, and are stated in terms that inform the students about the general purpose of the program and expectations of the faculty. Clear communication of the teachers' expectations from students has gone a long way in improving the academic performance of the students. In the last five years, not only the overall academic performance of the students has been improving, but also the percentage of weak students has been declining.

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

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 4

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

2016-17	2015-16	2014-15	2013-14	2012-13
2	0	1	0	1

File Description	Document
List of gender equity promotion programs organized by the institution	View Document
Any additional information	View Document

7.1.2

1. **Institution shows gender sensitivity in providing facilities such as:**
    1. **Safety and Security**
    2. **Counselling**
    3. **Common Room**

Response:

Institute adopts gender equality in the policies, religious aspects for all stake holders.

1. Safety & security:

- Institute maintains the gender equality in all aspects. Male and female staff members in our institution are treated in an equal manner in religious aspects.
- Healthy atmosphere is maintained in the campus by celebrating various activities like Freshers' day, teachers Day, Independence Day, Republic Day, Pharmacists' Day, National Pharmacy Week etc.
- Seminars are conducted on Women empowerment, Breast cancer awareness Programme etc.
- Separate Girls Toilets are provided in each & every Floor of the building.
- Contractual Girl house keeper has been appointed for security and daily cleaning activity.
- For disable students certain facilities are provided like PH toilet, wheel chair etc.

- Women Grievances Redressal Cell is constituted to resolve Women Grievances.
- Internal complaint and Anti ragging committee are established to resolve grievances.
- Blood donation camp is organized by our students in the occasion of Students' day celebration in the National Pharmacy week. Both Boys & Girl students donate blood for the benefit of the public.
- Our campus is smoke-free.

1. Counseling:

- All kinds of academic help are provided for the benefit of the economically and socially weaker section students. As per State Govt. directive, Full free & half free studentship, TFW admission are implemented.
- The staff members and students are treated equally. Women Grievances Redressal cell is activated and it functions separately for the benefit of the women employees and girl students.
- Career counseling for Higher Education as well as Training and Placement activities are regularly undertaken as per individual Choice based option, if necessary along with Parents' counseling.

1. Common room:

- The institution never discriminates on gender and religious issues.
- The Institute provides separate Common room for Boys as well as Girl students.
- The Indoor games facilities like Carom, Table Tennis have been provided as gender equity initiatives.
- Facilities of Gymnasium equipments are also provided for Boys.
- The institute provides Stress relieving activities like Yoga classes particularly for women.
- Foreign Language teaching was undertaken as skill development programme

7.1.3 Alternate Energy initiatives such as:

1. **Percentage of annual power requirement of the Institution met by the renewable energy sources**

Response: 0

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

7.1.3.2 Total annual power requirement (in KWH)

Response: 720000

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

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 25

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

Response: 56250

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 225000

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

7.1.5 Waste Management steps including:
• **Solid waste management**
• **Liquid waste management**
• **E-waste management**

Response:

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 the College Policy.

A government approved vendor has been empanelled for all disposal of E-Waste. The same is strictly monitored by Head-ITES and Head-Administration.

Garbage-bins have been placed at various points across the campus in all blocks (all floors) at strategic points in surrounding roads and all floors of hostels. The garbage is collected daily by contractual sweepers, segregated and disposed at KMC vats. Dead experimental animals are disposed of by incineration or burial as per CPCSEA guidelines. Separate drainage system has been provide in animal house for disposal of animal excreta to a separate pit.

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

Presently NSHM is utilizing Rain Water Harvesting methods for proper utilization of Rain water for the following Purposes:

1. Horticultural & Gardening.
2. Filling up of Fire Fighting Underground Reservoir.

Rain Water from Terrace is been directed to a underground reservoir through 6" Diameter Pipes. The reservoir thus caters for water used for all Horticultural and Gardening needs of the campus. This hugely reduces the usage of water from the main source and saves on both on money and resource available.

The rain water from terrace is also utilized to fill up the Fire Fighting Underground Reservoir for continuous supply for Fire Fighting, in case of an emergency. The same has been certified and appreciated by the West Bengal Fire & Emergency Services department.

NSHM is making plans and initiatives to recycle Rain Water for usages in the Hostel Campus for Toilets. A blue print of the project is getting ready for implementation in the coming Financial Year.

7.1.7 Green Practices
- **Students, staff using**
a) **Bicycles**
b) **Public Transport**
c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

The college makes special efforts to instill environmental awareness amongst its students. We firmly believe that environmental awareness must lead to environmental action. The following activities were undertaken to reduce our ecological footprints: Ecological Audits: Environmental Audits examine how an institution is utilising resources. Under the Green Steps Initiative, four audits were conducted in the year 2016 -17–

1. Energy
2. Water
3. Air
4. Waste

Each audit was conducted over a period of two weeks. Audits help us use our resources better and map our consumption and wastage. In the energy audit, the volunteers audited the sources of energy, the consumption of energy and explored ways in which this resource can be saved. In the water audit, volunteers studied the water use, the sources of water and suggested ways of water conservation, the importance of sanitation facilities. In the waste audit, volunteers mapped the amount and type of waste generated, areas of concentration of waste and offered ways and means to reduce it by segregation, recycling and reuse. In the air audit volunteers studied the commuting habits of college students, and surveyed the tree cover of the college and ventilation facilities.

For the last four years we have been popularizing green practices by encouraging each department to reduce their consumption, use more eco-friendly alternatives and ensure that the waste they generate is properly disposed. Every department was given guidelines regarding usage of paper, plastic etc before the fest. Volunteers monitored and made observations whether the departments are following the guidelines or not. This has made significant difference and students are learning to be eco literate.

E – Waste Awareness Campaign and Collection Drive since 2016: E – waste is hazardous to the environment and health of people and it needs to be recycled and disposed in appropriate ways. A two day awareness campaign was organized and a large quantity of e- waste is collected and sent off for further recycling and disposal. Say No To Plastic Drive (September 18, 2016) The 'Say-No-To-Plastic' Drive was conducted on 18th. A rally was conducted to spread awareness about the harmful effects of plastic, which all the volunteers of Social Outreach attended. It was followed by screening of some short films about alternatives to plastic. Also, there were counters where a making paper bag was taught to people and where alternatives to plastic were displayed.

To make the campus an eco friendly, the following green initiative steps has been taken and followed up:

Energy consumption:

- The process of installing LED and CFL bulbs is being taken up by the administrative departments
- Awareness is created by inspection and monitoring switching OFF the power source on leaving the work place
- Centralized tanks are put up to reduce water shortage
- Campus has two Noise free generators (KVA) for power backup
- Standard calibrated electrical fittings are used to save power

Efforts for carbon neutrality:

- Vehicles within the campus are generally discouraged and are parked in the underground basement area
- Students are motivated for use of emission free bicycles to protect environment
- Pharmacy students are taught about the laws of environmental protection in their curriculum as " Environmental Science and Technology"
- The campus location is well connected with metropolitan public transport system
- The campus has barrier free movements with large pedestrian roads and twenty feet wide corridor
- Awareness is created to provide plastic free campus by taking initiative like replacing plastic containers, cups and glasses with paper.
- Incineration of paper and other waste is not allowed in the campus
- The institute has tie-up with local municipality for hazard free disposal of waste
- A medicinal plant garden is maintained within the campus
- Pest control measures are taken as per norms
- The greenery of the Campus is well maintained and a gardener is available for care and upkeep
- Printing is discouraged, communication is done through electronic medium to minimize the use of paper
- The campus is maintained as Smoking free Zone

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

Response: 0.45

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

2016-17	2015-16	2014-15	2013-14	2012-13
3.46	3.46	1.4375	1.34	0.684

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

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

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

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: C. At least 4 of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document
Any additional information	View Document

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

Response: 5

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

2016-17	2015-16	2014-15	2013-14	2012-13
2	1	1	1	0

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

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

Response: 7

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

2016-17	2015-16	2014-15	2013-14	2012-13
1	1	2	1	2

File Description	Document
Details of initiatives taken to engage with local community during the last five years	View Document
Report of the event	View Document

7.1.12
Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

File Description	Document
Any additional information	View Document

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

Response: Yes

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

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

Response: Yes

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

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

Response: Yes

File Description	Document
Any additional information	View Document

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

Response: Yes

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

Response: 28

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

2016-17	2015-16	2014-15	2013-14	2012-13
6	5	5	6	6

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

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

Response:

Right from the inception, the institute takes sincere initiatives to celebrate the national holidays, for example, Independence Day (15th August), Republic Day (26th January) with large participation from the students and the faculty members. National flag hoisting followed by patriotic songs, plays are put up by our students under guidance of our faculty members.

Apart from these, the students of the institute also celebrate Teacher's day every year on 5th September to commemorate the birthday of former President of India Dr S Radhakrishnan.

Gurudev Rabindranath Tagore's birthday on 25th Baisakh is celebrated through rendition of his songs and poems by the students and faculty members.

World Health Day on 4th April is observed through health awareness programs like posters campaigns, health check-up camps etc.

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

Response:

- With the objective of developing amongst students the understanding of social environment and enrich their personality through actual participation in day-today life of the society, institute organizes various activities for the students.
- The various activities conducted by the institute are blood donation camps, clean awareness program, rallies, event for environmental awareness, field trips and seminars, health checkups, health surveys.
- In addition, lectures on value education and code of ethics are arranged for students to teach them moral and ethical values.
- The students are also made aware of the code of ethics for pharmacy practice and their role as the

healthcare professionals.

○ The institute has an institutional animal ethics committee to monitor matters related to the ethics of inclusion of animals in research. The committee has been constituted as per the norms of CPCSEA and IAEC guidelines. The committee meets twice every year to approve the protocols for animal testing to be carried at the institute, the details of which are given below:

CPCSEA Reg. No.: 1458/PO/E/11/CPCSEA

No. of IAEC meetings: 10 (TEN)

Last meeting held on: - 15.11.2017

7.2 Best Practices

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

Response:

Two best practices of the Institute which have contributed to the achievement of the Institutional Objectives and contributed to the Quality improvement of the core activities of the college are:

1. Assessment of Programme Specific Outcome

2. Teaching and learning process.

Format for Presentation of Practice - 1

Title of the Practice: Assessment of Programme Specific Outcome

Goal: The aim of the practice "**Assessment of Programme Specific Outcome"** followed by the Institute is to create a quality excellence platform to assess and monitor Students' Performance and Placement, motivation for higher studies. Besides the institute continuously monitors and explores the skills amongst the students by exposing them to various extracurricular and co curricular programmes, wherein they are involved in organizing, conducting and participation in the institutional events. The institute has articulated it Graduate Attributes. The graduate attributes along with the assessment tools and mechanism to monitor implementation are the assessment tools for **Programme Specific Outcome.**

The Context:

Particular contextual features or challenging issues that had to be addressed in designing and implementing the Practice are as follows.

The Programme Specific Outcomes (PSO) are achieved through curriculum that offers a number of mandatory courses having specific Course Objectives. The university (MAKAUT) has designed the curriculum with the aims and objectives that the Pharmacy graduates/Management graduates are required to learn and acquire adequate in depth knowledge of the prescribed subjects as per curriculum and necessary skills to practice the profession. The students and staff are made aware of the Programme Specific Outcomes (PSO) and the same are displayed in different locations. Relevance of assessment methods of the Programme Specific Outcomes (PSO) are as follows:

ASSESSMENT TOOLS	OBJECTIVE OF ASSESSMENT TOOLS
Direct methods	
• Sessional Examinations • Annual/Term end examinations	• Theoretical Knowledge • Practical skills • Analytical abilities
• Project Viva – voce examination	• Interpersonal skills • Logical thinking • Presentation skills
Indirect methods	
• Extracurricular and co curricular activities	• Communication skill • Leadership • Teamwork
• Third party evaluation by Feedback system from employers and placement cell	• Personal attributes • Work ethics

The Practice:

- In the Context, Mapping the distribution of responsibilities in teaching and learning process is essential requirement to effect significant Strategic change and to enforce quality excellence policies. Capability of the concerned faculty is identified for successful implementation of academic system reforms within and across departments to strengthen their commitment to improving quality teaching.
- Heads of departments are given explicit responsibilities for fostering quality teaching and learning with the resources and the tools needed to deliver results.
- Attractive career paths are provided for those taking on leadership responsibilities and ensure appropriate compensation (e.g. financial support, career upgrading, diminished teaching load.
- Progress in implementing the teaching and learning framework across each level of the institute is monitored and reports are analysed by the heads of departments, dean, and Principal. A bridge is provided between teaching and learning and the institute's support services to ensure these services are well-aligned with the institute's teaching and learning framework.

- Analysis of the semester result is done by Academic Commiittee to evaluate the Performance of the students in every semester and corrective actions are taken to improve the results if required.
- The placement records of every year are regularly analyzed and industry feedbacks are taken for their employees from this Institute.
- More industry oriented training is imparted to students for enhancing their skill. Innovative project

works are given to students to enhance their ability to take up higher education and research in the recent technological fields.

- Online Students feedback is taken for each respective faculty in every semester and the same is analyzed by the Academic Committee to bridge up gaps associated with their performance.
- 360 Degree evaluation of Stake holder's feedback (Students feedback, Parents' feedback, Alumni feedback, Head of the Department's report, Administrative feedback) is done and analyzed to assess PSOs.
- Weak links are found and accordingly, training and orientation programme are arranged as corrective & Preventive action.
- Fresh teachers are given one month pedagogical training before assigning classes and re-assessment of training is done by the assessment of COs.
- All faculty members are encouraged to take up research work and to obtain higher degree and research project funds from outside agencies to establish world class research laboratories and increase the status of the Institute.
- Formative assessments include internal assessment (theory / orals / clinical / practical); choice based credit system; grading / marking in the following cases:

a) Assignments allocated to every student in every subject.

b) Regular viva and sessional tests are also conducted both in theory & Practicals.

c) The PG students are encouraged to participate in seminar presentations

d) Day to day performance in the Lab and evaluation of Practical experimental records.

e) Summative assessment is done through sessional examination,

f) The students appear for the end term University examinations.

Evidence of Success:

Evidence of success in performance against targets and benchmarks and review of results exist. The students' performance in university examination has been gradually improving. Many faculty members have completed and awarded Ph.D. degree during their stay in the Institute and some more are in the final stage of submission of their Ph.D Thesis. This practice helps in increasing the number of research publications nationally and internationally by the faculty members.

Measuring Course Outcomes attained through University Examinations:

Note: For cases where the University does not provide useful indicators like average or median marks etc., the program may choose an attainment level on its own with justification. Here a bench mark of **B** (>62.5%) is taken as the average attainment level in University examination.

Example related to attainment levels Vs. targets:

(The examples indicated are for reference only. Program may appropriately define levels)

Attainment Level 1: 50% students scoring more than University average percentage marks or set

attainment level in the final examination (say CGPA OF B & ABOVE)

Attainment Level 2: 60% students scoring more than University average percentage marks or set attainment level in the final examination (say CGPA OF B & ABOVE)

Attainment Level 3: 70% students scoring more than University average percentage marks or set attainment level in the final examination (say CGPA OF B & ABOVE)

Attainment Level 4: 80% students scoring more than University average percentage marks or set attainment level in the final examination (say CGPA OF B & ABOVE)

• **Attainment is measured in terms of actual percentage of students getting set percentage of marks**

• If targets are achieved then all the course outcomes are attained for that year Program is expected to set higher targets for the following years as a part of continuous improvement

• If targets are not achieved the program should put in place an action plan to attain the target in subsequent years

Measuring CO attainment through Internal Assessments:

(The examples indicated are for reference only. Program may appropriately define levels)

Target may be stated in terms of percentage of students getting more than class average marks or set by the program (SAY 60%) in each of the associated COs in the assessment tools like INTERNAL class tests, Assignments, projects & presentations, placement data etc. as mapped with the Cos.

Example

Mid-term test 1 addresses C202 – TARGET : Out of the maximum 30 marks

Examples related to attainment levels Vs. targets:

Attainment Level 1: 50% students scoring more than 60% marks out of the max. marks: **Average**

Attainment Level 2: 60% students scoring more than 60% marks out of the max. marks: **Moderate**

Attainment Level 3: 70% students scoring more than 60% marks out of the max. marks: **Substantial**

Attainment Level 4: 80% students scoring more than 60% marks out of the max. marks: **Outstanding**

• Attainment is measured in terms of actual percentage of students getting set percentage of marks

• If targets are achieved then the C202 are attained for that year, Program is expected to set higher targets for the following years as a part of continuous improvement

• If targets are not achieved the program should put in place an action plan to attain the target in subsequent years

• Similar targets and achievement are to be stated for the other midterm tests/internal assessment instruments

Total Course Outcome Attainment:

For example:

Attainment through University Examination: Substantial i.e. 3

Attainment through Internal Assessment: Moderate i.e. 2

Assuming 70% weight age to University examination and 30% weightage to Internal assessment,

the Total tattainment calculations will be

(70% of University level) + (30% of Internal level) i.e. 70% of 3 + 30% of 2 = 2.1 + 0.6 = 2.7

Problems Encountered and Resources Required:

There are some problems in implementing this practice due to scarcity of very well qualified senior faculty members with analytical mind setup. However, the institute managed to execute Quality improvements in attaining Programme specific Outcomes by way implementing Funded research activities even in cases of shortcomings specifically concerning capital equipments. The management partially provides optimum funds to implement the research practice to the possible extent. The institute also receives funds from outside agencies, which greatly helps in upgrading research laboratories and promoting the practice of Industry Institute Interface.

7. Notes (Optional) NIL

8. Contact Details

Name of the Principal/Director :   Dr. subhasis Maity

Name of the Institution: NSHM Knowledge Campus, Kolkata – Group of Institutions

City: Kolkata   Pin Code: 700053

Accredited Status: NA

Work Phone: 033-24032300   Fax : 033-24033424

Website: www.nshm.com   E-mail : subhasis.maity@nshm.com

Mobile: 99032 50735

Format for Presentation of Practice - 2

Title of the Practice: ERP in Teaching and learning process

Goal:

- To improve the proficiency of Students in the course, language for the harsh professional contention.
- To create professional awareness among the students who hail from rural, suburban, and economically backward communities.
- To smooth the way and encourage teaching and learning activity through audio visual pedagogy.
- To make students acquainted with the pattern of the e-learning for higher education/ employment.
- To make students capable of competing with urban counterparts by improving skills in ERP.
- To promote teachers academic and professional development.
- To assess students' academic performance analysis and upliftment strategy for slow learners.
- To disseminate information to participants related to attendance, Planning Academics, co-curricular

& extracurricular activities, HR, Finance & Resource management etc.

The Context: In this context, the college has employed well qualified, highly experienced and proficient faculty. In the college, students are enrolled through centralized admission process through merit counseling. The institute has expanded requisite physical facilities, periodical maintenance and appropriate use of infrastructure, library, computer laboratory, precision equipments and other learning tools to execute the programme more effectively. The institute has maintained proper coordination mechanism through which the periodical review of various administration and policy matters are under –taken.

- Need for basic knowledge of Communication Skills in English, Soft Skills and Analytical Skills as the majority of the students have schooling in semi-urban areas with Bengali medium language.

- Training in Computer based learning and MCQ Tests is the need of the hour.
- E-Governance is the key activity that connects & balances between the management, staff, students and the community.
- Depth of teaching and understanding for the student with the help of technical discussion along with audio visual presentations utilizing computers& Projectors.
- Digitalization of Library with reference e-books and e-magazines related with syllabus framed by the university.

The Practice:

- Primarily, the teaching-learning process is consisted of Faculty member, student, learning process and learning assessment. In the beginning of academic semester, subject Faculty member plans the Course objectives, Course Outcomes, determine suitable lesson plans and engage teaching – learning process by planning component of syllabi and modus of teaching in centralized academic module in ERP.

- The teaching – learning assessment is bringing into existence by oral, written and practical techniques along with theory and practical records. Every Faculty member has been allocated individual Desktops/Laptops and in the development of advanced e-learning resources, teachers make use of the Laptops and audio-visual tools.

- College has assigned qualified teaching faculty which is approved by Statutory Selection Panel to commensurate the norms imposed by MAKAUT & AICTE. Every Faculty member prepares Individual Course File according to allotted academic sessions as per course syllabi and enter lesson plan in the master data of Academic module of ERP.

- The day to day teaching lesson and attendance are further entered in daily sheet of Academic module of ERP by the Faculty member. Students can access these lessons and check their personal attendance status in their own personal android phones (through app).

- Faculty members might also instill the habit of referring latest books available in library to update very recent knowledge of the subject. All Faculty members are motivated to use internet facility in downloading the updated scientific articles to upgrade overall teaching-learning system. Digital Library also provides access to e-books and e-journals to the PG students as well as Faculty members for Literature survey for the Research and dissertation Synopsis work.

- Faculty members are capable to use various pedagogy of teaching; for this they may use audio-visual aids, power point presentations, projectors, computers/laptops etc and also with the chalk board method and other teaching aids viz. OHP etc. Necessary Infrastructural facilities have been provided in every classroomThey do conduct interactive / tutorial /remedial /doubt clearing sessions in between their lectures to identify weaker students and group those students.

- Academic module of ERP in Teaching-Learning process also provides monitoring and review of Attendance status, Leave status, Syllabus completion status.

- For monitoring of teaching- learning process, Faculty member conducts surprise Assignment tests,

class tests and interactive viva voce/evaluation by fair means. Practical demonstration and execution is being monitored by them in Laboratory and Practical classes in case of use of statistical software, Drug Product Formulation design simulation software and software for animal experimentation.

- The Institute provides a plethora of opportunities for corporate interactions such as Regular Guest lectures / Talks Sessions /Seminars & workshops by practicing Professional experts from different sectors of the industry; Visit of alumni to share their experiences at their workplaces; Frequent industrial Training arranged by the Institute for Pharmacy Students and Summer Internship Programme for MBA students.

Evidence of Success:

A Global trend toward Quality acreditated higher education is venturing at a different rate in each country, for this reason attention should be given to achieving quality excellence tag in teaching and learning process. This process is well recognized to boost the performance level of the college.

Evidences of success are marked with mentoring students in project works & to develop study skills and presentation skills of the students' even slow learners. Further, Departmental Journal being in-house publications has also explored the literary skills and creative potential of students. Instances are there that the students of our Institute have gradually improving their DGPA in University Examinations and received various prestigious awards in numerous competitions at various national level conference, Seminars etc. organized by University like BHU / National agencies like IPA as well as in numerous cultural & Sports activities.

B Pharm graduated Students secured almost20% admission into PG courses. The success of this practice is evidenced from the fact that our students have done remarkably well in their careers; have improved daily attendance in the class as well as Discipline is improved.

Training and placement cell assists students for industrial training and also organizes campus placement. High percentages of the students have been recruited by MNC through the campus placements arranged by T & P cell of the Institute.

The college also has a CPCSEA approved animal house facility. Along with equipped laboratory the college also has state of art machine and instrument room with sophisticated instruments. For the overall development of students and to improve technical know-how's various guest lecturers of eminent resource persons from industry and academics are arranged.

Problems Encountered and Resources Required:

There are some levels of shortcomings and weaknesses for example support of pharmaceutical industries to the college.

Students usually pay less attention for attending coaching classes to appear competitive examinations for higher studies or Govt. jobs. Lot of persistent motivation and encouragement is necessary to make them understand the importance of coaching classes. Also the students admitted in college are from a remote rural area so lots of efforts are required to improve their English communication and writing ability.

Notes (Optional)

Shortfall of Financial resources are hindrances to maintain the free coaching classes, purchase of stationery, meet the printing charges for tests and material, pay remuneration to the resource persons from outside, purchase of reference material for both staff and students.

Contact Details

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Mobile: 99032 50735

7.3 Institutional Distinctiveness

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

Response:

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

All along its journey, the institute has consistently worked towards grooming the student's academic and

overall personality. The focus is to transform them into successful and excellent professionals in their respective domain. This has been implemented through a series of initiatives for providing an exposure to the external environment. Following are the snapshots of some of the activities undertaken to enrich the students' skill, competence and instilling the leadership qualities, relevant to the workplace: -

- Arranging curriculum projects in industries, for example our students undertake projects in reputed business houses, like Emami, Stadmed, HDFC and IMRB under mentorship of faculty members. It spans for about 3 to 6 months of rigorous work in live environment
- Conducting industry/field visits where the students get an exposure to industry production processes. Students earlier visited Britannia industries, Coca Cola bottling plant, East India Pharmaceutical Works, Fresenious Kaby (I) Pvt. Ltd.
- Nominated in programs, certificate courses conducted by eminent professional bodies like Calcutta Management Association, Calcutta Stock Exchange etc.
- Conclaves and seminars addressed by industry professionals, guest faculty from reputed organizations and the students are invited to participate.
- Interactive sessions with celebrities of international repute, namely, eminent Indian cricket coach Mr. Ravi Shastri, footballer of international repute - Pele of Brazil

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

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

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

5. CONCLUSION

Additional Information :

Hari Charan Garg Charitable Trust, having its office at **124 (60), B.L. Saha Road, Kolkata – 700053** had been formed in the year 1992 with an object to establish, arrange, maintain educational institutions for the development of education and diffusion of knowledge, whether moral, technical, industrial, scientific or otherwise. Assimilating the advances made in various areas of activity and considering the educational needs of the region, NSHM Knowledge Campus had been established to reorient general, technical & professional expertise with a holistic approach and to deliver innovative education products and services through a wide variety of under graduate and post graduate courses to bring out industry ready professionals, researchers, advanced learners, educators and entrepreneurs who can take best care of people, planet & profit. H.C.G. Charitable Trust, since its inception, has been working in the field of education under the visionary leadership of Chief Mentor, Mr. Cecil Antony.

NSHM Knowledge Campus, Kolkata – Group of Institutions (NKC-GOI), with a zest for uplifting quality standard in healthcare & management programme, is in the process of implementing its motto of **'Redefining Excellence in Quality Education'** by way of dispensing cutting edge knowledge in this highly sophisticated field of technological development. The college itself has earned a number of laurels for its splendid achievements; which is a resounding acknowledgement of the contribution towards excellence in education, like the Bachelor of Pharmacy programme, which has been provisionally accreditated by National Board of Accreditation (NBA) for 2016-2019.

Concluding Remarks :

At NSHM Knowledge Campus, Kolkata - Group of Institutions courses delivered by top faculties are futuristic in nature and in sync with the needs of the global industry, using world class infrastructure that combines practical hands-on training, class room teaching and e-learning tools as well as extracurricular activities. The dynamic Kolkata campus has NSHM College of Pharmaceutical Technology offering Pharmacy (UG & PG) programme and in integrated NSHM Business School offering world class Management programme along with NSHM College of Management & Technology, NSHM Institute of Media & Design. Altogether, NSHM has created an interactive and stimulating learning environment by encouraging student activities, events, workshops, seminars, fests, festivities, competitions, gym, students' common rooms, indoor game facilities, student cafeteria, and library with reading room facilities thereby making education a 360 degree experience for students.

Thus the institution, has initiated the self-study process as a groundwork for the accreditation evaluation visit by National Assessment and Accreditation Council (NAAC), with an objective of quality initiative, quality sustenance and quality enhancement. It gives me immense pleasure in presenting the self-study report of NSHM Knowledge Campus, Kolkata – Group of Institutions, to National Assessment and Accreditation Council (NAAC) for institutional accreditation. I take this opportunity to congratulate and thank the Management, the members of Core Committee and the Internal Quality Assurance Cell (IQAC) for sharing the responsibility of preparing the SSR. I also thank all administrative sections and academic departments of the institute for the best of their services to the stakeholders.

DIRECTOR