



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

NIPS SCHOOL OF HOTEL MANAGEMENT

**MB-297, MAHISHBATHAN, SALT LAKE CITY, SECTOR- V
700102**

www.nipsgroup.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

NIPS Hotel Management is Ranked No.1 Hotel Management College by the Times consecutively twice in a row in 2023 and 2024. NIPS Institute holds accreditation from World Chef, and our mentors are recognized as World Chef-accredited trainers. Additionally, we are proud partners of HOSCO, further reinforcing our commitment to excellence in hospitality education and industry partnerships. Founded in 1993, the NIPS Hotel Management Institute leads the way in providing a range of national and international programs to offer top-notch employment prospects within the hospitality industry. NIPS is a leader in hospitality education with a 31-year legacy of producing top-tier graduates.

Ranked among the Top 90 Hotel Management Institute in the World, NIPS has set an example for offering graduates a wide variety of courses and career opportunities. NIPS Hotel Management Institute has become the first hotel management college in India to receive the esteemed "Best International Placement Award" in Bangkok, Thailand for the 2019-2020 academic year. Throughout its 31-year history, NIPS has been named the top college in Eastern India by the Pioneer newspaper for four years in a row. The All India Council for Technical Education, (AICTE) accreditation by the Indian Government has distinguished NIPS Hotel Management Institute from its contemporaries. NIPS is affiliated with Maulana Abul Kalam Azad University of Technology (MAKAUT), Govt of West Bengal, Additionally, We have collaborations and associations with prestigious Government entities like the National Skill Development Corporation (NSDC), the Paschim Banga Society for Skill Development (PBSSD), the Tourism Hospitality Skill Council (THSC), the Aerospace and Aviation Sector Skill Council (AASSC), and the Meghalaya State Skill Development Society (MSSDS). These partnerships highlight our commitment to advancing skill development initiatives and contributing to diverse sectors.

NIPS Institute is noted for assigning students to the greatest internships and placements programmes, especially in nations like the USA, France, Switzerland, Singapore, Dubai and many

more countries globally. Graduates from this Institute are given excellent positions in a variety of industries, both in India and abroad, working for renowned multinational corporations such as Royal Caribbean Cruises, Carnival, American Cruise, Sodexo, and more. NIPS's students are either permanently settled overseas or are employed there in nations like the US, England, France, Canada, Germany, Thailand, Singapore, New Zealand, Australia, Japan, Dubai and many more.

Vision

Charting a Course for Excellence

At NIPS School of Hotel Management, our vision is to pioneer a path to global excellence in hospitality education, igniting the aspirations of our students and shaping them into visionary leaders of tomorrow. We envision a future where our graduates are celebrated as trailblazers in the hospitality industry, setting new standards of innovation, integrity, and service excellence. With a relentless commitment to pushing the

boundaries of knowledge and practice, we strive to cultivate a culture of ambition and aspiration, where every student is inspired to reach for the stars and leave an indelible mark on the world.

Mission

Empowering Dreams

We are driven by a deep-seated belief in the power of education to transform lives and shape destinies. Through our rigorous academic programs, immersive learning experiences, and global industry partnerships, we equip our students with the knowledge, skills, and confidence to pursue their wildest ambitions and achieve unparalleled success.

Our mission is to foster a culture of audacity and aspiration, where every student is encouraged to dream big, think boldly, and strive for greatness. We are committed to nurturing a community of fearless innovators and visionary leaders, who are unafraid to challenge the status quo, disrupt industries, and leave a legacy of excellence that endures for generations to come. With unwavering dedication to excellence, integrity, and service, our mission is to empower our students to become architects of their own destinies, creators of their own futures, and champions of positive change in the world.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. **Presence of 30 glorious years in the hotel management education field:** The journey of this institution over the past 30 years is a testament to the resilience and innovation of the hotel management education field. From its humble beginnings to its current status as a leader in hospitality education, the institution has remained true to its mission of providing world-class education and preparing students for successful careers in the hotel industry.
2. **Accreditation & Reputation:** Affiliation from the MAKAUT (State University) ensures that the college meets high standards of quality and academic rigor.
3. **The Strategic Advantage of Campus location:** Our Institute is located at the IT hub of the city which is well connected with every kinds of transport facilities, provides a strategic advantage to all the commuters.
4. **Industry-Relevant Curriculum:** The institute follows a strong curriculum of the University that is tailored to the specific needs of the hospitality industry. By providing students with a solid foundation in these core areas, the institute prepares them for success in various roles within the industry.
5. **Practical Training and Internships:** Our reputed Institute offers ample opportunities for students to apply their knowledge through: On-campus training facilities (e.g., simulated hotel rooms, restaurants, and bars), Industry internships at renowned hotels, resorts, and restaurants. These experiences provide students with hands-on skills, industry connections, and a competitive edge in the job market.
6. **Faculty Expertise and Industry Connections:** The institute is composed of experienced professionals with a proven track record in the hospitality industry. They bring their expertise and industry insights into the classroom, providing students with valuable knowledge and guidance.
7. **Value Added Teaching:** To foster holistic development and empower students with a comprehensive skillset, the Institute conducts regular workshops on various interesting topics like Molecular Gastronomy, Eco-Friendly Practices in Housekeeping, Event Planning and Management, Interviewing

skill, Grooming and hygiene, Retail Management etc.

8. **Career Services and Support:** A dedicated career services department provides a comprehensive range of services, including: Resume and cover letter writing assistance, Mock interviews and career counselling, Job placement support and networking opportunity.
9. **Learning Environment and Resources:** Modern classrooms and well equipped laboratories, Access to industry-standard software and technology, for e.g- availability of Property Management Software i.e. **Exceed Ultimate** to train the students in Front Office Management, A supportive and collaborative learning environment.
10. **Student Life and Activities:** Beyond academic pursuits, NIPS Institute offers a vibrant student life experience. It has active student clubs and organizations, opportunities for student leadership, and a sense of community. These extracurricular activities foster personal growth, networking, and a sense of belongingness.
11. **Alumni:** The Institute has illustrious and high-profile alumnae occupying topmost positions in society, politics, culture and administration.
12. **Safe and Secured Environment for girl students:** The Institute ensures the safety and well-being of girl students to maintain a conducive and empowering educational environment. The institute is well protected with 24x7 security guards, surveillance cameras in every nook and corner, zero-tolerance policy for any form of bullying or intimidation. The Institute fosters a culture of respect and tolerance among students and staff.

Institutional Weakness

1. Lack of Research facility-As an UG and PG institute, there is main focus in teaching-learning and thereby there is least opportunity in research.
2. Lack of structured entrepreneurship promotional activities on the campus.
3. The Industry – Institute interface can be enhanced further.
4. The Alumni participation in industry awareness, students' growth and placement can be improved.
5. Participation in various workshops and seminars by the faculty members for their own development can be increased.
6. Building awareness among students for further higher studies can be strengthened.
7. The Institute can work on taking Patent rights on its symbol, logo and tagline/ slogan.

Institutional Opportunity

1. The Institute can emerge itself as a role model in the fields of Hotel and Hospitality Management education adopting the best pedagogical tools.
2. The Institute has the infrastructure capacity to organize more FDPs and conferences.
3. The strong alumni base of the college can be more involved to contribute to the institute towards excellence and to help in the journey of being listed in one of the best colleges of the state.
4. The college has ample opportunities to introduce need-based craft or short term courses which generate

employability. The underprivileged Students can be mobilised and educated to undertake these course through various Awareness Programs in local community, government and private schools, coaching centres.

5. Emphasis on collaboration activities.
6. Implementing NEP 2020 guidelines.

Institutional Challenge

1. Attracting quality top ranking students to the institute is a challenge. Students with good academic background prefers course of medical, engineering in our country rather than Hotel Management. Though establishing himself or herself in Management area nationally or internationally is quite comfortable and easier than medical or engineering.
2. Placement of students in Management Trainee position with higher annual package because of the majority strength from mediocre profile.
3. Local people awareness and financial strength-These two issues are very vital in prospering higher education. In respect of the institute, lack of awareness in higher education among the families (from where students come) and their financial weaknesses have major negative impact in the progress of higher education as a whole.
4. More number of Dropouts without understanding the scope and objectivity of the courses offered are also becoming a challenge.
5. Creating more entrepreneurs through entrepreneurship promotional activities to become *Atmanirbhar*.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

In the realm of education, the institute plays a pivotal role in ensuring that students receive a high-quality education. This is achieved through effective curriculum planning and delivery, which involves a well-planned and documented process.

An academic calendar is a comprehensive schedule that outlines the academic year's key events, including holidays, exam periods, and submission deadlines. It serves as a roadmap for students, teachers, and administrators, ensuring that everyone is on the same page regarding the academic year's progress. **The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment.**

As an affiliated institute of MAKAUT, the institute follows the Academic Calendar of the University. The institute is also serves as a contributor in the Board of Studies of the University.

Continuous Assessment (CA) is an integral part of the curriculum planning and delivery process. It involves regular monitoring and evaluation of students' progress throughout the academic year. This approach allows institutions to identify areas where students may be struggling and provide timely support to help them overcome these challenges.

Continuous internal assessment through Group discussion sessions, Mock Personal Interview rounds, Subject

based Quiz sessions etc. also helps the institute to gauge the effectiveness of their teaching methods and curriculum. By analysing the results of internal assessments, the institute is identifying areas where improvements are needed and make necessary adjustments to their curriculum and teaching strategies.

Students have also enrolled them for MOOCs and received certificates by completing the course module.

The institute follows Curriculum Structure of the University for UG and PG programs with fixed subjects for Ability Enhancement, Skill Enhancement and Common Value Added Course.

Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and are represented on the following academic bodies :

1. Board of Studies of the Affiliating University (MAKAUT)
2. Setting of question papers for UG and PG programs on Hotel Management.
3. Assessment process of the affiliating University (Checking Answer sheets of university Semester examination)

The Institute has started obtaining feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Parents, Teachers, Employers, Alumni etc. in a structured way. Few actions were already been taken on the basis of verbal feedback during Parent- Teachers Meet, Alumni Meet, Workshop by Employers etc.

Teaching-learning and Evaluation

The sanctioned intake from the University for the UG and PG courses is the guiding factor for admitting the students with reservation policy as per the government norms. To ensure holistic development of students, the institute follows blended mode of learning for effective dissemination of knowledge. The institute has well qualified, experienced and competent faculty with a proper student to teacher ratio . The teachers use different ICT tools, various e-learning resources apart from the conventional teaching methods. The institute has adapted experiential learning, participative learning and problem-solving methodologies through industrial visits, internships, surveys, field work, project work etc. The learning levels of the students are assessed and special efforts are taken for slow learners and advanced learners. The institute has a mechanism to identify the levels of attainment of Program Outcomes and Course Outcomes. The internal assessment process is carried out transparently and efficiently. Examination related grievances are addressed as per the process laid down by the Institute and University in a time bound, efficient and transparent manner. To keep abreast with the knowledge the faculty attends various FDPs.

Research, Innovations and Extension

The Institute gives much importance on teaching and learning process mainly rather than research work. NIPS School of Hotel Management has continued its tradition of being recognized and honoured for its dedication to quality and excellence. The College, the faculty and the students has received numerous awards, accolades and

accreditations from the state, national, and International organizations that confirm the college's global dominance among the best colleges in the nation and international level. The Awards & Achievements received by our school has not only enriched the glory of the Institute but has also inspired us to work with greater dedication to explore and excel. NIPS also take several initiatives to give awards and recognition to students of schools and colleges and women leaders for their exemplary work in their chosen fields associating with Times of India and other Publications.

The institute stands out for its notable industry-institute relations, providing students with a unique advantage in their journey toward a successful career in hospitality. This strong bond ensures that students receive a well-rounded education that seamlessly integrates theoretical knowledge with practical experience, preparing them for the demanding world of the hospitality industry.

Infrastructure and Learning Resources

NIPS School of Hotel Management is committed to providing a rich and supportive environment for its students, recognizing that a robust infrastructure and cutting-edge technology are essential for fostering a dynamic and effective learning experience. The institution boasts a well-equipped campus that caters to diverse academic needs, ensuring that students have access to the resources they need to excel. The institute boasts well-ventilated and spacious classrooms designed to encourage interaction and engagement. Modern furniture, comfortable seating, and adequate lighting create a welcoming atmosphere for learning. The institution also houses well-equipped laboratories catering to various disciplines. These labs are equipped with state-of-the-art equipment, providing students with hands-on experience and practical training in their chosen fields. The institute has invested in ICT-enabled facilities, including smart classrooms equipped with interactive whiteboards, projectors, and audio-visual aids. This technology allows for dynamic and interactive lessons, facilitating better understanding and retention of information. Furthermore, the institution recently implemented the KOHA software for library automation, making accessing resources and managing library operations significantly easier for students and staff. The institute makes significant investments in infrastructure development, ensuring that the campus remains modern, functional, and conducive to learning. This commitment to continuous improvement reflects the institution's dedication to providing a high-quality educational experience for its students. The institute's robust infrastructure, coupled with its commitment to technology and continuous improvement, creates a fertile ground for learning and growth. The institution's unwavering focus on providing a supportive and stimulating learning environment ensures that students are equipped with the skills and knowledge necessary to succeed in their chosen fields and contribute to the world at large.

Student Support and Progression

The institute goes beyond the classroom to nurture well-rounded individuals, equipped for success in all aspects of life. The institute understands that true education encompasses not just knowledge acquisition but also the development of essential skills, a strong ethical foundation, and a vibrant campus culture. Recognizing the crucial role of interpersonal skills in today's world, the institute offers dedicated workshops and training sessions focusing on communication, teamwork, leadership, problem-solving, and critical thinking. The institute recognizes the importance of holistic health and well-being. Yoga sessions, sports and health and hygiene awareness campaigns ensure students develop healthy habits for a balanced life. Preparing students for a digital world, the institute provides comprehensive training in computer applications, coding, and digital literacy. The institute has implemented a strict anti-ragging and sexual harassment policy. Vigilance committees are actively involved in promoting awareness and ensuring that all students feel safe and respected.

These committees are empowered to investigate any reported incidents and take prompt action. They are accessible to all students, fostering a culture of accountability and support. The institute organizes a diverse range of events, including sports tournaments, cultural festivals, guest lectures, and workshops, fostering creativity, talent, and team spirit. These activities cater to a wide range of interests and encourage student participation, ensuring everyone finds their niche and develops their talents. The institute maintains strong industry partnerships and provides placement assistance, connecting students with potential employers. The institute also supports self-employment endeavors, offering guidance and resources for students who choose to pursue their own ventures.

Governance, Leadership and Management

NIPS School of Hotel Management is a renowned institution that operates under the guidance of the Society known as Numero Uno Institute of Professional Studies. The institute's governance and leadership are firmly rooted in the vision and mission of the organization, which is evident in various institutional practices. The institute has wholeheartedly understood and embraced the National Education Policy (NEP) and has implemented its key tenets with unwavering commitment. Through this implementation, the institute aims to foster critical thinking, problem-solving skills, and experiential learning among its students. This commitment to NEP has been a driving force behind the institute's sustained institutional growth and academic excellence. The institute believes in the principle of decentralization, which empowers various levels of the organization to make decisions and contribute to institutional governance. This decentralized approach allows for a more inclusive and responsive decision-making process, ensuring that the perspectives of all stakeholders are considered and valued. The institute has developed Institutional Perspective Plans that guide its academic and administrative functions. These plans outline the institution's goals, strategies, and timelines for achieving its vision. The plans provide a roadmap for continuous improvement, innovation, and the pursuit of its mission. The institute operates under a well-defined structure that ensures accountability, transparency, and effective decision-making. The Management team has established a Strategic and Perspective Plan that sets the framework for academic and administrative operations. This plan ensures alignment between the institute's goals and its daily practices, fostering a culture of excellence in all aspects of its functioning.

Institutional Values and Best Practices

The institute has taken comprehensive approach in fostering a truly inclusive environment over the past five years. By prioritizing gender equity, promoting tolerance, and cultivating a sense of shared responsibility, the institution has created a vibrant and supportive learning community. The institution has actively incorporated gender sensitivity into all curriculum, ensuring that textbooks, teaching materials, and co-curricular activities are free from bias. This includes promoting female role models, addressing gender stereotypes, and encouraging diverse perspectives. Providing a safe and comfortable environment for women is paramount. The institute has dedicated resources to enhance facilities for women, including accessible separate restrooms, and dedicated spaces for sick and recreation. The institute's commitment to environmental sustainability extends to creating a safe and eco-friendly environment for all, including women. This initiative helps to ensure a clean and healthy learning environment for all students and staff. The institution celebrates diversity by promoting cultural exchange, facilitating dialogue across regional and linguistic boundaries, and fostering understanding between different communities. The institute emphasizes the importance of upholding constitutional values, rights, duties, and responsibilities. Through seminars, workshops, and community outreach programs, students and employees are constantly reminded of their civic obligations, promoting a sense of shared citizenship. It has implemented two noteworthy best practices:

Participative Management: Encouraging stakeholders participation in decision-making processes, from curriculum development to campus life initiatives, fosters a sense of ownership and inclusivity.

Gender Indiscrimination: Zero-tolerance for gender discrimination is implemented through a robust policy framework and the establishment of a dedicated grievance redressal mechanism.

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|--|
| Name | NIPS SCHOOL OF HOTEL MANAGEMENT |
| Address | MB-297, Mahishbathan, Salt Lake City, Sector- V |
| City | Kolkata |
| State | West Bengal |
| Pin | 700102 |
| Website | www.nipsgroup.in |

| Contacts for Communication | | | | | |
|----------------------------|--------------|-------------------------|------------|-----|----------------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Director | Vivek Pathak | 033-23675127 | 9836525252 | - | vivekpathakin@yahoo.com |
| IQAC / CIQA coordinator | Vivek Pathak | 033-23675128 | 9836525252 | - | vivek.pathak@nips group.in |

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

| Type of Institution | |
|---------------------|--------------|
| By Gender | Co-education |
| By Shift | Regular |

| Recognized Minority institution | |
|--|----|
| If it is a recognized minority institution | No |

| Establishment Details |
|-----------------------|
| |

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

| Details of UGC recognition | | |
|----------------------------|------|---------------|
| Under Section | Date | View Document |
| 2f of UGC | | |
| 12B of UGC | | |

| Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC) | | | | |
|---|---|--------------------------------|--------------------|---------|
| Statutory Regulatory Authority | Recognition/Approval details Institution/Department programme | Day,Month and year(dd-mm-yyyy) | Validity in months | Remarks |
| No contents | | | | |

| Recognitions | |
|---|----|
| Is the College recognized by UGC as a College with Potential for Excellence(CPE)? | No |
| Is the College recognized for its performance by any other governmental agency? | No |

| Location and Area of Campus | | | | |
|-----------------------------|---|-----------|----------------------|--------------------------|
| Campus Type | Address | Location* | Campus Area in Acres | Built up Area in sq.mts. |
| Main campus area | MB-297, Mahishbathan, Salt Lake City, Sector- V | Urban | 0.5 | 1840 |

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 | BSc,Hospitality And Hotel Administration, | 36 | Higher Secondary | English | 120 | 59 |
| UG | BSc,Culinary Science, | 36 | Higher Secondary | English | 60 | 14 |
| PG | MSc,Hospitality Administration, | 24 | Graduate | English | 30 | 6 |

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 | 3 | | | | 6 | | | | 17 | | | |
| Recruited | 2 | 1 | 0 | 3 | 3 | 2 | 0 | 5 | 12 | 4 | 0 | 16 |
| Yet to Recruit | 0 | | | | 1 | | | | 1 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0 | | | | 0 | | | | 0 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |

| Non-Teaching Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 15 |
| Recruited | 14 | 1 | 0 | 15 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |

| Technical Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 5 |
| Recruited | 5 | 0 | 0 | 5 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |

Qualification Details of the Teaching Staff

| Permanent Teachers | | | | | | | | | | |
|------------------------|-----------|--------|--------|---------------------|--------|--------|---------------------|--------|--------|-------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 3 | 2 | 0 | 14 | 4 | 0 | 23 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Temporary Teachers | | | | | | | | | | |
|------------------------|-----------|--------|--------|---------------------|--------|--------|---------------------|--------|--------|-------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

| Details of Visting/Guest Faculties | | | | |
|--|------|--------|--------|-------|
| Number of Visiting/Guest Faculty engaged with the college? | Male | Female | Others | Total |
| | 2 | 9 | 0 | 11 |

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 |
|-----------|--------|---|----------------------------|--------------|------------------|-------|
| UG | Male | 34 | 13 | 0 | 0 | 47 |
| | Female | 18 | 0 | 0 | 0 | 18 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 5 | 1 | 0 | 0 | 6 |
| | 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

| Category | | Year 1 | Year 2 | Year 3 | Year 4 |
|----------|--------|--------|--------|--------|--------|
| SC | Male | 7 | 0 | 0 | 0 |
| | Female | 0 | 1 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 2 | 0 | 0 | 0 |
| | Female | 1 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 6 | 0 | 0 | 0 |
| | Female | 2 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 45 | 66 | 80 | 84 |
| | Female | 15 | 31 | 16 | 20 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 78 | 98 | 96 | 104 |

Institutional preparedness for NEP

| | |
|---|---|
| 1. Multidisciplinary/interdisciplinary: | <p>Our Hotel Management course includes various multidisciplinary studies such as tourism, sales and marketing, business management, public relations, human resource management and event management. It also includes the operational aspects related to the hotel and food services, such as restaurants and cafes. Our three-year graduation and two-year master degree in Hotel and Hospitality Management are multi-disciplinary programs developed with guidance from industry experts and provides hands-on, practical education. It will equip the students with the skills and knowledge needed for success in the tourism and hospitality workforce. During the tenure in this program, the student will build a solid</p> |
|---|---|

| | |
|--|--|
| | <p>foundation of skills required in the hospitality industry. The student will delve into guest experience delivery, sales and marketing, and applied leadership. Plus, they will develop essential qualities sought after in the field. These include strong communication, problem-solving, and interpersonal skills. In the fast-paced world of hospitality, being adaptable, enthusiastic, and resilient is vital. This career path is perfect for those who thrive on teamwork and achieving common goals. The student will get to choose a journey to match unique business interests and career goals as a business entrepreneur also. In this curriculum, the students will apply their knowledge in real-world situations, gaining practical, and hands-on experience. The pathway to a diverse and fulfilling career in this dynamic industry begins here.</p> |
| 2. Academic bank of credits (ABC): | <p>NIPS School of Hotel Management is affiliated under Maulana Abul Kalam Azad University and Technology. The University is registered in ABC portal and automatically our students are registered with an ABC ID. The Institute captures this ABC ID and forwards the same to the University for preparing mark sheet data along with credit scores. When the report card is ready, it is uploaded to the portal and also goes to the ABC repository. The same is reflected in the respective student's ABC account. Students need to log in to the portal to collect their credit scores.</p> |
| 3. Skill development: | <p>Our Institute is an NSDC Training partner. We are providing skill training to underprivileged students on courses based on hotel, tourism and hospitality since 2018. The institute has started as a PMKVY training centre from this year onwards. We are also working as a training partner under PBSSD, Utkarsh Bangla.</p> |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | <p>In order to promote the local language, art and culture, it is the regular practice at Institute that all NSS activities like plantation, cleanliness drive, celebration of Independence Day, Republic day, Ambedkar Jayanti etc. are conducted. The students and faculty members of our institute extended their hospitality beyond traditional boundaries, sharing food packets and a dash of merriment through an engaging magic show at Calcutta Pavlov Hospital in the month of April 2024. It's a testament to how</p> |

| | |
|--|---|
| | hospitality isn't just about serving meals; it's about serving moments of happiness and human connection which comes from the principle "Atithi Devo Bhava" of the Taittiriya Upanishad. |
| 5. Focus on Outcome based education (OBE): | The Institution already follows outcome-based education with a customized lesson plan manual which clearly states, course outcome, program specific outcome and program outcome. Students are made aware of the various course outcome, and program-specific outcome through the curriculum and orientation program. |
| 6. Distance education/online education: | Online education has become the new normal and our institute is well-equipped to provide quality education virtually. To ensure that our institute provides quality e-learning, the below few things are considered: • Availability of platforms for virtual learning, with easy-to-use features like lecture recordings, course materials, discussion forums, tests, and exams. • All the faculty members are trained in the use of technology for instruction. • Give students access to free resources like tutoring services or software licences in order to have a better e-learning experience. • Application of MOOC courses in our institute to promote a blended learning system of learning. • The institute has a proper infrastructure to offer assignments, quizzes, surveys, and assessments online. |

Institutional Initiatives for Electoral Literacy

| | |
|--|---|
| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | Attempted but was unable to register in the website Electoral Literacy Club |
| 2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character? | Awaiting registration |
| 3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of | Awaiting registration |

| | |
|--|---|
| ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc. | |
| 4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc. | In a testament to its commitment to community service and civic responsibility, the NIPS School of Hotel Management has opened its doors to provide accommodation facilities for the CRPF and Police teams deployed for election duty. During the recent Assembly elections, the institution vacated its classrooms, converting them into temporary living place to ensure the comfort and well-being of these vital personnel. |
| 5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters. | All the students are of above 18 years and the institute encourage and educate them to cast their valuable vote. |

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

| | | | | |
|---|---------|-------------------------------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 203 | 208 | 263 | 215 | 217 |
| File Description | | Document | | |
| Upload Supporting Document | | View Document | | |
| Institutional data in prescribed format | | View Document | | |

2 Teachers

2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 43

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

2.2

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 23 | 19 | 21 | 22 | 17 |

3 Institution

3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 289.04 | 280.86 | 227.61 | 871.78 | 451.82 |

| File Description | Document |
|----------------------------|-------------------------------|
| Upload Supporting Document | View Document |

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

In the realm of education, the institute plays a pivotal role in ensuring that students receive a high-quality education. This is achieved through effective curriculum planning and delivery, which involves a well-planned and documented process. An academic calendar is a comprehensive schedule that outlines the academic year's key events, including holidays, exam periods, and submission deadlines. It serves as a roadmap for students, teachers, and administrators, ensuring that everyone is on the same page regarding the academic year's progress.

The academic calendar provides a structured framework for curriculum planning and delivery. It enables institutions to plan and organize their academic activities effectively, ensuring that students receive a well-rounded education. By adhering to the academic calendar, institutions can ensure that they cover the entire curriculum within the stipulated timeframe, avoiding any gaps in the students' learning.

As an affiliated institute of MAKAUT, the institute follows the Academic Calendar of the University.

Continuous internal assessment is an integral part of the curriculum planning and delivery process. It involves regular monitoring and evaluation of students' progress throughout the academic year. This approach allows institutions to identify areas where students may be struggling and provide timely support to help them overcome these challenges.

Continuous internal assessment also helps institutions to gauge the effectiveness of their teaching methods and curriculum. By analyzing the results of internal assessments, institutions can identify areas where improvements are needed and make necessary adjustments to their curriculum and teaching strategies.

A well-planned and documented process for curriculum planning and delivery offers numerous benefits to institutions, students, and teachers alike. Some of these benefits include:

1. Improved student outcomes: By adhering to a structured academic calendar and conducting regular internal assessments, institutions can ensure that students receive a high-quality education that prepares them for future success.
2. Enhanced teacher performance: Continuous internal assessment allows teachers to identify areas where they may need to improve their teaching methods and curriculum. This, in turn, leads to enhanced teacher performance and better student outcomes.

3. Increased accountability: A well-planned and documented process for curriculum planning and delivery promotes accountability within the institution. By adhering to the academic calendar and conducting regular internal assessments, institutions can demonstrate their commitment to providing a high-quality education to their students.

4. Better resource allocation: A well-planned and documented process enables institutions to allocate their resources more effectively. By identifying areas where improvements are needed, institutions can allocate their resources to address these challenges, ensuring that they make the most of their available resources.

The institution's role in effective curriculum planning and delivery is crucial to the success of any educational endeavor. By adhering to a well-planned and documented process, including an academic calendar and continuous internal assessment, our institute ensures that they provide a high-quality education to their students. This, in turn, leads to improved student outcomes, enhanced teacher performance, increased accountability, and better resource allocation.

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

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 2

| File Description | Document |
|---|-------------------------------|
| List of students and the attendance sheet for the above mentioned programs | View Document |
| Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes | View Document |
| Institutional data in the prescribed format | View Document |
| Evidence of course completion, like course completion certificate etc. Apart from the above: | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

1.2.2

Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 2.98

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 33 | 0 | 0 | 0 | 0 |

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

NIPS School of Hotel Management is an affiliated college of Maulana Abul Kalam Azad University of Technology and it has to execute curriculum set by the University. However considering the importance

of Cross cutting issues in transacting curriculum, the institute took initiative for the same. Cross cutting issues help learner to understand the relationship between their learning and the world of work.

The institute organized lecture series for the cross cutting issues. It prefers to consider Professional ethics, Gender, Human Values & Environment sustainability as important cross cutting issues to address the students in transacting the curriculum.

The 3 lectures series was engaged by Lecturer Chef Afaq Ahmed of NIPS on the topic ‘Teaching Professional Ethics in Culinary Studies’. It is based on research paper by Amir Shani published in Journal of Contemporary Hospitality Management. It provides the details of the incorporation into the course work of culinary schools, utilizing value chain analysis as a theoretical frame work to explore & confront Food ethics concerns.

The 3 lectures series was engaged by Lecturer Chef Pratip Nath of NIPS. The topic was ‘Gender issues in professional kitchen’ which is based on research paper by Imamuella R. Anditalo and Ikma Citra Ronteallo. It highlights the present situation of professional kitchen. It shows that men make up for 80-90% chefs while women had only 20 – 10% of executive chef positions. Women executive chefs earning by 22% less as against their male counterparts. As a result the stereotypical male dominated kitchen culture has led to females pursuing alternative career paths.

The 3 lectures series was engaged by Lecturer Mr. Simon Rozario of the institute. The topic was ‘Employee responsibility & basic human values in the Hospitality Sector’ It is based on the research paper by Antonio Ariza Montes, Juan M. Arjma- Fluentes, Heesup Han & Rob Law. It is published in International Journal of Hospitality Management. It gives the connection between the personal values, profile of different groups of hospitality employees (that is restaurant managers, chefs/cooks, waiters/bartenders & kitchen helpers) & the magnitude authority & responsibility in their positions.

The 3 lectures series was completed by Lecturer Mr. Sunava Aich. On the topic ‘Understanding the human side of GREEN HOSPITALITY MANAGEMENT’ based on the research paper presented by Clement Carbal, Charbel Jose and Chiappetta Jabbour published in International Journal of Hospitality Management. The effects of environmental training on the performance organizations in the hospitality industry have been underlined in this lecture series. It explores that a) positive & significant relationship between green training & environmental performance b) a mediating effect of green competencies c) a mediating effect of proactive environmental management maturity.

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

1.3.2

Percentage of students undertaking project work/field work/ internships (Data for the latest

completed academic year)

Response: 32.51

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

Response: 66

| File Description | Document |
|---|-------------------------------|
| Upload supporting document | View Document |
| Institutional data in the prescribed format | View Document |

1.4 Feedback System

1.4.1

Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

Response: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

| File Description | Document |
|---|-------------------------------|
| Feedback analysis report submitted to appropriate bodies | View Document |
| At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc. | View Document |
| Action taken report on the feedback analysis | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |
| Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted | View Document |

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 50

2.1.1.1 Number of seats filled year wise during last five years (Only first year admissions to be considered)

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 78 | 98 | 96 | 104 | 104 |

2.1.1.2 Number of sanctioned seats year wise during last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 210 | 210 | 210 | 210 | 120 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format | View Document |
| Final admission list as published by the HEI and endorsed by the competent authority | View Document |
| Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only. | View Document |

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 0

2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 0 | 0 | 0 | 0 | 0 |

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 0 | 0 | 0 | 0 | 0 |

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

2.2 Student Teacher Ratio

2.2.1

Student – Full time Teacher Ratio
(Data for the latest completed academic year)

Response: 8.83

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 and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

The hospitality industry thrives on innovation, adaptability, and a deep understanding of human needs. To prepare students for this dynamic world, NIPS School of Hotel Management is embracing a student-centric approach to learning, leveraging experiential learning, participative methods, and cutting-edge ICT tools.

Experiential Learning: From Theory to Practice: Instead of rote memorization, students are actively engaged in real-world simulations and practical experiences. This includes:

1. Mock Hotel Operations: Students manage all aspects of a simulated hotel, from front desk operations to room service, developing essential skills in guest service, management, and problem-solving.

2. Industry Internships: Working alongside experienced professionals in real hotel settings, students gain valuable on-the-job training and build their professional network.
3. Guest Speaker Programs: Industry experts share their knowledge and insights, providing students with first-hand perspectives on industry trends and challenges.

Participative Learning: Fostering Collaboration and Critical Thinking: Engaging students in collaborative learning environments fosters critical thinking, communication, and teamwork skills:

1. Case Studies: Students analyze real-world scenarios, applying theoretical knowledge to practical situations and developing solutions.
2. Group Projects: Collaborative projects encourage teamwork, delegation, and effective communication, crucial skills for managing diverse teams in the hospitality industry.
3. Role-Playing Scenarios: Students take on different roles within a hotel setting, developing their communication, negotiation, and conflict resolution skills.

ICT-Enabled Learning: Harnessing Technology for Enhanced Learning: Technology plays a vital role in modern learning environments, enabling students to access information, collaborate with peers, and engage in interactive learning experiences.

1. NIPS encourages to embrace information and communication technology (ICT) to enhance the learning experience. In addition to chalk and talk method of teaching, the faculty members are using IT enabled learning tools such as PPT, Video clippings, audio system, online sources, to expose the students for advanced knowledge and practical learning. Smart classroom equipped with interactive whiteboard, projectors, and video conferencing capabilities enable students to engage with the material in a more interactive and collaborative way.

- Each classroom is fully furnished with LCD/OHP/Computers.

2. Online Learning Platforms: These platforms provide access to course materials, interactive exercises, and online assessments, allowing students to learn at their own pace.

3. Virtual Reality Simulations: Students experience realistic hotel environments, such as managing a front desk or serving guests in a restaurant, without the need for physical simulations.

4. Digital Portfolios: The institute is now encouraging students to showcase their work, skills, and experiences in a digital format, creating a professional online presence that can be accessed by potential employers.

5. Most of the faculty use interactive methods for teaching. The major emphasis is on classroom interaction in terms of research paper presentations, seminars, debates, group discussions, assignments, quiz/tests/viva and laboratory work.

6. The institute introduces Integrated Library Management Software to digitize and automate the library facility for faculties and students to enhance their skills by e-consortium.

7. The institute premise is Wi-Fi enabled. A specialized computer laboratory with an internet connection has been provided to promote independent learning. Wi-Fi facility for access to the internet is provided on individual desktops/laptops (if any) and mobile devices throughout the campus premises. Well

security is provided to Wi-Fi users and it is accessed and controlled by the system administrator.

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

2.4 Teacher Profile and Quality

2.4.1

Percentage of full-time teachers against sanctioned posts during the last five years

Response: 95.33

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 25 | 25 | 22 | 20 | 15 |

2.4.2

Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)

Response: 9.8

2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 2 | 2 | 2 | 2 | 2 |

| File Description | Document |
|---|-------------------------------|
| List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year. | View Document |
| Institution data in the prescribed format | View Document |
| Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities | View Document |

2.5 Evaluation Process and Reforms

2.5.1

Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient

Response:

Grievances handling mechanism is completely transparent. The institute has a **Grievance Committee** responsible for receiving, reviewing and resolving student grievances. Starting of every semester all faculty members describes the evaluation process of internal marks and external marks.

The institute conducts Continuous Assessment of students as per the routine and instructions of the University. Continuous Assessment is integral part of each semester which are known as CA 1, CA 2, CA 3, CA 4.

CA marks are uploaded to the university portal and daily examination attendance is also uploaded on the university portal by the Examinations Cell of the institute. Detained list is prepared well in advance with a common criterion, if any grievance is observed in it, is resolved for medical reasons/emergency.

For the lab course Continuous assessment, every experiment is checked by concerned faculty member followed by viva voice and lab record.

Rules of entry and exit in the examination hall are displayed in the Notice Board and are obeyed strictly, so no point of grievance in this domain. .

For complete transparency practice in the semester, Theory examinations are conducted under strict vigilance of **CCTV cameras** at the home centre and in the presence of an External Examiner. For practical examination, **External Examiner** along with the Institute examiner takes the practical test of the students individually followed by Geotagged photographs of the examinations. University examination result may be challenged by scrutiny/re-evaluation.

Form for scrutiny/re-evaluation is shared by the university after about a month from the result Declaration. Students having doubts in marks, fill out this form with a nominal Exam fee.

The scrutiny process is for checking total marks and for any unchecked portion in the answer sheet whereas the re-evaluation process is carried out by re-evaluation of the answer sheet by another faculty member. This whole process is conducted in such a way so as the student gets updated result within the same semester; hence it is a time-bound process. Further, it is also efficient as its being done with honesty.

In NIPS School of Hotel Management, fairness and accountability are paramount. This is achieved through a robust assessment process that is both transparent and efficient, coupled with a timely and effective grievance redressal system, if any.

If there is any grievance raised after this clearly explained above examination process, the grievance (s) are handled by the class teachers first and in most of the cases the same is solved at that stage only. In other case the grievance comes to the Grievance Redressal Committee.

The steps are to be followed if there is any grievance among any student.

Step 1 - raise the issue informally with the Class teacher.

Step 2 – raise the issue formally with a grievance letter to the Class teacher.

Step 3 – The Class teacher submits the letter to the Grievance Redressal Committee.

Step 4 - Grievance investigation takes place and the timeline for this process is maximum 72 hours.

Step 4 - A grievance hearing may be required to review the evidence and for a decision to be made.

Step 5- A solution is given to the concerned maximum within 7 working days.

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

2.6 Student Performance and Learning Outcomes

2.6.1

Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website

Response:

Program outcomes paint a broad picture of what students should be able to achieve upon graduating from

a particular program. They represent the essential competencies that employers and society expect from graduates.

Program outcomes and Course Outcomes of all the programs offered by NIPS are stated and displayed on website.

Example of Program Outcomes:

Graduates (BSc. in Culinary Science) will be able to demonstrate the following program outcomes:

PO1- Knowledge and Quantitative Skills: On completion of the program, students will be able to demonstrate the literacy and quantitative skills necessary to understand and interpret information and communicate according to the context of their own discipline or profession as well as interdisciplinary skills relevant to culinary science.

PO2- Design, Development and Research: Students will be able to design, evaluate, Analyse and interpret information in order to solve problems and make business decisions. They will be able to use information and research to develop and guide their own culinary knowledge, learning, and practice in entrepreneurship employment and further higher education.

PO3- Ethics: Exhibit ethical decision making and reasoning to identify creative solutions to ethical problems within their discipline or profession and the consequent responsibilities relevant to the professional culinary service.

PO4- Communication: Able to apply VARK (Visual, Auditory, Reading/Writing, Kinesthesia) for professional communication and research and also demonstrate digital citizenship in online learning, professional and social communities, as a member or leader in diverse teams and in multidisciplinary settings.

PO5- Professional Practice: Understand, create, select and apply techniques, resources and modern culinary tools and processes for problem solving involving societal health, safety, legal and cultural issues and exhibit ethical decision making and reasoning.

PO6- Lifelong Learning: Recognize the need for and have the preparation and ability to engage in independent and life-long learning in the food preparation and presentation of social, environmental and technological change.

Course outcomes, on the other hand, are the specific learning objectives that students are expected to achieve within a particular course. They act as the building blocks that contribute to the overall program outcomes. By clearly defining course outcomes, instructors can ensure that their teaching aligns with the program's goals and that students are exposed to the necessary knowledge and skills.

Example of Course Outcomes:

Graduates (BSc. Culinary Science) will be able to demonstrate the following Course outcome after completion of Semester 1:

CC 1- Basics of Food and Beverage Production

Course Objective: The course is designed to provide a preliminary knowledge and skills of culinary arts. Students will be able to understand & develop basics of culinary arts, which will promote them to next level.

Course Outcome (CO)

- 1 Remember and understand the history of various cuisine of the world and their unique factors and skills involved
- 2 Remember and explain the level of skill, Attitude and Hygiene in the hospitality kitchen.
3. Outline and illustrate kitchen Hierarchy, Duties and Responsibilities of Kitchen staff’.
4. Articulate and identify the commodities used in food production, their quality requirement, procurement and storage
5. Categorize & demonstrate of equipment and of cooking methods, and their objectives.
6. Application of basic techniques of cooking.

The true power of program and course outcomes lies in their synergy when carefully aligned, they create a cohesive learning experience that guides students towards achieving both individual and program-level goals.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The Program Outcomes and Program Specific outcomes are assessed with the help of course outcomes of the relevant courses through direct and indirect methods.

Direct methods are provided through direct examinations or observations of student knowledge or skills against measurable course outcomes. The knowledge and skills described by the course outcomes are mapped to specific problems on University Examination, internal exams and home assignment.

Finally, program outcomes are assessed and Program Assessment Committee concludes the PO

attainment level.

At the end of each semester, university conducts examinations based on the result published by university the course outcomes are measured.

4 Continuous Assessments are conducted by the University. These tests are conducted per semester for the following purposes: To ensure that students have achieved desired level of competencies at module level. To evaluate, whether corresponding COs are achieved or not. According to the performance of the student in answering each question, mapping is carried out with the respective COs for assessing the attainment level of the specific CO of the subject. The Sample marks of Continuous Assessments and semester examinations are attached for reference. Most of the students have scored more than 75% in their examinations.

Through Alumni feedback, Employer interaction and Student Exit Survey, the Program Outcomes and Program Specific outcomes are assessed. These are the indirect methods of understanding by the Institute

Alumni interaction and feedback is an important assessment tool to find out whether Program outcomes are attained by the students in a proper way.

Continuous interaction and feedback process with the Employer are conducted for finding out whether the knowledge, skill and attitude learned from this institution is adequately satisfying their expectation or not. The level of relevance of the curriculum with the expected skills of the industries is understood well when the students go for Industrial training.

The objective the conducting the student exit interview is to identify several factors for future strategy framing once in a year. Student exit interview can be conducted to understand the impact of training they have undergone, the strength and weakness of various value-added courses and pre-placement training imparted.

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

2.6.3

Pass percentage of Students during last five years (excluding backlog students)

Response: 94.92

2.6.3.1 Number of final year students who passed the university examination year wise during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 67 | 80 | 101 | 13 | 94 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 70 | 82 | 103 | 15 | 104 |

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.68

| File Description | Document |
|--|-------------------------------|
| Upload database of all students on roll as per data template | View Document |

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

File Description

Document

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

NIL

3.2.2

Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years

Response: 10

3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 2 | 2 | 2 | 3 | 1 |

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

3.3 Research Publications and Awards

3.3.1

Number of research papers published per teacher in the Journals notified on UGC care list during the last five years

Response: 0

3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 0 | 0 | 0 | 0 | 0 |

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

3.3.2

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

Response: 0

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 0 | 0 | 0 | 0 | 0 |

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

3.4 Extension Activities

3.4.1

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

Response:

Kindness on the Menu, Joy in the Service

In a heartwarming gesture that embodies the true spirit of hospitality, students from NIPS School of Hotel Management ventured out to Calcutta Pavlov Hospital (18, Gobra Rd, Seal Lane, Beniapukur, Kolkata, West Bengal 700046), *a hospital known for mental healthcare services*, carrying not only food but also a mission to sprinkle moments of joy. Approximately 500 food packets filled with delectable cakes and savoury treats were distributed to patients facing various challenges in their lives. Beyond sharing food packets, the students orchestrated an exceptional performance that filled the hospital corridors with laughter and cheer. A captivating magic show left the audience spellbound, bringing smiles to faces that had endured hardship and uncertainty. The gesture, a testament to the power of kindness and community, brought smiles and a touch of sweetness to those undergoing difficult journeys.

The teacher- students' initiative went beyond mere sustenance; it aimed to touch hearts and uplift spirits. They recognized that hospitality extends beyond serving meals but encompasses acts of compassion that can nourish the soul. In a world where true hospitality is often overshadowed by commercialism, their actions serve as a reminder that the best ingredient in any service is a touch of kindness. By bringing joy to the patients at Calcutta Pavlov Hospital, they demonstrated that true hospitality is about connecting on a human level, recognizing the emotional needs of those we serve. Their venture beyond the classroom exemplifies the transformative power of compassion in service. It shows that hospitality is not simply a transaction but an opportunity to make a positive impact on the lives of others. The distribution of food packets served as a symbol of hope, reminding the recipients that their struggles are acknowledged and that there are individuals who stand with them in their battles. The initiative exemplifies the power of community, highlighting how small acts of kindness can have a significant impact on the well-being of those in need.

As the recipients enjoyed the treats, a wave of warmth and appreciation washed over them. The smiles and heartfelt words of gratitude were a testament to the success of the initiative, demonstrating the positive ripple effect of generous gestures in making a difference in the lives of those facing adversity.

The students' acts of kindness and joy are a testament to the fact that even the smallest gestures can make a world of difference. By sharing food and laughter, they not only satisfied hunger but also provided a much-needed respite from the challenges faced by the patients. Their story is a reminder that true hospitality lies in the intention behind our actions. When we serve others with compassion and empathy, we nourish not only their physical needs but also their spirits.

The Institute teaches the students to strive to create a society where joy is served on every occasion and the desire to uplift one another is an integral part of our everyday lives.

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

3.4.2

Awards and recognitions received for extension activities from government / government recognised bodies

Response:

Dr. Vivek Pathak Honoured with ‘Mother Teresa International Award’ for Social Work

Dr. Vivek Pathak, the esteemed Founder Director of NIPS Hospitality Group, has been bestowed the prestigious 'Mother Teresa International Award' in recognition of his unwavering commitment to social work. This coveted award serves as a testament to Dr. Pathak's selfless dedication and tireless efforts in uplifting the lives of countless individuals.

Throughout his illustrious career of 31 years, Dr. Pathak has dedicated himself to addressing the needs of the underserved and marginalized communities. Inspired by the teachings of Mother Teresa, he has established a robust network of initiatives aimed at empowering the less fortunate and promoting social justice. Under the umbrella of NIPS Hospitality Group, Dr. Pathak has spearheaded various transformative programs that provide holistic support to the student community. These initiatives encompass mainly in providing formal higher education, vocational training, skill training, supporting the street people with free food services, and community development projects. Investing in formal education is an investment in the future of society. It's a commitment to building a more prosperous, equitable, and sustainable world for all. Governments, communities, and individuals must prioritize resource allocation to ensure quality and equitable access to education for all.

His unwavering drive to make a tangible difference in society has extended beyond the borders of India. From bustling metropolises to serene countryside villages, a vibrant network of NIPS alumni extends across the globe. This testament to the institute's legacy speaks volumes about the quality of education and the transformative impact it has on its students, shaping them into capable and influential individuals who leave their mark on every corner of the world. The Mother Teresa International Award is a testament to Dr. Pathak's unwavering commitment to humanitarianism. Bestowed upon individuals who embody the values of compassion, service, and sacrifice, the award is a symbol of his exceptional contributions to social welfare.

In accepting the award, Dr. Pathak expressed his profound gratitude for the recognition. He emphasized the importance of collaboration and collective action in creating a more just and equitable world.

'I am humbled and honored to receive this prestigious award in the name of Mother Teresa,' said Dr.

Pathak. 'Her teachings have served as a constant inspiration in my journey of social work. It is my belief that together, we can empower the student community and build a brighter future for all.'

The awarding of the Mother Teresa International Award to Dr. Vivek Pathak is a testament to his unwavering dedication to social justice. His unwavering commitment to serving society and his transformative initiatives have made a lasting impact on the lives of countless individuals, both in India and beyond.

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

3.4.3

Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.

Response: 0

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

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

3.5 Collaboration

3.5.1

Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.

Response: 4

| File Description | Document |
|--|-------------------------------|
| Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc. | View Document |
| List of year wise activities and exchange should be provided | View Document |
| List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise | View Document |
| Institutional data in the prescribed format | View Document |

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

- **teaching – learning, viz., classrooms, laboratories, computing equipment etc**
- **ICT – enabled facilities such as smart class, LMS etc.**

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

Experience hospitality education at its finest with our cutting-edge infrastructure. From world-class kitchen to modern lecture halls, our facilities are designed to provide a conducive environment for learning, innovation and collaboration. With access to the latest technology and amenities, the students will have everything they need to excel in their academic pursuits. In the dynamic and ever-evolving field of hospitality industry, NIPS is committed to provide students with the best possible learning environment to prepare them for success in this demanding industry. Adequate infrastructure and facilities are available in ensuring that students have access to the resources and opportunities they need to excel in their studies and develop the skills necessary for a successful career in hotel management.

Teaching and Learning Facilities

Classrooms are the foundation of any educational institution, and NIPS has adequate and well-equipped classrooms to facilitate effective teaching and learning. Classrooms are spacious, well-lit, and equipped with comfortable seating, up-to-date technology, and audio-visual aids.

Practical Session Laboratories are also essential for hotel management students to gain practical experience and develop hands-on skills. These laboratories should provide students with the opportunity to work with industry-standard equipment and simulate real-world scenarios. Examples of essential laboratories include three culinary arts laboratories, a bakery laboratory, a chocolate laboratory, two restaurants, two housekeeping laboratories, and two front office laboratories.

* **Food and Beverage Preparation: Equipped with professional kitchens and equipment, students can master culinary skills and learn about food safety and hygiene.

* **Front Office Management: Simulation labs recreate real-world scenarios, allowing students to practice check-in/check-out procedures, guest relations, and resolving guest issues.

* **Housekeeping and Laundry: Dedicated lab spaces equip students with practical skills in room maintenance, linen handling, and sustainable cleaning practices.

Computing equipment is another vital resource for hotel management students. Students need access to computers and software to complete assignments, research industry trends, and develop their professional skills. NIPS provides a computer lab with up-to-date equipment and software, as well as reliable internet connectivity.

ICT Enabled Facilities

NIPS encourages to embrace information and communication technology (ICT) to enhance the learning experience. Smart classrooms equipped with interactive whiteboards, projectors, and video conferencing capabilities enable students to engage with the material in a more interactive and collaborative way.

Facilities for Cultural and Sports Activities

Hotel management is not just about technical skills; it also requires students to develop their interpersonal, communication, and leadership abilities. Cultural and sports activities provide excellent opportunities for students to interact with each other, work as a team, and develop their overall well-being. Many cultural events like Foundation Day, Saraswati Puja, Biswakarma Puja, Teachers Day, Cake Mixing Carnival, Tourism Day, Christmas Carol, and indoor and outdoor games activities like Cricket tournaments, Football mania, Kite Flying, Yoga sessions etc are arranged that can contribute to the holistic development of hotel management students. These facilities allow students to participate in physical activities, develop their creativity, and foster a sense of community within the institute.

A well-equipped and well-rounded college environment fosters student growth, enhances the learning experience, and ultimately contributes to the success of future hotel management professionals.

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

4.1.2

Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years

Response: 10.75

4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 5.68 | 4.16 | 8.29 | 61.83 | 148.14 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format | View Document |
| Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted) | View Document |

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

Our library is embarking on an exciting journey towards automation with the implementation of Koha Cloud, a powerful cloud-based library management system. Our goal is to enhance the efficiency and accessibility of our library services, providing a seamless and modern user experience for our faculty and students.

Koha Cloud: A Robust Management Tool

We have chosen Koha Cloud as our automation solution due to its open source nature, scalability, and user-friendly interface. The software's version **22.11.17.000- Rosalie** offers a comprehensive suite of features tailored for libraries of all sizes. With Koha Cloud, we can manage our collection, streamline workflows, and provide intuitive search and discovery tools for our users.

Migrating from Accession Register to Digital System

We have recently begun the process of digitizing our book collection by entering data into Koha Cloud. This involves converting our existing accession register into a digital format, ensuring that all relevant information about our books is captured and stored securely. This process is expected to take several months, after which our library will be fully automated.

Collection Size and Usage

Our library currently houses an impressive collection of 4835 books, covering a wide range of subjects and disciplines. We have maintained an accession register to keep track of our collection, ensuring accurate record-keeping.

Apart from the books, magazines, periodicals, 2 leading English Newspapers, 2 Hindi Newspapers and 1 Bengali Newspaper are also kept in our library for our students and faculty members to keep them aware about the current affairs and increase general knowledge about the state, country and the world. The

newspapers are namely: The Telegraph, The Times of India, Sanmarg, Prabhat Khabar and Anandabazar Patrika.

Here are some benefits of using the Koha integrated library management system (ILS) in an institutional library.

1. **Improves Efficiency:**

- ? Koha automates routine tasks such as cataloguing, circulation, check-ins, and check-outs.
- ? It provides real-time information on items in circulation, helping librarians stay organized and systematic.
- ? With Koha, you can easily run reports and track library activities.

2. **Lowers Costs:**

- ? Contrary to intuition, investing in a library management system saves money in the long run.
- ? Manual systems require more staff for tasks like inventory management.
- ? Koha streamlines inventory by allowing barcode scanning, reducing the need for additional staff.
- ? This cost savings allows libraries to allocate resources to other areas.

3. **Saves Time:**

- ? Koha's efficient processes significantly reduce time spent on manual tasks.
- ? For instance, inventory that would take weeks manually can be done in hours using Koha.
- ? The system provides instant information on book availability, circulation status, and misplaced items.

4. **Effective Searching and Issuing:**

- ? Koha ensures easy access to information for both library staff and users.
- ? Alerts are automated for overdue items or new arrivals.
- ? MARC and z39.50 compatibility further speeds up processing.

5. **Flexibility in Integrations:**

- ? Koha allows libraries to choose how they integrate hardware.
- ? It supports international standards like SIP2 and NCIP for RFID hardware integration.

? Libraries are not tied to proprietary systems, enhancing flexibility.

E - Journal –

1. Journal of Hospitality Application and Research (Bi-yearly) – Publishing India Group

2. Avahan: A journal on Hospitality and Tourism - Publishing India Group

Printed Journal –

International Journal of Tourism and Hotel Management (Half Yearly) – AkiNik Publications

E- BOOKS –

1. Indian Food Heritage

2. Hospitality Industry Vision 2025

3. Entrepreneurship in Hospitality

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

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

IT Infrastructure

The Institute's commitment to regularly updating its IT facilities and ensuring ample bandwidth for internet connectivity underscores its dedication to providing a conducive technological environment for its stakeholders. Here's a breakdown of the IT facilities and Wi-Fi updates along with available internet bandwidth:

Wi-Fi Infrastructure: The institution has consistently prioritized enhancing its Wi-Fi infrastructure to meet the evolving demands of its users. Beginning in 2000, a comprehensive upgrade initiative was launched to transition to the latest Wi-Fi standards, ensuring faster speeds, better coverage, and improved reliability. This upgrade involved the installation of state-of-the-art access points strategically positioned across the campus premises.

Date of Updates:

- Initial Upgrade (2020): The institution initiated the first major overhaul of its Wi-Fi infrastructure, deploying modern access points equipped with the latest technology to bolster network performance.
- Subsequent Updates (2021-2024): Regular updates have been conducted to stay abreast of advancements in Wi-Fi technology, with periodic assessments and upgrades to maintain optimal performance and address any emerging issues.

Nature of Updation:

- Hardware Refresh: The institution periodically refreshes its hardware components, including access points and routers, to leverage technological advancements and ensure compatibility with the latest standards.
- Software Optimization: Continuous efforts are made to optimize network configurations and software settings to maximize efficiency and address any potential bottlenecks.

Available Internet Bandwidth: The institution recognizes the critical role of internet bandwidth in supporting various academic and administrative activities. To accommodate the growing bandwidth requirements, substantial investments have been made to procure high-speed internet connections from reputable service providers.

Currently, we have **6 different fiber connections & each connection is 100 Mbps.**

Bandwidth Allocation:

- Fiber Optic Connection: The institution has transitioned to a fiber optic-based internet connection to deliver blazing-fast speeds and low latency, enabling seamless access to online resources and multimedia content.
- Bandwidth Management: Advanced traffic shaping and bandwidth management techniques are employed to ensure equitable distribution of bandwidth among users while prioritizing mission-critical applications such as online learning platforms and research databases.

Date of Bandwidth Enhancements:

- Initial Upgrade (2022): The institution upgraded its internet connection to a fiber optic-based infrastructure, significantly boosting available bandwidth and laying the foundation for future scalability.
- Periodic Reviews: Regular assessments are conducted to evaluate bandwidth utilization patterns and identify potential areas for optimization. As a result, incremental bandwidth upgrades have been

implemented to accommodate increasing demand and maintain optimal performance levels.

Through proactive measures and strategic investments, the institute has established a robust IT infrastructure equipped to support the diverse technological needs of its community. By prioritizing Wi-Fi enhancements and ensuring ample internet bandwidth, the institution fosters an environment conducive to innovation, collaboration, and academic excellence. Continuous monitoring and adaptation remain central to its commitment to providing cutting-edge IT facilities and uninterrupted internet connectivity.

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

4.3.2

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

Response: 11.28

4.3.2.1 Number of computers available for students usage during the latest completed academic year:

Response: 18

| File Description | Document |
|---|-------------------------------|
| Purchased Bills/Copies highlighting the number of computers purchased | View Document |

4.4 Maintenance of Campus Infrastructure

4.4.1

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)

Response: 22.66

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 87.91 | 80.01 | 69.84 | 123.48 | 119.48 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format | View Document |
| Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted) | View Document |

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 0.36

5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 4 | 0 | 0 | 0 | 0 |

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.1.2

Following capacity development and skills enhancement activities are organised for improving students' capability

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

Response: A. All of the above

| File Description | Document |
|---|-------------------------------|
| Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills) | View Document |
| Report with photographs on ICT/computing skills enhancement programs | View Document |
| Institutional data in the prescribed format | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

5.1.3

Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 0

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 0 | 0 | 0 | 0 | 0 |

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

5.1.4

The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

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

Response: A. All of the above

| File Description | Document |
|--|-------------------------------|
| Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance | View Document |
| Proof related to Mechanisms for submission of online/offline students' grievances | View Document |
| Proof for Implementation of guidelines of statutory/regulatory bodies | View Document |
| Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances | View Document |

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students and students progressing to higher education during the last five years

Response: 72.11

5.2.1.1 Number of outgoing students placed and / or progressed to higher education year wise during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 47 | 51 | 70 | 9 | 79 |

5.2.1.2 Number of outgoing students year wise during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 67 | 80 | 101 | 13 | 94 |

| File Description | Document |
|--|-------------------------------|
| Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website) | View Document |
| List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website) | View Document |
| Institutional data in the prescribed format | View Document |

5.2.2

Percentage of students qualifying in state/national/ international level examinations during the last five years

Response: 0

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 0 | 0 | 0 | 0 | 0 |

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

5.3 Student Participation and Activities

5.3.1

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

Response: 4

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 4 | 0 | 0 | 0 | 0 |

| File Description | Document |
|--|-------------------------------|
| list and links to e-copies of award letters and certificates | View Document |
| Institutional data in the prescribed format | View Document |

5.3.2

Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)

Response: 14.4

5.3.2.1 Number of sports and cultural programs in which students of the Institution participated year wise during last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 19 | 13 | 4 | 16 | 20 |

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

5.4 Alumni Engagement

5.4.1

There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Response:

The Alumni of a college represents everything that the institution stands for. The success of the Alma Mater reflects in the success of its alumni. Alumni of NIPS Hotel Management, in particular, has excelled and acquired top positions of eminence in a well prestigious organization nationally and

internationally. NIPS alumni are today respected and renowned Chefs, successful Entrepreneurs, Managers and leaders of the industry all over the world. NIPS alumni have made their teachers and parents proud of their extraordinary achievement and success. NIPS alumni are known for sincerity, integrity, hardwork, brilliance, they have demonstrated social responsibility towards their nation and their alma mater. Our alumni are of the highest caliber and reputes has excelled in a wide variety of positions & responsibilities and have brought many laurels and glory to the alma mater. NIPS alumni have secured challenging and highly paid positions in top-ranking organizations in India and abroad. A visit by alumni brings a moment of nostalgia and a sense of pride and honor to the college and the teachers to see the former learners turn into highly efficient professionals and successful people over the years. Alumni are actively engaged with the institute and with the new students, motivating them to perform and excel at whatever they do. NIPS Alumni bring with them a number of success stories that become an inspiration for the present learners and a matter of gratification for the faculty.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

Response:

Vision

Charting a Course for Excellence

Mission Statement

Empowering Dreams

Decentralization of Management:

1. At the beginning of the semester, course-wise subject allocation is done in presence of all faculty members and staff. The Principal oversees the Teaching Plans of all the departmental faculties.
2. The subject teachers are free to give their suggestions regarding their respective subjects which are placed in the academic meetings and then placed to the IQAC meeting for final approval.
3. The upcoming semester routine is prepared and academic activities are assigned to all the faculties.
4. The academic calendar is planned and prepared where semester-wise teaching plans, examination routines, seminars, workshops, career counselling sessions, remedial and tutorial classes, and study tours are provided in the presence of all the faculty members. After the approval of the senior management, the academic calendar is published on the Institutional Website. Weekly review is conducted on the calendar and required changes are made as per requirement.
5. The examination is conducted following the guideline provided by the University.
6. In case of any exam-related grievance, the students report it to the **Examination Grievance Redressal Committee** through proper channels. Based on proper verification of the application appropriate actions are taken at the earliest.

Participative Management:

1. Daily evening meetings are held from 4:45 pm to 5.15 pm in the college library. The Principal, faculty members, and staff are present in the meeting to discuss various academic and administrative issues which are resolved immediately.
2. In various decision making and statutory committees, representation from all categories of employees (Principal, Faculty Members, Administrative staff, Non-teaching staff) and students are kept to ensure participative management.

Management's Role in Promoting Quality Teaching, Learning for Sustained Institutional Growth

The management authorities play a crucial role in ensuring the smooth functioning and academic excellence of a college. Through regular working committee meetings, they review the institution's operations, provide guidance, and issue directives to facilitate effective implementation of educational objectives.

1. Periodical Reviews and Budget Planning: Top management conducts periodical reviews to assess the college's performance and identify areas for improvement. Departments prepare weekly budgets that are approved by the management after a thorough presentation. This ensures financial transparency and allows for proper planning of academic activities.

2. Support for Quality Teaching and Learning: Management firmly supports initiatives aimed at enhancing teaching and learning standards. Regular lectures by staff, timely syllabus completion, and guidance for exam preparation are emphasized. Regular staff meetings conducted by the principal provide a platform for sharing best practices and addressing any challenges.

3. Motivation and Support for Staff: The management recognizes the importance of a motivated and supported staff. They offer encouragement and assistance for all activities, fostering a positive work environment. This translates into improved teaching effectiveness and student engagement.

4. Encouraging Student Development: Beyond academics, the management encourages student participation in sports, cultural, and extracurricular activities. These activities promote overall student development, fostering social skills, leadership qualities, and a sense of belonging.

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

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

The success of our Institute depends on the effectiveness and efficiency of its internal structure and processes. The Institute has a well-defined **Organizational hierarchical structure**, which makes participatory administration easier. Through the Committee/Departments at different levels, it aids in maintaining institutional capacity and educational efficacy. NIPS School of Hotel Management is functioning under the Society named 'Numero Institute of Hotel management'. The Top Management

develops goals and plans to achieve them along with overseeing daily operations. Policies were framed to serve as a road map for operational decision making. It is helpful in stressing the rules, principles and values of the Institute. Policies are designed, by taking opinions and general views of a number of people in the institute regarding any situation. Clear, concise, and equitable policies form the bedrock of our institute. These policies act as the guiding framework for decision-making, resource allocation, and service delivery. The policies are well drafted and communicated to all the employees and staff.

Every element of institute life is coordinated and supervised by the **IQAC**, which is led by the Principal Director. The IQAC also regularly evaluates quality by establishing standards across the board and ensuring that it is maintained and improved.

The IQAC Members also form the **College Development Cell**, the Institute's main planning body and is in charge of overseeing the institution's development activities. The cell develops strategies and plans to carry out the choices to make the institute best among the breed. They also guide on the issues related to expanding and developing infrastructure.

The Principal Director oversees the institute's academic and administrative operations regularly with assistance from the Deputy Director. The workload distribution and management of all departmental operations, including staff and student concerns, are under the duties of the heads of departments. The college operates via a number of committees and departments to ensure the seamless operation of all academic and extracurricular activities.

The directors take part in tasks that include creating teaching and administrative positions (Manpower Planning), deciding on their number, eligibility, and pay as per the university and industry standards. The **Human Resource Department** is responsible to search candidates and screen according to their education, industrial exposure and experience level. Screened candidates are called for the in- person interview. On the basis of the interview rounds, trade test (if required) and mock class session lecturers are selected. All the selected candidates are sent Offer Letters and issued Appointment Letters on joining. Performance review and gap analysis feedback is given to all the employees by the top management.

The **Examination and Academic Cell** is responsible to oversee all academic issues and upkeep university instruction, notices, learning, assessment process and outcomes of the semester examinations and academic record maintenance.

The Finance Department is one of the other crucial committees. It reviews the Institute's annual accounts and financial projections and provides them to the management for approval. It also suggests the management approve the yearly budget and updated projections.

The institute's co-curricular and extracurricular activities are handled by the **Sports and Cultural committee**.

All of the internship and placement related activities are supported by the **Placement Cell**.

Every complaint that is brought to the attention of the **Grievance Redressal Cell**, which is led by the Principal Director, is addressed, and if required, appropriate action is taken.

| File Description | Document |
|--|-------------------------------|
| Upload Additional information | View Document |
| Institutional perspective Plan and deployment documents on the website | View Document |
| Provide Link for Additional information | View Document |

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

| File Description | Document |
|--|-------------------------------|
| Screen shots of user interfaces of each module reflecting the name of the HEI | View Document |
| Institutional expenditure statements for the budget heads of e-governance implementation ERP Document | View Document |
| Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance | View Document |

6.3 Faculty Empowerment Strategies

6.3.1

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

Nurturing Growth and Recognizing Excellence: A Comprehensive Approach to Employee Welfare

At NIPS School of Hotel Management, we believe in fostering a supportive and rewarding environment for our valuable employees. Our commitment to employee well-being extends beyond competitive salaries and benefits. We strive to create a workplace where individuals can thrive, grow, and contribute to the institution's success. This commitment is reflected in our comprehensive approach to employee development and compensation:

Performance-Driven Growth:

- **Performance Appraisal System:** We have a transparent and robust performance appraisal system that objectively assesses each employee's contributions. This system provides constructive feedback and helps employees identify areas for improvement and growth.
- **Increment Based on Performance:** Recognizing and rewarding exceptional performance is crucial. We offer increments based on individual performance evaluations, ensuring that outstanding contributions are acknowledged and incentivized.
- **Bonus System:** In addition to regular salaries and increments, we offer a bonus system to further motivate employees. This system allows us to recognize exceptional achievements and celebrate individual success.

Comprehensive Benefits Package:

- **PF and ESI Facilities:** We are committed to providing our employees with financial security. Both teaching and non-teaching staff are eligible for Provident Fund (PF) and Employees' State Insurance (ESI) benefits, contributing to their long-term financial well-being.
- **Medical Insurance:** We recognize the importance of healthcare for our employees and their families. We offer a comprehensive medical insurance plan through TATA AIG, with Medi Assist acting as the TPA. This ensures access to quality medical care and financial support in times of need.

Continuous Learning and Development:

- **Career Development Sessions:** Recognizing the importance of professional growth, we organize dedicated career development sessions for our teaching staff. These sessions provide opportunities for skill enhancement, knowledge sharing, and mentorship, supporting their professional development.
- **Monthly Staff Training:** To maintain and enhance the skills and knowledge of our associate staff, we conduct monthly training programs. This ensures that everyone remains updated with the latest industry practices and tools, leading to optimized job performance and enhanced service delivery.

Building a Strong and Motivated Workforce: At NIPS School of Hotel Management we firmly believe that our employees are our most valuable asset, and their well-being is paramount to our success. This comprehensive approach to employee well-being fosters a positive and supportive work environment. By recognizing and rewarding performance, providing comprehensive benefits, and investing in continuous learning and development, we aim to build a strong and motivated workforce.

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

6.3.2

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

Response: 0

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

File Description

Document

Institutional data in the prescribed format

[View Document](#)

6.3.3

Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Response: 71.86

6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 36 | 26 | 19 | 32 | 30 |

6.3.3.2 Number of non-teaching staff year wise during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 21 | 16 | 19 | 21 | 20 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format | View Document |
| Copy of the certificates of the program attended by teachers. | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

6.4 Financial Management and Resource Mobilization

6.4.1

Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

For the Perion od 01.04.2022 to 31.03.2023

- 1) Name & Address of the Auditee: NUMERO-UNO INSTITUTE OF PROFESSIONAL STUDIES
- 2) Names of the Office Bearers: Director, Numero-UNO Institute of Professional Studies
- 3) Names of Audit Team Member : Manish Jhunjhunwala, Partner
- 4) Duration of Audit : : 16.12.2023 to 20.12.2023
- 5) Period Covered in the Current Audit : 01.04.2022 to 31.03.2023

The objective of this audit was to ensure that adequate policies and procedures are in place to control the institution's Income and Expenditure and evaluate the compliance with Financial Regulations and Standing Orders of the authorities concerned. We conducted our audit in accordance with Auditing Standards generally accepted in India.

The Audit was carried to

- Verify correctness of accounting procedures and its reporting
- Verify compliance of the policies of Institution and its controls implemented.
- Verify the compliance with various statutory provisions applicable.

Audit has covered verification of system of accounting of those expenses and incomes and others mentioned above and to express opinion on weakness in internal control, risk management and governance highlighting exceptions and cases of non-compliance and suggest improvements in the design and operations of control based on internal audit. The following observations have been made

during the audit.

1. Verified the Receipts and Payments vouchers and bills during the audit period.
2. Internal Control with regards to system access is followed as per the policy and appears satisfactory.
3. All statutory payments are made well within the due dates and as per prescribed norms.
4. Verified the Cash Balances with the Cash Book and found correct.
5. Bank Reconciliations are done and matched with the Books of Accounts.

Key area of weakness

Institute should be careful while making cash payments to others and it should not exceed Rs. 10,000/- in any case.

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

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

Internal Quality Assurance Cell (IQAC): A Catalyst for Institutional Quality Enhancement

Internal Quality Assurance Cell (IQAC) of the Institute plays a pivotal role in institutionalizing and implementing quality assurance strategies and processes within higher education institutions. **The committee was established in the Institute in the year 2020. The committee is headed by the Director Principal Dr. Vivek Pathak.** By conducting periodic reviews and assessments, IQAC contributes significantly to the overall quality enhancement of institute.

Benefits of IQAC

Establishing an IQAC within the institute is offering numerous benefits, including:

- **Institutional Accreditation and Recognition:** IQAC is helping the institute prepare for any external accreditation, awards and recognitions by demonstrating their commitment to quality assurance and improvement.
- **Improved Student Outcomes:** By reviewing and advising every process of teaching and learning processes, IQAC is helping to enhance student success and prepare them for future careers.
- **Increased Competitiveness:** The Institute is gaining a competitive advantage through IQAC in attracting and retaining top talent, both students and faculty.
- **Stakeholder Confidence:** The IQAC committee is aiming to build confidence among students, parents, employers, and other stakeholders by demonstrating the institute's commitment to quality teaching and well trained students.

The functions of IQAC committee:

1. Reviewing Teaching-Learning Processes: One of the core functions of the IQAC is to critically evaluate the teaching-learning process. This involves examining the curriculum, instructional methods, assessment techniques, and student engagement strategies. IQAC provides feedback and recommendations to improve the effectiveness of teaching and enhance student learning outcomes.

2. Evaluating Structures and Methodologies: IQAC also assesses the organizational structures, operational procedures, and methodologies within the institution. They review governance mechanisms, administrative processes, financial management, and resource utilization. By identifying areas for improvement, IQAC contributes to the optimization of institutional operations and resource allocation.

3. Measuring Learning Outcomes: Regularly monitoring and evaluating student learning outcomes is essential for assessing the quality of education. IQAC implements systematic methods for collecting and analyzing data on student performance. This data is used to evaluate the effectiveness of academic programs, identify learning gaps, and make data-driven decisions for improvement.

4. Incremental Improvement and Progress: Through periodic reviews and assessments, IQAC tracks the progress of institute's quality initiatives. They examine incremental improvements in various activities and processes, such as teaching methods, learning outcomes, student satisfaction, and alumni placement. This allows institute to demonstrate their commitment to continuous quality enhancement and accountability.

Internal Quality Assurance Cell (IQAC) has become an integral part of quality assurance practices in higher education institutions. By reviewing teaching-learning processes, evaluating structures and methodologies, and measuring learning outcomes, IQACs contribute significantly to the institutionalization of quality assurance strategies. Through incremental improvement and progress, IQACs enhance student outcomes, strengthen institutional competitiveness, and foster stakeholder confidence.

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

6.5.2

Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2.Academic and Administrative Audit (AAA) and follow-up action taken**
- 3.Collaborative quality initiatives with other institution(s)**
- 4.Participation in NIRF and other recognized rankings**
- 5.Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: D. Any 1 of the above

| File Description | Document |
|--|-------------------------------|
| Quality audit reports/certificate as applicable and valid for the assessment period. | View Document |
| Link to Minute of IQAC meetings, hosted on HEI website | View Document |

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

The hospitality industry, long known for its diverse workforce, is increasingly recognizing the importance of gender equity. Our institute, as the training grounds for future industry leaders, is taking proactive steps to foster a culture of inclusivity and empower women. NIPS has a strong ethical work culture that is based on inclusivity. It observes highest ethical standards in all its activities. Equal opportunities are provided to all individuals irrespective of gender, race, caste, color, creed, language, religion, political or other opinion, national or social origin, property, birth or other status. Safety, security and well-being, along with gender equity and friendly working atmosphere are the issues of prime concern to NIPS.

Curricular Transformation for Equitable Learning:

- **Gender-Sensitive Curriculum:** Our Institute has incorporated modules on gender equality, diversity, and inclusion in curriculum as special learning. This includes topics like gender stereotypes, unconscious bias, and ethical leadership.
- **Case Studies and Role Models:** Real-world examples of successful women in the hospitality industry are incorporated into case studies showcasing diverse career paths and inspiring future generations.
- **Intersectional Approach:** The curriculum addresses the unique challenges faced by women from diverse backgrounds, promoting intersectional understanding and inclusivity.

Co-Curricular Activities for Empowerment:

- **Leadership Development Programs:** Workshops and mentorship programs specifically designed for women focus on leadership skills, confidence building, and networking opportunities.
- **Gender Sensitization Workshops:** Interactive sessions on gender stereotypes, harassment prevention, and conflict resolution help students understand and address potential barriers to gender equality.
- **Inclusive Events:** Co-curricular activities like sports, cultural celebrations, and social events are structured to ensure equal participation and representation of all genders.

Facilities for Women on Campus

The Institute prioritizes the safety and security of girls and women on campus by implementing measures like well-lit pathways, security personnel, and emergency response systems. Nowadays,

safe and supportive campus community is both an obligation and a challenge for college administrators and students. Considering this factor, our Institute provides a comprehensive range of security amenities especially for girls within the premises, through a dedicated team of security personnel.

- **Physical Security Measures:**

- A strict access control systems to prevent unauthorized entry into the institute premises. **Security guards** are posted **24X7** at the entry and exit gates.
- Proper visitors register is maintained to monitor the reason for entry.
- **CCTV surveillance cameras** are installed throughout the campus to monitor the classrooms, passage areas, lawn, and stair cases.
- Well secured all entry points and windows with robust locks and alarms.
- Availability of well-lit pathways and parking areas to deter suspicious activity.
- Separate hostel facility and common room is provided for girl students ensuring privacy and a comfortable environment.
- A separate air-conditioned sick room is provided for girls if any student or woman falls sick.
- Availability of separate female washroom in every floor.
- Presence of Napkin vending machine in ground floor girls washroom.

- **Social and Emotional Support:**

- Presence of **Internal Complaint Committee** to raise any concerns or problem areas to voice confidentially.
- Implemented and followed a **zero-tolerance policy** for any form of bullying or intimidation.
- Well trained staff to recognize and respond appropriately to signs of distress or abuse.
- Fostering a culture of respect and tolerance among students and staff.
- Workshop and awareness building sessions with the girls on their rights and safety precautions.

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

7.1.2

The Institution has facilities and initiatives for

1. **Alternate sources of energy and energy conservation measures**
2. **Management of the various types of degradable and nondegradable waste**
3. **Water conservation**
4. **Green campus initiatives**
5. **Disabled-friendly, barrier free environment**

Response: C. 2 of the above

| File Description | Document |
|---|-------------------------------|
| Policy document on the green campus/plastic free campus. | View Document |
| Geo-tagged photographs/videos of the facilities. | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

7.1.3

Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

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

Response: D. Any 1 of the above

| File Description | Document |
|---|-------------------------------|
| Green audit/environmental audit report from recognized bodies | View Document |
| Certificates of the awards received from recognized agency (if any). | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

The institution sensitizes the students and the employees to the constitutional obligations about values, rights, duties and responsibilities and constantly works upon to nurture them as better citizens of the country through various curricular and extra-curricular activities. In an increasingly diverse and interconnected world, fostering an inclusive environment that values tolerance and harmony is crucial. This requires a concerted effort from institutions to promote understanding and respect across cultural, regional, linguistic, communal, and socioeconomic lines. Simultaneously, sensitizing students and employees to their constitutional obligations – enshrined values, rights, duties, and responsibilities – is

vital for building a just and equitable society.

Here are some institutional efforts and initiatives that are contributing to creating a truly inclusive environment:

1. **Diverse Curricula:** Integrating diverse perspectives and experiences into the curriculum, across subjects and disciplines, are broadening students' understanding of different cultures and histories related to regional and global food habits, taste patterns, events, festivals and markets.
2. **Multicultural Events and Programs:** Organizing events like cultural festivals, guest lectures, and workshops featuring speakers from diverse backgrounds are helping the students and employees to get exposed to different perspectives and foster dialogue. At different occasions number of programmes are conducted to bring sensitization of constitutional obligations: values, rights, duties, and responsibilities of citizens to students and employees. The institute celebrates numerous days commemorating the contribution and efforts of leaders and renowned personalities. To bring the energy of patriotism and respect for the constitution of the country we celebrate Independence Day, Azadi ka Amrit Mahotsav, Republic Day, Constitution Day pays tribute to all freedom fighters and soldiers who gave their life for the nation.

| Sl No | Days Celebrated | Date |
|-------|---|---------------|
| 1 | Republic Day | 26th January |
| 2 | National Youth Day (Swami Vivekananda Birthday) | 12th January |
| 3 | Woman's Day | 8th March |
| 4 | Dr Ambedkar's Birthday | 14th April |
| 5 | World Earth day | 22nd April |
| 6 | World Environment Day | 5th June |
| 7 | International Day of Yoga | 21st June |
| 8 | Independence Day | 15th August |
| 9 | Teachers Day (Sarvapalli Radhakrishnan's birthday) | 5th September |
| 10 | Gandhi Jayanti | 2nd October |
| 11 | Constitution Day | 26th November |

3. **Global Internship and Placement Programs:** The institute encourage students in international internship and placement programs that foster empathy and global awareness.

4. **Mentorship and Support Programs:** Providing mentorship programs, peer support groups, and career guidance services are also helping students and employees from marginalized communities.

5. **Diversity and Inclusion Training:** Conducting workshops for faculty, staff, and students on topics like unconscious bias, cultural sensitivity, and inclusive communication are helping to build awareness and promote respectful interactions.

6. **Guest Speakers and Panel Discussions:** Sessions with legal experts, social activists, and constitutional scholars to share their insights and engage students and employees in discussions around constitutional values and principles.

7. Promoting Active Citizenship: The institute always encourage students and employees to participate in public discourse, civic engagement, and volunteer activities to foster a sense of shared responsibility for building a just and inclusive society.

8. Inter-departmental Collaboration: The institute encourage collaboration between departments and faculties to promote cross-cultural understanding and address issues of inequality.

Creating an inclusive environment requires a multifaceted approach, involving institutions, individuals, and communities working together to cultivate understanding, promote equity, and uphold constitutional values. By embracing diversity, promoting tolerance, and fostering a sense of shared responsibility, our institute plays a vital role in building a more just and harmonious society.

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

7.2 Best Practices

7.2.1

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

Response:

BEST PRACTICE- 1

1. Title of the Practice

Institutional Participative Management System

2. Objectives of the Practice

NIPS School of Hotel Management believes in fostering an inclusive environment where faculty members feel valued, empowered, and responsible for the institution's overall growth. Our core committee system promotes collaborative and participative management, aiming to:

- Build a strong sense of belonging
- Build a sense of responsibility along with accountability.
- Encourages initiative and commitment
- Unlocks collective expertise
- Strengthens communication and teamwork

3. The Context

Recognizing that employees are the heart of any institution, NIPS School of Hotel Management

embraces participative management as a key strategy. This approach empowers faculty to showcase their talents beyond teaching, fostering a culture of engagement and initiative. Instead of a top-down approach, the system emphasizes shared responsibility and decision-making at all levels.

4. The Practice

At NIPS School of Hotel Management the core committee system acts as the backbone of our participative management model. Each committee focuses on a specific area of institutional function, with faculty members actively involved in it. Every faculty member of the college is committed, oriented and motivated to plan organize and implement activities relating to curriculum implementation, conduct of examinations, purchases, infrastructural development, encouraging students in events etc. Our faculty members plan and address the issues efficiently and effectively.

Usually the staff members are self-motivated and handle responsibility for the effective functioning of the institute. The overall responsibility for this lies with the Principal Director of the institute, who, along with IQAC and a team of administrative staff, attempt to execute the same. The Principal Director of the institute serves as chairman of all these committees. The practice at our institute has been to draw in all its faculty members into different administrative, academic, and co-curricular roles so that each and every faculty of the college feel responsible for the overall success of the college. The following are some of the major committees of the college. The following are some of the major committees of the college: Admission Committee, Examination Committee, Purchase Committee, Career Counselling Cell, Sports and Cultural Committee, Library Committee, Maintenance Committee, Grievance Redressal Cell, Anti-ragging cell. The members of each of such committee meet on a regular basis to plan coordinate and implement various development activities under the management. The challenge faced in such an approach is to bring all faculty involved onto a common platform to be able to appreciate the overall vision of the institute and identify what needs to be done in their respective domains that would enhance the performance of the institute.

5. Evidence of Success

All decisions on the matters concerned are discussed in detail and resolutions arrived at by the committee for final approval. For example, purchase of Library books to be made by the institute, is entirely dealt with by the Library committee along with the Purchase Committee. The committee is composed of faculty members of various departments along with staff headed by the Principal as the Chairperson of the committee. The committee collects the demands for the books from the concerned department. The committee then starts purchasing process by making calls for quotations from concerned publishers makes a detailed comparative study of the offers made, carries out negotiations with all the parties to identify the best supplier in terms of cost and quality. The purchase order is then placed on that supplier and payment disbursed to them.

6. Problems Encountered and Resources required

It has been to bring the entire faculty on a board to equally appreciate the task at hand and deliver effectively. All faculties are part of this effort beginning from the most newly recruited to the senior-most. Significant amount of time is spent in orientation of the faculty to appreciate the challenges on hand. While this may appear to be a limitation, it greatly helps capacity building for the system. Faculty at the junior- most level learn to appreciate the challenges faced in administration. The greatest benefit is that it fosters a sense of belongingness, accountability and team-spirit.

BEST PRACTICE- 2

1. Title of the Practice

Gender Indiscrimination

2. Objectives of the Practice

To create an inclusive environment in the college and to inculcate in the faculty a sense of gender indiscrimination. To promote gender equality awareness and to ensure women friendly work atmosphere.

3. The Context

Gender equality is not only a fundamental human right, but a necessary foundation for a peaceful, prosperous and sustainable world. There has been progress over the last decades: More girls are going to school, fewer girls are forced into early marriage, more women are serving in parliament and positions of leadership and laws are being reformed to advance gender equality. Despite these gains, many challenges remain. With such background, NIPS School of Hotel Management promotes gender equity in terms of academic and administrative function and ensure a relatable balanced environment.

4. The Practice

To mention one of such practice, the institute never does any gender discrimination. The institute takes very much care to include participants across gender and believes in their well-being. To promote gender equality, women faculty members are equally and potentially treated for their involvement in participative management in several core committees to address important progressive decisions in the favour of institute. Women friendly work atmosphere and their safety has always been a prime objective. To redress women harassment, gender issues, sexual harassment or any other related problems core committees along the **Internal Complaint Committee (ICC- Female Director- Mrs. Arunima Sen Pathak is the Chairperson)** are always active and supportively manage the issue.

5. Evidence of Success

The institute's administration functions in a well-organized manner in which different teams work competently and with proper coordination. Different committees are there whose members are selected keeping in mind to include from all the stakeholders of the college. The institute never does any gender discrimination. The institute takes very much care to include participants across gender and believes in their well-being. So, there are major committees such as, Academic Cell, IQAC, Examination, Admission, and Administration in which the members are included from all the gender categories.

6. Problems Encountered and Resources required

Ratio cannot be maintained as the resource persons are not adequately available. Since Government has taken initiatives in such grounds, this comes as a minor issue.

| File Description | Document |
|---|-------------------------------|
| Best practices as hosted on the Institutional website | View Document |

7.3 Institutional Distinctiveness

7.3.1

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

Response:

A Symphony of Sweetness: NIPS Students Craft Record-Breaking Dessert Spread: Recognition from the India Book of Records

On May 11th, 2024, the air at NIPS School of Hotel Management was thick with the intoxicating aroma of sugar, spice, and everything nice. The students, fuelled by passion and a desire to break boundaries, embarked on a culinary journey unlike any other, culminating in a record-breaking feat: crafting the most diverse dessert spread ever seen.

This wasn't just about creating a mountain of sugary delights. It was about celebrating the art of pastry, the fusion of cultures, and the boundless creativity of the NIPS students. From the traditional flavors of India to the innovative twists on international favourites, each dessert was a testament to their dedication and skill.

This record-breaking achievement was not simply the work of individuals. It was a testament to the incredible teamwork, camaraderie, and unwavering commitment of the entire student body. The journey began three months prior, students delved into culinary traditions from across the globe, exploring diverse ingredients and techniques. They experimented tirelessly, refining recipes and perfecting presentations. The atmosphere was one of collaboration, with students sharing their knowledge and encouraging each other to reach for the extraordinary. Their teachers, seasoned veterans in the world of hospitality, provided guidance and mentorship, ensuring every detail was meticulously crafted. The challenge was immense: to create a spread that not only satisfied the palate but also set a new benchmark for culinary excellence. Each member played a vital role, from the meticulous planning and coordination to the intricate execution of each delectable dessert. With a mix of classic Indian sweets like Shrikhand, Laddo, Bengali Pithe, Phirni, Kheer, Halwa, Rabri, Gulab Jamun, Rasmalai, and Jalebi, alongside international delights like Mexican Churros, Paris Brest, Kiwi Pannocota, Fillo Cigar, Banoffee pie, Cherry Tower, Turkish delight, Chocolate doughnuts and many more, the students aimed to showcase the vast spectrum of dessert artistry. The International Desserts were divided into few broad categories: Choux Based, Victoria Based, Sponge Based, Cheesecake Based, Mousse Based, Custard and Puff Based, Pies and Tarts Based, Meringue, Toffee and Cookie based, Dough and Crepes based.

But the true magic lay in the unexpected. The students infused their creations with a unique twist, adding a dash of innovation to each bite. A traditional Indian sweet might be adorned with a modern garnish,

while a European classic might get a touch of Indian spice. Each dessert told a story, a fusion of cultures and culinary techniques, a testament to the students' ability to bridge the gap between tradition and innovation.

The culmination of their efforts was a spectacle to behold. The dessert spread, a vibrant tapestry of colors and textures, was a feast for the senses. The sheer variety was astonishing - 265 distinct desserts, each a masterpiece in its own right. The students' dedication, passion, and creativity were evident in every detail, from the intricate designs to the meticulous presentation.

Their hard work paid off. The record-breaking dessert spread earned NIPS School of Hotel Management a coveted spot in the 'India Book of Records', a testament to their exceptional talent and unwavering commitment. This achievement was more than just a record; it was a celebration of culinary art, a testament to the power of teamwork and passion, and a shining example of the future of hospitality.

The students of NIPS School of Hotel Management proved that dessert is more than just a sweet treat. It's an opportunity to express creativity, to bridge cultures, and to create unforgettable experiences. Their record-breaking feat is a testament to their dedication, skill, and passion, leaving a lasting impression on the world of dessert and inspiring generations to come.

NIPS School of Hotel Management has once again proven itself to be a breeding ground for culinary excellence. Their unwavering commitment to education and the pursuit of culinary frontiers ensures that their students will continue to shape the future of the hospitality industry for years to come.

| File Description | Document |
|--|-------------------------------|
| Appropriate web in the Institutional website | View Document |

5. CONCLUSION

Additional Information :

Under the admirable guidance of Dr Vivek Pathak, the Founder and Managing Director of NIPS, a modest endeavour from 31 years ago has grown into a legacy. Emphasizing the importance of fostering students' wide-ranging competencies at NIPS Hotel Management Institute he stated, “The institution prioritizes shaping the students' personalities, sharing international exposure, and imparting valuable skills through case studies and academic progress evaluations. Our goal is to build confidence and equip students with decision-making and make them ready for the hospitality industry”. Dr Pathak was honoured as Time Business Leader of the East, Times of India for his significant contribution to the expansion and success of the hospitality sector.

NIPS Hotel Management Institute has earned a reputation for producing top-notch executives, chefs, managers, entrepreneurs, mixologists, wine specialists, cruise managers, food and product experts, and more. Some of the students of the institute who achieved the opportunity to work at the best places and departments are Prateek Basu, currently working at the Sandals Resort as an Executive Chef in Dover, Christ Church, Barbados. Another student, Biswadip Pal is in the post of Vice President at HDFC Bank Ltd in Bangalore, India. One of the others, Brahmanand Anand working as an Group Executive Chef at Crowne Plaza Nairobi Airport, Nairobi, Kenya. Rakhi Mukherjee working at Marriott Vacation Club in Bantry, Ireland. Nishut Prinja pursuing a career with Emirates in Dubai. UAE, Varun Gupta, Franchise Owner as well as Operator at Bottle O Kiara in Perth, Western Australia. Shaon Sen is an Executive Sous Chef at The Star Sydney in Sydney, Australia. Medhatithi was designated General Manager at Namah Resort- Jim Corbett, A Radisson Individual located at Uttarakhand, India.

Concluding Remarks :

In conclusion, NIPS Hotel Management Institute has carved a niche for itself as a premier institution in Eastern India, offering unparalleled education and training in the field of hospitality management. With a strong focus on practical learning, industry exposure, and personal growth, NIPS continues to shape the future of the hospitality industry by nurturing the next generation of leaders and innovators.

6.ANNEXURE

1.Metrics Level Deviations

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-----------|---|---------|---------|---------|--|---------|---------|---------|---------|---------|----|----|----|-----|-----|---------|---------|---------|---------|---------|----|----|----|-----|-----|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|
| Metric ID | Sub Questions and Answers before and after DVV Verification | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.3.2 | Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year) 1.3.2.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 70 Answer after DVV Verification: 66 Remark : DVV has made changes as per the report shared by HEI. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2.1.1 | Enrolment percentage 2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to be considered) Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>78</td><td>98</td><td>96</td><td>104</td><td>104</td></tr></table> Answer After DVV Verification : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>78</td><td>98</td><td>96</td><td>104</td><td>104</td></tr></table> 2.1.1.2. Number of sanctioned seats year wise during last five years Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>210</td><td>210</td><td>210</td><td>150</td><td>120</td></tr></table> Answer After DVV Verification : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>210</td><td>210</td><td>210</td><td>210</td><td>120</td></tr></table> Remark : DVV has made changes as per the report shared by HEI. | | | | | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 78 | 98 | 96 | 104 | 104 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 78 | 98 | 96 | 104 | 104 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 210 | 210 | 210 | 150 | 120 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 210 | 210 | 210 | 210 | 120 |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 78 | 98 | 96 | 104 | 104 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 78 | 98 | 96 | 104 | 104 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 210 | 210 | 210 | 150 | 120 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 210 | 210 | 210 | 210 | 120 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2.4.1 | Percentage of full-time teachers against sanctioned posts during the last five years 2.4.1.1. Number of sanctioned posts year wise during the last five years Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>26</td><td>24</td><td>22</td><td>18</td><td>15</td></tr></table> | | | | | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 26 | 24 | 22 | 18 | 15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 26 | 24 | 22 | 18 | 15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 25 | 25 | 22 | 20 | 15 |

Remark : DVV has made changes as per the report shared by HEI.

3.2.2 ***Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years***

3.2.2.1. **Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years**

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 8 | 2 | 2 | 6 | 2 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 2 | 2 | 2 | 3 | 1 |

Remark : DVV has made changes as per the report shared by HEI.

3.5.1 ***Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.***

Answer before DVV Verification :

Answer After DVV Verification :4

Remark : DVV has made changes as per the report shared by HEI.

2.Extended Profile Deviations

| | | | | | |
|---------------------------------|---|---------|---------|---------|---------|
| ID | Extended Questions | | | | |
| 1.1 | Expenditure excluding salary component year wise during the last five years (INR in lakhs) | | | | |
| Answer before DVV Verification: | | | | | |
| 2022-23 | | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 378.05 | | 301.90 | 227.61 | 731.90 | 656.06 |
| Answer After DVV Verification: | | | | | |
| 2022-23 | | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 289.04 | | 280.86 | 227.61 | 871.78 | 451.82 |

