Yearly Status Report - 2019-2020

Part A	
Data of the Institution	
1. Name of the Institution	**NABA BALLYGUNGE MAHAVIDYALAYA**
Name of the head of the Institution	**Dr. SUKAMAL DATTA**
Designation	**Principal**
Does the Institution function from own campus	**Yes**
Phone no/Alternate Phone no.	**03324411710**
Mobile no.	**8902188222**
Registered Email	**nbmv2005@yahoo.co.in**
Alternate Email	**tamaltaruak2011@gmail.com**
Address	**27E BOSE PUKUR ROAD,**
City/Town	**KOLKATA**
State/UT	**West Bengal**
Pincode	**700042**

2. Institutional Status

Affiliated / Constituent	**Affiliated**
Type of Institution	**Co-education**
Location	**Urban**
Financial Status	**Self financed and grant-in-aid**
Name of the IQAC co-ordinator/Director	**TAMAL TARU ROY**
Phone no/Alternate Phone no.	**03324411710**
Mobile no.	**9477051278**
Registered Email	**nbmv2005@yahoo.co.in**
Alternate Email	**tamaltaruak2011@gmail.com**

3. Website Address

Web-link of the AQAR: (Previous Academic Year)	https://www.nbmahavidyalaya.in/nbgm/pdf-view.php?pfile=iqac0044.pdf

4. Whether Academic Calendar prepared during the year	**No**

5. Accrediation Details

Cycle	Grade	CGPA	Year of Accrediation	Validity	
				Period From	Period To
2	**B+**	**2.53**	**2016**	**05-Nov-2016**	**04-Nov-2021**

6. Date of Establishment of IQAC	**01-Jul-2007**

7. Internal Quality Assurance System

Quality initiatives by IQAC during the year for promoting quality culture		
Item /Title of the quality initiative by IQAC	Date & Duration	Number of participants/ beneficiaries
Orientation on AQAR preparation and compilation	**07-Jun-2019** **4**	**140**
Workshop on SSR Preparation	**24-Jul-2019** **2**	**100**
Feedback is on process.It will be implemented from	**15-Oct-2019** **6**	**120**

2020-21.

L::asset('/'),'public/').'/public/index.php/admin/get_file?file_path='.encrypt('Postacc/Special_Status/'.$instdata->upload_special_status)}}

8. Provide the list of funds by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

Institution/Department/Faculty	Scheme	Funding Agency	Year of award with duration	Amount
No Data Entered/Not Applicable!!!				
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9. Whether composition of IQAC as per latest NAAC guidelines:	Yes
Upload latest notification of formation of IQAC	View Link
10. Number of IQAC meetings held during the year :	4
The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website	Yes
Upload the minutes of meeting and action taken report	View Uploaded File
11. Whether IQAC received funding from any of the funding agency to support its activities during the year?	No

12. Significant contributions made by IQAC during the current year(maximum five bullets)

Learning Management System

SEMINAR New Methodology of Assessment Accreditation by NAAC Issues and Challenges

One Day Quality Improvement Program on "Use of ICT in Teaching, Learning and Evaluation

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13. Plan of action chalked out by the IQAC in the beginning of the academic year towards Quality Enhancement and outcome achieved by the end of the academic year

Plan of Action	Achivements/Outcomes

IQAC motivated the departments to undertake MOU's to conduct various activities., internships and other activities	More than 8 MOUs has been signed by the institution along with the departments for organising various activities, like research, value add courses, workshops etc. MOU with companies for internships and certificate / value add courses has been undertaken successfully.
Meticulous preparation of budget by all the departments.	Helps the management in identify the expenses, for which the budget has to be approved
Initiated add on course and workshop/ seminars and guest lectures	Department have conducted more than 8 value add/ certificate courses, more than 12 workshops and seminars has been conducted in relation to research and upgrading of skills for students and faculty
Conduct various types of Audit	IQAC has conducted Academic Administrative Audit with internal and external members. Green audit, quality audit, environment audit has been conducted as an initiative of IQAC
Feedback from all stakeholders	IQAC has collected feedback from various stakeholders and analysis of the same is reported to the concerned authority for necessary action.
IQAC initiated to take extra coaching, remedial class for advance learners and slow learners	The departments have successfully conducted coaching and remedial class during the year, the outcome of this effort is reflected through 83.16% of over result, with highlights of 11 University ranks and 29 Centum scores.
IQAC calendar	Includes list of activities relating to academic and quality enhancing programes
Academic plan	Students are informed about activities, examinations and holiday in advance, hence the students can plan their academic preparations well in advance
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14. Whether AQAR was placed before statutory body ?	No
15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?	No
16. Whether institutional data submitted to AISHE:	No
17. Does the Institution have Management Information System ?	No

Part B

CRITERION I – CURRICULAR ASPECTS

1.1 – Curriculum Planning and Implementation

1.1.1 – Institution has the mechanism for well planned curriculum delivery and documentation. Explain in 500 words

The Institution caters to the needs of young minds in their formative years of learning and career building. The Curriculum is designed by University of Calcutta to achieve academic excellence & professional competency. The Academic Year commences with an Orientation Programme to the all-new batch of students who get to know about the curriculum and academic life in the College. The Academic Council of the Institute consists of the Principal, Heads of Departments, and IQAC. All curriculum-related activities and preparation of the Academic Calendar, planning of programs for curriculum enhancement are taken up by this committee, which also strives to achieve efficient and effective curriculum planning and implementation. The curriculum planning and delivery flow are as follows: • Academic Calendar of events is prepared by the Committee set up for the purpose, which takes into consideration National, State and local holidays. • Calendar of Events comprises of the plan for Field projects, Internships, and dissertations. Lectures are also scheduled with the objective of connecting the requirements of industry and academics. • Orientation program is scheduled to provide an insight into higher education and also bridge the expectations in the mindset of newly inducted students for the program concerned. • Time-Table & Calendar of Events Committee of the College is in charge of Timetable. It prepares time table at Department level – teacher-wise, class-wise which includes Bridge courses, slots for core papers, elective papers, soft skills, project work, seminars, guest lectures, Mentor-Mentee activity and Remedial classes of the various departments as a matrix structure. • The Timetable includes class timetables, Programme Outcomes (POs) & Course Outcomes (COs) of all programs that are well defined and disseminated to all stakeholders. Progress of the syllabus coverage and course delivery are obtained from the faculty through the Lesson plan. • Eminent Academicians & Industry Experts are invited for delivering lectures on current trends in the economy related to curriculum. • Different Teaching Methods & Pedagogy such as Chalk and Talk method, PPT presentations and ICT enabled methods are adopted. These initiatives and methodologies have yielded excellent results and the progress graph has been peaking over two decades • During the semester, two Internal Exams are conducted. These internal assessments keep the students abreast of the subject, making their learning process easy and stress-free. For programs with practical exams, a mock practical exam is conducted prior to the Final exams. • Taking feedback from different stakeholders like Students, Teachers, Parents, and Employers on Curriculum and discussion by the Head of the Department with the subject teacher to address issues facilitates appropriate actions • Planning for curriculum enrichment courses through add on and value-added courses and training modules to fill in curriculum gaps between industry and academia. • Training of teachers for new courses through Orientation Programs, Faculty Development Programs and Online courses for teachers under moocs • The academic & intellectual edifice of the Institution rests on the Institution library which is a depository of all knowledge and information to the faculty and students.

1.1.2 – Certificate/ Diploma Courses introduced during the academic year

Certificate	Diploma Courses	Dates of Introduction	Duration	Focus on employability/entrepreneurship	Skill Development

| NA | NA | Nil | 0 | NA | NA |

1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the academic year

Programme/Course	Programme Specialization	Dates of Introduction
Nill	NA	Nill

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1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective course system implemented at the affiliated Colleges (if applicable) during the academic year.

Name of programmes adopting CBCS	Programme Specialization	Date of implementation of CBCS/Elective Course System
Nill	NA	Nill

1.2.3 – Students enrolled in Certificate/ Diploma Courses introduced during the year

	Certificate	Diploma Course
Number of Students	0	0

1.3 – Curriculum Enrichment

1.3.1 – Value-added courses imparting transferable and life skills offered during the year

Value Added Courses	Date of Introduction	Number of Students Enrolled
NA	Nill	0

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1.3.2 – Field Projects / Internships under taken during the year

Project/Programme Title	Programme Specialization	No. of students enrolled for Field Projects / Internships
Nill	NA	0

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1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

Students	No
Teachers	No
Employers	No
Alumni	No
Parents	No

1.4.2 – How the feedback obtained is being analyzed and utilized for overall development of the institution? (maximum 500 words)

Feedback Obtained
Nil

CRITERION II – TEACHING- LEARNING AND EVALUATION

2.1 – Student Enrolment and Profile

2.1.1 – Demand Ratio during the year

Name of the Programme	Programme Specialization	Number of seats available	Number of Application received	Students Enrolled

BCom	HONS. & GENERAL	1155	855	424
MCom	MCom	240	125	43
BA	HONS & GENERAL	888	1025	597
MA	Bengali	164	155	66

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2.2 – Catering to Student Diversity

2.2.1 – Student - Full time teacher ratio (current year data)

Year	Number of students enrolled in the institution (UG)	Number of students enrolled in the institution (PG)	Number of fulltime teachers available in the institution teaching only UG courses	Number of fulltime teachers available in the institution teaching only PG courses	Number of teachers teaching both UG and PG courses
2019	0	0	0	0	0

2.3 – Teaching - Learning Process

2.3.1 – Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)

Number of Teachers on Roll	Number of teachers using ICT (LMS, e-Resources)	ICT Tools and resources available	Number of ICT enabled Classrooms	Numberof smart classrooms	E-resources and techniques used
0	0	0	0	0	0

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2.3.2 – Students mentoring system available in the institution? Give details. (maximum 500 words)

Naba Ballygunge Mahavidyalaya follows the guidelines of the affiliated university and conducts the Internal Assessment as per the University norms. According to the University norms ,the Internal Assessment and External Assessment marks ratio is 20:80.While the University conducts examination for the external assessment, thecollege conducts the internal assessment. Summative Assessment is conducted for 20 marks, where students are evaluated twice in a semester and average marks are taken into consideration. Formative Assessment is part of the teachinglearning process, and the students are judged by various methods based on the teaching outcomes of the subject. Some of the methods used by the college are • Seminars • PowerPoint Presentations • Case Studies • Field Visits • Live Projects Internal Assessment Tests ? The college calendar of events specifies the dates for the Internal Assessment Examination. ? The institute has constituted two different Committees to organize and conduct both internal examination and external/University Examinations ? Students are intimated through circulars, notice boards and messages on college digital apps. ? A minimum of two examinations are conducted and the average marks of the two examinations are taken into account. Marks are intimated to the students through a digital application used by the college. ? COs and POs are attained after IA test marks are entered into the college ERP system. College Initiated Reforms in Testing Methods ? Each Department has its own structured format for the question papers and a structured scheme to evaluate the test papers.? Generally, the question paper pattern will be similar to the University Question Paper Pattern so as to help the students. ? Some of the Departments conduct open book tests. ? Students are also given Multiple Choice Questions ? Field Visits or Industrial Visits are carried out in groups and assignments are given to the teams. This encourages collaborative work where the students write reports in groups. University of Calcutta have given the guidelines of the breakup of the 30 marks and 50 marks to be awarded as internal assessment.

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio

0	0	Nill

2.4 – Teacher Profile and Quality

2.4.1 – Number of full time teachers appointed during the year

No. of sanctioned positions	No. of filled positions	Vacant positions	Positions filled during the current year	No. of faculty with Ph.D
28	28	0	28	Nill

2.4.2 – Honours and recognition received by teachers (received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the year)

Year of Award	Name of full time teachers receiving awards from state level, national level, international level	Designation	Name of the award, fellowship, received from Government or recognized bodies
2019	Nil	Nill	Nil

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2.5 – Evaluation Process and Reforms

2.5.1 – Number of days from the date of semester-end/ year- end examination till the declaration of results during the year

Programme Name	Programme Code	Semester/ year	Last date of the last semester-end/ year-end examination	Date of declaration of results of semester-end/ year- end examination
Nill	Nil	Nil	Nill	Nill

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2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

The academic calendar is prepared by the institution for undergraduate and postgraduate courses before commencement of every semester and consists of commencement of instructional activity, tentative schedule of CIE examination, and also of End-semester practical and theory examinations, review of the performance of CIE, schedules of the seminar, project work and various activities. The academic calendar is the backbone of various teaching-learning plans prepared before the start of every semester. Time tables are prepared by each department and the calendar of events such as workshops, seminars ,interclass competitions etc at the beginning of each semester. Subject loads are allocated to faculty members well before in advance so that they could make the semester plans. Every faculty member prepares the lesson plan for each theory and laboratory courses before the start of the semester. Regular staff meetings are conducted to ensure adherence to the schedule given in the academic calendar. The Internal Examination Committee conducts a meeting to plan the dates for the Internal examination. The timetable is prepared as per the schedule and the teachers are supposed to submit the question papers to the concerned committee before the commencement of the internal examination. The Summative Assessments are generally done in the form of written tests on the topics taught every 45 days of the semester. The faculty is free to choose the method to assess their students. The tests could be an MCQ, descriptive test or a combination of both. Even open book tests are conducted by certain subject teachers. The college has an excellent work culture and therefore it seldom faces any difficulties in completing the curriculum within the planned time frame of the calendar. Remedial classes for slow learner students at the end of the semester to improve the academic performance of the students. In remedial classes faculties make students know the subjects where the students are

finding it difficult and making them understand the subjects is easy methods and individual attention will be given to slow learners. During the Mentor mentee meeting, the students are informed about their performance in the internal exams and suggested for remedial or extra classes. The Mentor mentee meeting is scheduled to last Saturday of every month. The mentor and mentee meeting will be arranged and this meeting helps the students to come out of the problems by share with their mentees. Personal counseling sessions are also part of mentor-mentee meeting

2.5.3 – Academic calendar prepared and adhered for conduct of Examination and other related matters (250 words)

Our institution comes under the GEF (Eng GS) umbrella. The maintenance of common facilities like Civil, Water, STP, Electricity, Plumbing, and Computer is taken care of by a central unit employed by GEF. The maintenance and preservation of the infrastructure facilities are carried out with the support of the heads of the particular infrastructure department of GEF. The College Administrative Officer regularly monitors and supervises the overall infrastructure and ensures its upkeep, repair, and maintenance within the college. The institution obtains the requirements of sophistication rooms, laboratories and other infrastructural resources from each HOD well before the commencement of the academic year. After validation of the necessities, the available resources are allocated to every department. Any new facility to be constructed/acquired is provided by the management before the semester begins. Wherever there exists a situation that a facility (a laboratory) is required by one or more departments with suitable adjustments within the schedule would make the optimal use of the laboratory a break. Right from its inception, the faculty has been improving its infrastructure to fulfill its ever-increasing needs. Additional blocks for educational and administrative purposes are constructed. Floors are added to the present blocks to reinforce the facilities. Renovation of older blocks and modernization of laboratories is done to fulfill the ever-changing academic requirements. The institution incorporates a permanent manager to address the care of all the developmental works, be it add on constructions or maintaining the present ones. The buildings are maintained up-keep and repairs on a frequent basis. The housekeeping team regularly maintains the buildings, corridors and other places to be clean and tidy. The washrooms are maintained by a team on an everyday basis to take care of their usability. The Departments managed by their heads are accountable for maintaining the laboratory equipment for his or her operational conditions. Before the start of the educational year, the HODs would allow repairs and maintenance all told their laboratories for the concerned year. They identify the agencies who would undertake the upkeep work and would get the equipment ready for operations before the start of each semester. The institution has an IT cell headed by a senior member of the college to oversee the procurement, maintenance, repairs and replacement of apparatus like computers, laptops, projectors et al. within the domain area of knowledge technology across the institution.

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 in website of the institution (to provide the weblink)

0

2.6.2 – Pass percentage of students

Programme Code	Programme Name	Programme Specialization	Number of students appeared in the final year	Number of students passed in final year examination	Pass Percentage

NA	BA	HONS & GENERAL	66	42	Nill
NA	BCom	HONS. & GENERAL	99	62	Nill
NA	MCom	MCom	23	23	Nill
NA	MA	BENGALI	29	29	Nill

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2.7 – Student Satisfaction Survey

2.7.1 – Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink)

0

CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

3.1 – Resource Mobilization for Research

3.1.1 – Research funds sanctioned and received from various agencies, industry and other organisations

Nature of the Project	Duration	Name of the funding agency	Total grant sanctioned	Amount received during the year
Nill	0	0	0	0

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3.2 – Innovation Ecosystem

3.2.1 – Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year

Title of workshop/seminar	Name of the Dept.	Date
0	0	

3.2.2 – Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

Title of the innovation	Name of Awardee	Awarding Agency	Date of award	Category
0	0	0	Nill	0

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3.2.3 – No. of Incubation centre created, start-ups incubated on campus during the year

Incubation Center	Name	Sponsored By	Name of the Start-up	Nature of Start-up	Date of Commencement
0	0	0	0	0	Nill

No file uploaded.

3.3 – Research Publications and Awards

3.3.1 – Incentive to the teachers who receive recognition/awards

State	National	International
0	0	0

3.3.2 – Ph. Ds awarded during the year (applicable for PG College, Research Center)

Name of the Department	Number of PhD's Awarded
0	0

3.3.3 – Research Publications in the Journals notified on UGC website during the year

Type	Department	Number of Publication	Average Impact Factor (if any)
National	NA	1	0
National	Commerce	2	0

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3.3.4 – Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year

Department	Number of Publication
0	0

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3.3.5 – Bibliometrics of the publications during the last Academic year based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Title of the Paper	Name of Author	Title of journal	Year of publication	Citation Index	Institutional affiliation as mentioned in the publication	Number of citations excluding self citation
0	0	0	2019	0	0	0

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3.3.6 – h-Index of the Institutional Publications during the year. (based on Scopus/ Web of science)

Title of the Paper	Name of Author	Title of journal	Year of publication	h-index	Number of citations excluding self citation	Institutional affiliation as mentioned in the publication
0	0	0	2019	0	0	0

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3.3.7 – Faculty participation in Seminars/Conferences and Symposia during the year :

Number of Faculty	International	National	State	Local
Presented papers	0	0	0	0
Attended/Seminars/Workshops	0	0	0	0
Resource persons	0	0	0	0

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3.4 – Extension Activities

3.4.1 – Number of extension and outreach programmes conducted in collaboration with industry, community and Non- Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year

Title of the activities	Organising unit/agency/ collaborating agency	Number of teachers participated in such activities	Number of students participated in such activities
0	0	0	0

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3.4.2 – Awards and recognition received for extension activities from Government and other recognized bodies during the year

Name of the activity	Award/Recognition	Awarding Bodies	Number of students Benefited
0	0	0	0

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3.4.3 – Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

Name of the scheme	Organising unit/Agency/collaborating agency	Name of the activity	Number of teachers participated in such activites	Number of students participated in such activites
0	0	0	0	0

No file uploaded.

3.5 – Collaborations

3.5.1 – Number of Collaborative activities for research, faculty exchange, student exchange during the year

Nature of activity	Participant	Source of financial support	Duration
0	0	0	0

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3.5.2 – Linkages with institutions/industries for internship, on-the- job training, project work, sharing of research facilities etc. during the year

Nature of linkage	Title of the linkage	Name of the partnering institution/ industry /research lab with contact details	Duration From	Duration To	Participant
0	0	0	Nill	Nill	0

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3.5.3 – MoUs signed with institutions of national, international importance, other universities, industries, corporate houses etc. during the year

Organisation	Date of MoU signed	Purpose/Activities	Number of students/teachers participated under MoUs
0	Nill	0	0

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CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

4.1 – Physical Facilities

4.1.1 – Budget allocation, excluding salary for infrastructure augmentation during the year

Budget allocated for infrastructure augmentation	Budget utilized for infrastructure development
0	0

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
No Data Entered/Not Applicable !!!	

4.2 – Library as a Learning Resource

4.2.1 – Library is automated {Integrated Library Management System (ILMS)}

Name of the ILMS software	Nature of automation (fully or patially)	Version	Year of automation
0	Nill	0	2022

4.2.2 – Library Services

Library Service Type	Existing		Newly Added		Total	
Nill	0	0	0	0	0	0

 4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

Name of the Teacher	Name of the Module	Platform on which module is developed	Date of launching e-content
0	0	0	Nill

4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

Type	Total Computers	Computer Lab	Internet	Browsing centers	Computer Centers	Office	Departments	Available Bandwidth (MBPS/GBPS)	Others
Existing	0	0	0	0	0	0	0	0	0
Added	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0

4.3.2 – Bandwidth available of internet connection in the Institution (Leased line)

0 MBPS/ GBPS

4.3.3 – Facility for e-content

Name of the e-content development facility	Provide the link of the videos and media centre and recording facility
NA	Nill

4.4 – Maintenance of Campus Infrastructure

 4.4.1 – Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year

Assigned Budget on academic facilities	Expenditure incurred on maintenance of academic facilities	Assigned budget on physical facilities	Expenditure incurredon maintenance of physical facilites
0	0	0	0

 4.4.2 – Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (maximum 500 words) (information to be available in

STUDENT COUNCIL Administrative involvement: • The student council is a heterogeneous group drawn from various disciplines. Seniors guide and coordinate with their juniors to ensure the successful organization of events. The students were selected by the faculty HOD of each department to represent the Council. • The Council helps develop leadership skills, communication skills, management, and marketing strategies among the students. Cultural activities • The student council has taken an active lead in conducting the cultural activities. Almost all Students were a part of one or the other cultural events where students can express their talents. General awareness and Social responsibilities • The Council played an active role in developing awareness programs such as World Environment Day and Water Day, to raise environmental awareness. The World Tuberculosis Day on the 24th of March and World AIDS Day on the 1st of December was organized to communicate about the global diseases, as an awareness to the society. • The students were oriented towards personality development on 31st July 2018. Academic Activities: • As a part of Annual club activities, the Management Club conducted an exhibition on the topic "Entrepreneurial development" motivating the students. The Science club exhibited Posters and Scientific models on Feb 28th, 2019, on the occasion of National Science day. • The Academic activities also included career counseling and soft skill programs which helped the students in placements and higher education. • The TATA Education and Development Trust provided merit scholarships for the meritorious PG students. • The students took the initiative to participate in the IISc Open day, held on the 23rd of March, 2019. • Students celebrated National days- Independence Day Republic Day by depicting various facets of Indian culture through cultural programs. Socio-Cultural Activities • Students organized various festivals such as Ganesh Chaturthi, Onam in the month of August, and Christmas celebration on 28th December to signify unity in cultural diversity. The other activities like Cultural Day, Ethnic Day, and Women's Day are also conducted. • Students took up social responsibilities to organize blood donation camps and counsel the residents to ensure their children being vaccinated against major diseases like polio, during the polio vaccination camps held on 9th August 2018. Alumni interaction by the Students Council • Students Academic Council collaborates with the alumni students in many of the activities like cultural events, workshops training programs. Ms. Banupriya – an Alumni member, was an MC for the Cultural meet in August 2018, and Ms. Karnika Bhel – Alumni member, Judge for the Literary Fest Sep 2019.Mr. Karun Krishna- Entertained and motivated students at the cultural meet by performing Beat boxing. The Students Council focuses to bring out the best from the students in classroom education by organizing a consortium of collective activities to mould the character and help them to become better and responsible citizens to serve society.

CRITERION V – STUDENT SUPPORT AND PROGRESSION

5.1 – Student Support

5.1.1 – Scholarships and Financial Support

	Name/Title of the scheme	Number of students	Amount in Rupees
Financial Support from institution	Post-Matric SC/ST Scholarship Schemes	92	276000
Financial Support from Other Sources			
a) National	STATE GOVERNMENT SCHOLERSHIP FOR MINORITY STUDENTS	33	150000

b)International	Swami Vivekananda Merit-cum-Means Scholarship	16	372000

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5.1.2 – Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

Name of the capability enhancement scheme	Date of implemetation	Number of students enrolled	Agencies involved
0	Nill	0	0

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5.1.3 – Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year

Year	Name of the scheme	Number of benefited students for competitive examination	Number of benefited students by career counseling activities	Number of students who have passedin the comp. exam	Number of studentsp placed
Nill	0	0	0	0	0

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5.1.4 – Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

Total grievances received	Number of grievances redressed	Avg. number of days for grievance redressal
0	0	0

5.2 – Student Progression

5.2.1 – Details of campus placement during the year

On campus			Off campus		
Nameof organizations visited	Number of students participated	Number of stduents placed	Nameof organizations visited	Number of students participated	Number of stduents placed
Nil	0	0	Nill	0	0

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5.2.2 – Student progression to higher education in percentage during the year

Year	Number of students enrolling into higher education	Programme graduated from	Depratment graduated from	Name of institution joined	Name of programme admitted to
Nill	0	0	0	0	0

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5.2.3 – Students qualifying in state/ national/ international level examinations during the year (eg:NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

Items	Number of students selected/ qualifying
NET	0
SET	0

GATE	**0**
SLET	**0**
GMAT	**0**
CAT	**0**
Civil Services	**0**
Civil Services	**0**

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5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

Activity	Level	Number of Participants
NA	**NA**	**Nill**

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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)

Year	Name of the award/medal	National/ Internaional	Number of awards for Sports	Number of awards for Cultural	Student ID number	Name of the student
2019	**NA**	**National**	**Nill**	**Nill**	**Nill**	**Nill**
2020	**NA**	**Internat ional**	**Nill**	**Nill**	**Nill**	**Nill**

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5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

STUDENT COUNCIL Administrative involvement: • The student council is a heterogeneous group drawn from various disciplines. Seniors guide and coordinate with their juniors to ensure the successful organization of events. The students were selected by the faculty HOD of each department to represent the Council. • The Council helps develop leadership skills, communication skills, management, and marketing strategies among the students. Cultural activities • The student council has taken an active lead in conducting the cultural activities. Almost all Students were a part of one or the other cultural events where students can express their talents. General awareness and Social responsibilities • The Council played an active role in developing awareness programs such as World Environment Day and Water Day, to raise environmental awareness. The World Tuberculosis Day on the 24th of March and World AIDS Day on the 1st of December was organized to communicate about the global diseases, as an awareness to the society. • The students were oriented towards personality development on 31st July 2018. Academic Activities: • As a part of Annual club activities, the Management Club conducted an exhibition on the topic "Entrepreneurial development" motivating the students. The Science club exhibited Posters and Scientific models on Feb 28th, 2019, on the occasion of National Science day. • The Academic activities also included career counseling and soft skill programs which helped the students in placements and higher education. • The TATA Education and Development Trust provided merit scholarships for the meritorious PG students. • The students took the initiative to participate in the IISc Open day, held on the 23rd of March, 2019. • Students celebrated National days- Independence Day Republic Day by depicting various facets of Indian culture through cultural programs. Socio-Cultural Activities • Students organized various festivals such as Ganesh

Chaturthi, Onam in the month of August, and Christmas celebration on 28th December to signify unity in cultural diversity. The other activities like Cultural Day, Ethnic Day, and Women's Day are also conducted. • Students took up social responsibilities to organize blood donation camps and counsel the residents to ensure their children being vaccinated against major diseases like polio, during the polio vaccination camps held on 9th August 2018. Alumni interaction by the Students Council • Students Academic Council collaborates with the alumni students in many of the activities like cultural events, workshops training programs. Ms. Banupriya – an Alumni member, was an MC for the Cultural meet in August 2018, and Ms. Karnika Bhel – Alumni member, Judge for the Literary Fest Sep 2019.Mr. Karun Krishna- Entertained and motivated students at the cultural meet by performing Beat boxing. The Students Council focuses to bring out the best from the students in classroom education by organizing a consortium of collective activities to mould the character and help them to become better and responsible citizens to serve society.

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

No

5.4.2 – No. of enrolled Alumni:

0

5.4.3 – Alumni contribution during the year (in Rupees) :

0

5.4.4 – Meetings/activities organized by Alumni Association :

0

CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 – Institutional Vision and Leadership

6.1.1 – Mention two practices of decentralization and participative management during the last year (maximum 500 words)

Internal Audit: Certified Chartered Accountant conducts Internal Audit on a half-yearly basis. It includes: • Comparing previous financial statements to the present ones • Reviewing reliability and integrity of financial and operating information and the means used to identify measure, classify, and report such information. a) Noting of provisions applicable b) Evaluation of Internal control system c) Verifications of student's fee registers d) Authorization of fees concessions, controls, policies • Review the means of safeguarding assets and verifying the existence of such assets. a. Examining bank passbook. b. Verifies investments, grants from other bodies. c. Verification of total amount granted for various departments and various committees and its utilization. d. Checking of acknowledgment letters if any with regards to scholarship. • Appraising economy and efficiency with which resources are employed. a) Examining payments for maintenance and other miscellaneous expenses. b) Certify audit report c) Filing Income Tax returns regularly External Audit The external audit is carried out on a yearly basis by- B N Subramanya Co. certified Chartered Accountant. The External Audit Team regularly audits college financial reports. In case of any objections, the institution will deal with it promptly, takes necessary corrective measures in a completely transparent manner.

6.1.2 – Does the institution have a Management Information System (MIS)?

No

6.2 – Strategy Development and Deployment

6.2.1 – Quality improvement strategies adopted by the institution for each of the following (with in 100 words each):

Strategy Type	Details
Curriculum Development	NA
Teaching and Learning	NA
Examination and Evaluation	NA
Research and Development	NA
Library, ICT and Physical Infrastructure / Instrumentation	NA
Human Resource Management	NA
Industry Interaction / Collaboration	NA
Admission of Students	NA

6.2.2 – Implementation of e-governance in areas of operations:

E-governace area	Details
Planning and Development	NA
Administration	NA
Finance and Accounts	NA
Student Admission and Support	NA
Examination	NA

6.3 – Faculty Empowerment Strategies

6.3.1 – Teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

Year	Name of Teacher	Name of conference/ workshop attended for which financial support provided	Name of the professional body for which membership fee is provided	Amount of support
Nill	NA	NA	NA	0
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6.3.2 – Number of professional development / administrative training programmes organized by the College for teaching and non teaching staff during the year

Year	Title of the professional development programme organised for teaching staff	Title of the administrative training programme organised for non-teaching staff	From date	To Date	Number of participants (Teaching staff)	Number of participants (non-teaching staff)
Nill	NA	NA	Nill	Nill	Nill	Nill
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6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

Title of the	Number of teachers	From Date	To date	Duration

professional development programme	who attended			
NA	0	Nill	Nill	0
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6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
0	0	0	0

6.3.5 – Welfare schemes for

Teaching	Non-teaching	Students
0	0	0

6.4 – Financial Management and Resource Mobilization

6.4.1 – Institution conducts internal and external financial audits regularly (with in 100 words each)

Staff and students planted medicinal saplings in the campus and the students were given information regarding the medicinal properties of these plants. Saplings are presented to the chief-guests/speakers/Resource person as welcome presentation/token of appreciation instead of bouquets Regular bacteriological analysis of drinking water is done. An awareness program for the all the students is conducted to sensitize them on energy conservation by giving a lecture/activities which emphasizes on switching off the lights, fans or tap water when not required or not in use.

6.4.2 – Funds / Grants received from management, non-government bodies, individuals, philanthropies during the year(not covered in Criterion III)

Name of the non government funding agencies /individuals	Funds/ Grnats received in Rs.	Purpose
NA	0	0
No file uploaded.		

6.4.3 – Total corpus fund generated

0

6.5 – Internal Quality Assurance System

6.5.1 – Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	No	Nill	No	Nill
Administrative	No	Nill	No	Nill

6.5.2 – Activities and support from the Parent – Teacher Association (at least three)

NA

6.5.3 – Development programmes for support staff (at least three)

NA

6.5.4 – Post Accreditation initiative(s) (mention at least three)

NA

6.5.5 – Internal Quality Assurance System Details

a) Submission of Data for AISHE portal	Yes
b)Participation in NIRF	No
c)ISO certification	No
d)NBA or any other quality audit	No

6.5.6 – Number of Quality Initiatives undertaken during the year

Year	Name of quality initiative by IQAC	Date of conducting IQAC	Duration From	Duration To	Number of participants
Nill	NA	Nill	Nill	Nill	0
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CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 – Institutional Values and Social Responsibilities

7.1.1 – Gender Equity (Number of gender equity promotion programmes organized by the institution during the year)

Title of the programme	Period from	Period To	Number of Participants	
			Female	Male
NA	Nill	Nill	0	0

7.1.2 – Environmental Consciousness and Sustainability/Alternate Energy initiatives such as:

Percentage of power requirement of the University met by the renewable energy sources
1. The students are taught to make eco-friendly Ganesha 2. Saplings are presented to the chief-guests/speakers/Resource person as welcome presentation/token of appreciation instead of bouquets 3. Disposable Areca nut palm plates and spoons are used during functions/college programs 4. Messages such as circulars, notices, etc., are sent through emails and SMSs 5. The college canteen/cafeteria is plastic-free.

7.1.3 – Differently abled (Divyangjan) friendliness

Item facilities	Yes/No	Number of beneficiaries
Nill	No	0

7.1.4 – Inclusion and Situatedness

Year	Number of initiatives to address locational advantages and disadvantages	Number of initiatives taken to engage with and contribute to local community	Date	Duration	Name of initiative	Issues addressed	Number of participating students and staff
No Data Entered/Not Applicable !!!							
No file uploaded.							

7.1.5 – Human Values and Professional Ethics Code of conduct (handbooks) for various stakeholders

Title	Date of publication	Follow up(max 100 words)

NA	Nill	Nil

7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
NA	Nil	Nil	Nil

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7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

1. The students are taught to make eco-friendly Ganesha 2. Saplings are presented to the chief-guests/speakers/Resource person as welcome presentation/token of appreciation instead of bouquets 3. Disposable Areca nut palm plates and spoons are used during functions/college programs 4. Messages such as circulars, notices, etc., are sent through emails and SMSs 5. The college canteen/cafeteria is plastic-free

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

1. Title of the Practice Blended Learning – ICT enabled Teaching and Conventional method of Learning 2. Objective ICT enabled teaching and blended learning makes students responsible for learning. ICT helps students to prepare themselves by exploring, analyzing, exchanging, and presenting the information in a reasonably well-structured manner. Present generation learners are techsavvy, hence the use of ICT in day-to-day learning makes them confident and presentable. Students are encouraged to use mobile app for all kinds of learning such as PPT, Videos, value-added courses, skill development courses,s etc. attending physical classes. 3. The Context The curricular delivery in the 20th Century was mostly through didactic lectures and the chalk and talk method. 21st Century calls for digital and blended learning. ICT enabled teaching and learning is the part of the present education system. ICT based education support, develop and optimize the delivery of information in an effective manner. The institution provides the platform for online classes, Lecture capturing through ERP software. ICT has enabled any time anywhere and recapitulation sessions from teachers across the globe. The classrooms are enabled with LCD, and wi-fi facility, that support and encourages faculty to upload the lecture contents and materials for smooth conduct of online classesand online learning. The technology also provides great opportunities for making learning more effective for everyone with different needs. Technology helps to develop many theoretical and practical skills such as creating presentations, preparing from academic and competitive exams, learning to differentiate between reliable and unreliable internet sources, and so on. 4. The Practice • Mobile App for faculty and students • Learning Management System • Enterprise Resource Planning • ICT tools and platforms • Training of teachers • Use of AI, Animations, Simulations • Practice of Self Directed Learning, Computer Assisted Learning, and Interactive learning Mobile App (Posto New) has been used extensively in teaching and learning by the faculty and students in the institution. Faculty development programs and training programs are conducted regularly on e-content development. Faculty develops e-contents and uploads the module-wise lecture videos, PPTs, and other learning materials in the ERP software. Faculty interacts with the students through Mobile App for the live class, counseling, and mentoring. Students use the mobile app for submitting assignments, MCQ test,s and descriptive online tests. Value-added /certificate courses, skill-based courses, career-oriented courses are also offered to the students through Mobile App. Students can log in for live online classes through the mobile app. Course material can be downloaded from the ERP software any time they want. 5. Evidence of Success Students are happy to explore new technology through ERP software. Following has been

observed during this process: 1. Students have shown improvement in attendance for the online classes. 2. Complicated topics made easy to understand, this, in turn, increased their interest in the respective subjects and motivated them to learn. 3. No. of students opting for skill-based, value-added/ certificate courses have increased. 4. Use of mobile app has helped slow learners to understand the concept of the complicated topics by watching video lectures repeatedly. 5. Classes are scheduled during convenient hours i.e., even after working hours. Students who are absent have the option to attend the classes physically. 6. The faculty and students are encouraged to take up E-learning courses from National Programme on Technology Enhanced Learning (NPTEL) which provides E-learning through online Web and Video courses of various streams. More than 350 students and 25faculty have undertaken NPTEL courses for their career enhancement. 6. Problems Encountered and Resources Required Students find it difficult in understanding practical papers like accounting, mathematics. The conduct of lab experiments is another challenge for online classes. But ICT is used effectively to show videos relating to laboratory experiments which are attractive and interesting. Certain subjects like languages, accounting, mathematics, taxation require board work other than the use of Videos or PPTs. Uninterrupted power supply and internet bandwidth is required throughout the day. Network issues from the students end make online teaching ineffective. Best Practice: 2 1. Title of the Practice "Development of students through Centre for Holistic Education" 2. Objective: There is a compelling need to evolve a more holistic approach, an enriching blend of academics and value initiatives. A profound understanding of this great country and its glorious culture forms the foundation of value and complete education. This wholesome approach helps youngsters evolve into better human beings with character, integrity, and social responsibility. Educations should include wholesome development of students for the betterment of society. Values, Character, Capacity building programs have to be included in the curriculum. 3. Context: The present-day classroom and college dynamics revolve around proficiency in subject and scoring of marks for the competitive materialistic world. Less emphasis is on personality development, social empowerment creativity, and grooming of talent and leadership guidelines. Hence, there is a need for a strategy to achieve for same. Therefore, MSRCASC has developed and implemented this practice. 4. Practice: The Center for Holistic Education was established in September 2014 to help students cultivate integrity, insight, intelligence, and empathy through holistic learning models. At MSRCASC, we, theteachers and students, strive for excellence in academics and inculcate positive attitudes. The Centre for Holistic Education conducts special initiatives like Conservation of Water, women empowerment, gender-related issues, celebrate special days such as National Youth Day, Constitution Day, Gandhi Jayanthi, Swami Vivekananda Jayanthi, etc., to imbibe in the minds of students' awareness on contemporary issues, the spirit of Nationalism, Gandhian Values, etc. This is done by inviting scholars and experts to talk about these issues. The Center for Holistic Education takes an initiative to conduct various in association with DISHA, a Non-profit-Social Initiative, from 2016 onwards and aims to energize and motivate young minds to carry forward the rich and glorious legacy of our nation. This is done by conducting Personality Development Programmes (Holistic Approach of Education). Using value education as a vehicle, DISHA endeavors to guide and channelize the students' capacities toward the nation-building process and help in the overall development of students. The workshops conducted by DISHA focuses on three aspects: know yourself, know your country and know your culture. As a part of the programs, Orientation Module is used for the First Year Students so that they can be taught about themselves, their inner capacities, the Country, and their Culture in the beginning of their undergraduate student life. The Second and Third years are taken through the personality development module which is more intensive than the Orientation programs. It is an activity-based program with a

unique blend of building self - confidence, value for our unique culture and imbibe in them a spirit of patriotism and love for our nation. These programs are activity-based and involve exercises that encourage inquiry and introspection, kindles the spirit of Patriotism, equips with values and skills for personal excellence. These workshops are a blend of learning, reflection, fun and are highly motivating. Students are made into groups and are counseled by a worker so that their inner fears and anxieties are brought out so that necessary advice is given for self-improvement. Students participate in great numbers and very enthusiastically take part in all the activities conducted by the DISHA, an initiative of MSRCASC. 5. Evidence of Success More than 1500 students annually are benefited from the Orientation Programmes and Personality Development Workshops conducted by DISHA. Initially, the students were skeptical about the workshops but when the first batch spread the information about the workshop, good numbers of students expressed the desire to take part in the programs and participated enthusiastically. After counseling, nearly 10 married women students have continued and completed the course. Dropout has been totally reduced, attendance has become near cent percent. Enthusiasm, creativity teamwork has been enhanced. 6. Problems Encountered • The no. of students to attend the DISHA program is limited per batch as it is an interactive session. More than 120 students cannot be accommodated in a single batch and therefore, multiple batches have to be made and the program lasts for several days. • Many times availability of venue becomes difficult especially on the dates which are required by DISHA as they have a state-wide presence and conduct these workshops to several other institutions. Many a time we have seen a clash of dates. • Coordination among the many departments. Faculty and large numbers of students is the biggest challenge faced by the organizers. • When many guest lectures are conducted on Gender issues, or Value Education or on the rights and responsibilities, we see a lack of interest in the students and a lack of intellectual curiosity to learn about these issues.

Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link

https://nbmahavidyalaya.in/nbgm/pdf/notice00469.pdf

7.3 – Institutional Distinctiveness

7.3.1 – Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust in not more than 500 words

Outcome Based Educational Practice (Programme outcome, Course Outcome, and Curriculum mapping)" 1. Introduction: The emphasis of education is given to skills, competencies, and attitude along with communication skills apart from theory knowledge. Hence, the academic programs must spell out clearly the objectives and expected outcome (PO). The courses of a given program under CBCS must be specific and target-oriented to achieve the expectations of a graduand. Hence, they must spell out course objectives and outcomes (CO). MSRCASC as an affiliated college implemented it in their existing curriculum. As a distinctive step, the teachers and students are oriented towards PO, CO, and Curriculum Mapping approach. 2. Objectives ? To inculcate the concept of Outcome-Based Education amongst students and faculty by enriching the curriculum with well-defined PO-COs and their curricular mapping. ? To give emphasis to the blend of knowledge, skills, competencies, scientific temper, analytical ability, the spirit of inquiry, research bent of mind, communication skills, attitude, and values – ethics in curricular transactions and evaluations. ? To enhance the curriculum by offering Value-added/Add courses and encourage students to achieve overall academic excellence. 3. Implementation strategy and Process Although the University of Calcutta prescribes the syllabus, has not yet developed any COs and POs. However, the MSRCASC has prescribed PO-COs for programs at their departmental level.

Workshops are conducted to prepare the faculties to understand the significance of outcome-based education and its achievement. Course outcomes are stated in the master session plan. PO-COs are made available on a website to the faculty members and students. The students are inducted about PO-COs during the orientation program and Value added courses are offered. The schemes of objective evaluation of PO-CO during Continuous Internal Assessment are also made known to students. Program outcome assessment committees assess the level of attainment of PO-CO. The learning outcomes are prepared using Bloom's taxonomy and outcomes are complex declarative sentences that will clearly describe the student expectations such as knowledge, skills, and competencies acquired after completion of the course. The mapping and attainment of POs and COs are carried out using Institution ERP. 4. Challenges Faced ? To train the faculties to adhere to the changes made by following outcome-based education in developing COs and POs which is not mandated by the parent University. ? Time constraint in offering value-added programs along with the regular semester scheme. ? Developing tailor-made ERP to accommodate PO- COs mapping and its attainment. 5. Outcome and Impact ? Significant improvement in pass percentage, centum scorers, and University Rank holders ? Enriched curriculum and innovative curricular delivery and transaction on par with industry expectations/requirements ? Increase in student enrollment for value addition courses ? Transparent and robust assessment and evaluation of Internal Assessment with the help of well-defined POs and COs. Self-evaluation by students is also enhanced. ? Increase in the number of placement of students due to understanding of outcome-based learning. ? Exposure to comprehensive outcome-based education to all the faculties and students of the institution.

Provide the weblink of the institution
https://nbmahavidyalaya.in/nbgm/pdf/notice00470.pdf

8.Future Plans of Actions for Next Academic Year

The idea of future plans helps institutions to function efficiently, making smart choices and setting the course for a sustainable future. Keeping in mind the demands on the campus, stakeholders' requirement, and competing priorities, the future goals of the institution was set for the academic year 2019 – 2020 by a committee of faculty members, administrators, and the management. The goals addressed issues like improving the quality of education through co-curricular activities that complement the knowledge of not only teachers but students aswell, enhancing the status of the institution and equipping the institution with modern and competent means to deliver skill-based programs. Priority goal 1: Professional Development The quality of teachers and their professional development are critical to the success of both the teacher and the student in not only the classroom but also in their scholarly pursuits. Hence • We shall nurture an empowered community of faculty and staff and provide a range of professional development resources. • Plan and organize National and International conferences in Science, Management and Humanities in collaboration with State, National, and International bodies. Priority goal 2: Enhance Academic Programs To Provide an agile and proactive academic framework that enables multiple learning and delivery modes to serve the needs of the community, the institution plans to introduce two new programs. • Introduce new B.Com (Logistics) program • Introduce new BBA (Aviation) program Priority Goal 3: Elevate College Status To elevate the status of the college, we shall • Designing a plan and executing it to acquire the 'College with Potential for Excellence' status from UGC. • Apply for 'Star College' status from DBT, Ministry of Science and Technology, Govt. of India. Priority Goal 4: Success Skills To meet the diverse needs of the present-day student community and equip them with relevant success skills • Set up a specialized training lab with Apple systems to develop communication, software, hardware skills among students. • Establish a media lab and complement studies in Journalism and Political Science and augment students'

practical knowledge and critical thinking, problem-solving and personal responsibility skills. • Get access to webinars from various national and international bodies that would enlighten students' comprehension of an advancing world