



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

KAZI NAZRUL UNIVERSITY

NAZRUL ROAD, KALLA BYPASS MORE, P.O.- KALLA C.H., P.S.- ASANSOL
(NORTH), ASANSOL, DIST. - PASCHIM BARDHAMAN, WEST BENGAL, PIN -

713340

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www.knu.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

January 2021

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Kazi Nazrul University, Asansol, West Bengal was established under the West Bengal Act XIX of 2012. This is a state government funded university, established and funded by the Government of West Bengal. It has been named after the illustrious poet, Kazi Nazrul Islam (1899-1976) of India – who is also the national poet of Bangladesh. This university meets the long standing demands and requirements of the region of Asansol, Durgapur of West Bengal, considered as the industrial hub of Bengal. This is also an area that contains most of the mining belts of West Bengal, producing coals in large quantities that cater to the needs of our economy.

Being a government funded university, this institution of higher learning also provides the students with scopes for various schemes and scholarships and now they can avail of that too. Students in large numbers in this university are now availing of various government funded scholarships for girls` students, for research scholars, etc and that provide them the necessary incentives which they need to take their education forward. Over time, various PG departments (18 Departments offering total 46 programmes at present) have started functioning with all necessary infrastructures on the campus of the university, and with large intakes of students (1394 students currently) in successive academic years. Most of these departments have gone on to introduce full-time M.Phil. and Ph.D. programmes, in complete accordance with UGC guidelines. A total of 20 colleges from adjoining areas are affiliated to the university, with intakes of more than ten thousand students at the undergraduate level. While a large number of students enrolled at the university departments as well as in its affiliated colleges are first-generation learners, an astoundingly large percent of the total student strength comprises women. It is also noteworthy that KNU's commitment to cultural and demographic diversity reflects in its efforts at extending the benefits of higher education to minority communities and those from socially deprived backgrounds. KNU thus represents an effective and significant investment in students' potential development in the context of targets set by the Ministry of Higher Education, Government of West Bengal.

Vision

This University intends to be a leading center of higher studies which will be recognized all over the world for excellence in teaching, research and service to the larger society through high quality education and skill developing mechanism. It also envisages its role as a catalyst for intellectual, social, cultural and economic development across this region. It always aspires to become an institute of excellence which will instil this desire to excel in all fields among all its stakeholders. It also keeps in mind the issue of social justice and social empowerment and therefore tries to cater to the educational needs of all sections of our society so that everyone belonging to different layers of our socio-economic sphere can benefit by its vision of quality education for all. The institutional motto of this university happens to be to create an ambience of equality, democratic functioning and fraternity both institutionally and collectively.

Mission

The University is committed to transform lives and serve the society through pursuit of excellence in teaching, innovation, lifelong learning, cultural enrichment and outreach services.

To achieve its Vision and Mission, the University will endeavour:

1. To provide intellectually stimulating, academically inspiring and supportive environment which will generate positive personal growth.
2. To provide all-out education to all its students, making them capable to meet the highest global standards.
3. To encourage in innovative, entrepreneurial and cutting-edge interdisciplinary research which will open new frontiers of knowledge and will also help the economy and national knowledge base.
4. To produce students of excellence and distinction who will be dedicated to academic standards and professional excellence.
5. To provide the climate of liberal, conducive and sustainable workplace which will generate the capacity and aspiration to excel.
6. To act in tandem with the larger community for the dissemination and application of need-based knowledge.
7. To act as a platform to connect with the rest of the world so that all the stakeholders of the university are globally connected and are aware of global standards in higher education.
8. To promote the message of peace and harmony among all.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Institutional Strength

1. This university has a moderately sprawling campus, marked with greenery and environment protection norms and sound free academic climate, It is Wi-Fi enabled and fitted with modernized physical facilities.
2. Even though it is a new university, it has a relatively well stocked, properly managed library (equipped with hard copies as well as E-resources) with good reading facilities.
3. It provides cultural and sports facilities to students, nurturing extra academic and extra-curricular talents among students.
4. It has 24x7 CC TV camera surveillance to ensure safety in the campus
5. It facilitates a research ambience and innovation ecosystem to actualize quality research.
6. It promotes intense engagement in outreach activities
7. It recognises high quality research achievements and encourages aspirations among students and teachers for good research funding from sponsored research projects and fellowships.
8. It offers varied academic programmes with well-defined Programme outcomes and Course outcomes so that students get a clear view about the courses they select.
9. It runs good quality Value added programmes and courses to impart life skills
10. This university has experienced, qualified and research - oriented faculty members
11. This university is a fully ICT-enabled university and adopts digital governance in all the areas of operation including administrative works, online student management system, effective, quick and

unbiased examination system, etc

12. It offers a highly transparent system for student admission and meticulously follow all government guidelines in this regard. The university website notifies everything from time to time for greater transparency.
13. It caters to the needs of quality students of all socio-economic and cultural background, follows the gospel of inclusive development.
14. It facilitates students to avail of different governmental financial support systems, fellowship and scholarship schemes.
15. It has strong and Effective grievance redressal system. Different committees are there to look after this. Students can also directly contact the highest authorities to articulate their grievances and those complains are also addressed quickly.
16. Offers a university transport facility for the daily conveyance of the students and staff.

Institutional Weakness

Institutional Weakness

1. Being a new university, it has limited industry or private sector-academia interactions
2. We need more research funding, as we have a deficiency in that
3. Deficiency in industry experienced faculty or faculty members who have international exposures
4. Shortage of teaching staff in some specialized domains.
5. Need more foreign students as we have a paucity of foreign students
6. Weak consultancy and industrial funding
7. Lack of global exposure of the students
8. Limited funds/grants received from non-government bodies/individuals for the purpose other than research

Institutional Opportunity

Institutional Opportunity

1. Possibility to become a leading research university
2. Provides the eligibility for sponsored research projects from non-government funding agencies/industries.
3. Facilitates Students and teachers for study visits and fellowship or scholarship applications to foreign universities.
4. Provides scope for placement, Good opportunities for collaborative & sponsored research, incubation, entrepreneurship, and consultancy services, etc
5. Can allow potential MoUs with foreign Universities and research institutions

6. Provides skill based training through nationally recognised skill based courses.
7. Allows Tie-ups with corporate sector and apex industrial associations
8. Scope of attracting research students from all over the region
9. Scope to host and organise high quality conferences and symposiums

Institutional Challenge

Institutional Challenges

1. Meeting the quality standards of Industries to develop an effective industry academic interaction
2. Attracting and retaining foreign students and faculty
3. Growth of private sector as providers of education, challenge from new private universities with modern infrastructure.
4. Competing with Foreign Universities in India
5. Coping up with ever-increasing aspirations of the students and other stakeholders
6. Strengthening the soft skills to improve carrier prospects of all students

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Criterion I – Curricular Aspects:

In Criterion I – Curricular Aspects, our university is expected to have met all the requirements. We are in a relatively satisfactory position in this segment as whatever NAAC requires are met, as we have adopted CBCS, interdisciplinary components, latest inclusion of new subjects, introduction of value-added courses and fairly regular changes in syllabi, etc, so this section appears to be our strength.

Perfect execution of curriculum-based activities is achieved through well planned and documented process. The Faculty Council, Board of Studies and other academic committees work in coordination to strengthen curricular, co-and extracurricular activities. Activities are planned in advance to accomplish vision and mission of the University.

University offers many academic programmes through its departments. Introduction of Choice Based Credit System (CBCS) in academic programmes of the University offered more academic flexibility to enhance employability skills of the students by integrating discipline specific, interdisciplinary/multidisciplinary electives in curricula to meet student's interests and aspirations. Courses relevant to Gender Sensitivity, Professional Ethics, Human Values and Community Outreach are also integrated in relevant programmes. Environmental issues and its sustainability is an integral part of most of the UG/PG programmes. Value-added certificate programs inculcate research aptitude, soft skills, personality development, transferable and life skills to keep students conversant with current global scenario.

University also has application-oriented programmes through internship, projects, field work etc. The academic programmes offered by KNU are designed and developed to fulfil the vision and mission of the University and

at the same time we take into account the feedback obtained from various stakeholders (Students, Parents, Alumni, Teachers and Employer). We also adhere to Regulatory requirements (as per guidelines of regulatory bodies like UGC, BCL, AICTE, etc). Value-addition courses like Communication Skills, cultural knowledge, disaster management skills, various job skills, etc facilitate holistic development of students.

Teaching-learning and Evaluation

Criterion II – Teaching-Learning and Evaluation

In this segment too we meet the required criteria in almost all the components in this section, yes there are rooms to improve further in having more smart classes and more audio-visually equipped systems in the classrooms, etc., but given the fact that we are just six years old as a university, in this section too our performance is also not bad in terms of what we have achieved. Our results and exam systems are ICT enabled and currently quite regular in terms of timely results publication. Feedback system and grievance redressal system are also in place.

KNU, provides a fast growing hub of wide range of programmes/courses in the traditional, professional, and job-oriented streams and consistently endeavored to improve and strengthen the system and procedures related to Teaching Learning and Evaluation. The major initiatives include introduction of CBCS, examination reforms including IT integration and continuous internal assessment system, student life cycle management system, launching learning management systems etc., to name a few. University assesses the learning levels of the students, after admission and organizes special programmes for advanced learners and slow learners and for this purpose, faculty mentors provide their mentees one to one counselling on improvement areas to slow learners.

As part of quality initiatives, University has defined programme outcomes, programme specific outcomes and course outcomes in academic programmes and displayed on the university website to facilitate accessibility to various stakeholders including the teachers and students. University has developed a resource of experienced and well qualified teaching faculties to impart better academic and research training to the students. University teachers tend to equip themselves with latest knowledge through various online and offline resources for development of better teaching learning outcome. University has developed congenial academic environment to efficiently inculcate graduate attributes among its students. University's quality initiatives has attracted quality students in various programs which in turn has significantly improved, student demand ratio, pass percentage of students and minimal dropout rate. University has maintained student's diversity, along with adhering to government reservation policy.

Research, Innovations and Extension

Criterion III – Research, Innovations and Extension

This section is very much our strength, as we have research projects, research fellowships and grants and good number of research publication, yes more can be done still and more international and national collaborations are to be forged and we need more recognition in terms of national and international funding in research. More seed money is needed for research facilitation but as a new university we have done very well in our research output, a glance at research accolades and research projects at the university website will corroborate this.

University provides academic and research facilities, policy wise support systems to promote advanced

research. In the last five years, various research projects were funded by government and non-government agencies. University Teaching Departments have received financial grant from different funding bodies. The University faculty has published research papers in the quality journals duly notified on UGC website. The university has h-index (SCOPUS including self-citation) calculated for some years for its faculty publication. Various books/books chapters/ proceedings have been published by faculty members. Post-Doctoral Fellows, Research Associates and Project Fellows have been enrolled in the university in this period.

The University has well defined “Research Promotion Policy” and “Code of Ethics for Academic Integrity and Plagiarism” to promote research and to check malpractices and Plagiarism. University conducted workshops and sensitization programs on IPR issues and Industry-Academia Innovative practices and encouraged the faculty members to fetch Patents and grants. University promotes collaborative research activities and in this direction, various research activities and research linkages for research, faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc. and MoUs with institutions of national, international importance, other universities, industries and corporate houses etc., were established. University is actively engaged in outreach activities and organized extension cum outreach programmes in collaboration with industry, community and Non-Government Organizations.

Infrastructure and Learning Resources

Criterion IV – Infrastructure and Learning Resources

Budgetary allocations are there in our university for infrastructural built up, internet, ICT and library facilities. This is where we have to build up more on what we already have, and currently, new construction plans are afoot, and by the next cycles more infrastructural improvement will be done, but as of now, we have not done badly as a new university.

The physical facilities of KNU provide ample to support the teaching- learning activities. The campus has three teaching blocks that accommodate various University Teaching Departments. Many classrooms and departmental laboratories and one Central computer Laboratory. Sports facilities of the University are also flourishing under the concerned sports officials.

Our Library has rich collection of books, journals and other reading materials in print and digital format. We also have International databases and digital, open access and subscribed resources. Library system has computerised facilities and its operations and services use digital modes. Remote access to e-resources is also provided.

Mechanisms are there for CCTV surveillance. Periodic and preventive measures are taken with

utmost care to sustain the infrastructural aspects in terms of its maintenance by outsourcing the services like housekeeping, electricity, public health, horticulture and security etc. The optimal utilization of class rooms, labs, sports, library and IT facilities are done by the university fraternity, administrative authorities and other Support and Progression systems. The University has a very conducive, student centric, ragging free and supportive environment where students of diverse sections of the society come to pursue higher education. University has well established financial and non-financial student support system. University have financially supported students in last five years under various government and non-government fellowships schemes. Additionally, University has offered various capabilities enhancement schemes for personal, interpersonal and professional development of the students for better job opportunities. University efforts has enabled students to

fetch job opportunities in various job sectors. University's conducive academic environment, excellent support, etc has enabled a large fraction of the students to qualify various national level examinations, as well as to progress toward higher studies in reputed academic institutions.

Student Support and Progression

Criterion V - Student Support and Progression

Our Students are given teaching, counselling, career guidance facilities. Research fellowships from government agencies have been availed of, the alumni association has been registered, placement cell is being set up and steps are being taken in the direction of making placement and training more effective and successful. So, all these are being done and progress being made as far as possible for a new university, more will be done as it is an ongoing process.

University has an effective, unbiased grievance redressal system to have check on unethical, unhealthy and unprofessional activities in the campus. University has well established wings of Students Welfare and Sports for holistic development of students through engaging them in cultural and sport activities.

University nurtures the alumni association to facilitate them to take active part in the growth and development of the University through financial and non-financial means.

Governance, Leadership and Management

Criterion VI – Governance, Leadership and Management

This section too is in fairly good shape, and as this segment focuses primarily on policy related matters, various statutory policies and guiding principles are there in the university to facilitated guided ways of leading the university towards progress.

Competent leadership at different levels of the University with a well-defined system support and organizational structure, enhanced the academic and administrative effectiveness by ensuring that the action plans are specifically aligned to the vision and mission of the University. The University follows decentralized and participative management approach in all kinds of academic and administrative activities. Every activity of the University is governed by the Act, Statute's and Ordinances. Recruitments/promotions are made following an established and transparent process. The grievances are attended promptly. E-governance has been implemented in almost all areas of operation. The University's bodies/cells/ committees function effectively.

The University has various effective welfare measures for its staff. Teachers are provided with adequate necessary support to attend conferences, workshops, professional development programmes, etc. The University encourages and provides support for sufficiently good number of professional development/ administrative training programmes for its staff. The University has a well devised performance appraisal system for teaching as well as non-teaching staff. The University has a well-structured mechanism for its internal and external financial audits. University generates/mobilizes funds from various sources and has identified more sources for the same.

To monitor effective utilization of funds, the University has codified its own financial rules and regulations.

The IQAC continuously works on all the quality evolving facets of the University. The teaching learning process and learning outcomes are reviewed through feedback obtained from stakeholders, Quality Advisory Council, Academic Audit. The University has taken a good number of post accreditation quality initiatives.

Institutional Values and Best Practices

Criterion VII : Institutional Values and Best Practices

This is a qualitative domain and we will do well here, this is definitely our strength. We have arranged for all the infrastructural and other required arrangements as asked in this criterion. We have done quite well here in this section as a new university and we look forward to doing better in future.

Kazi Nazrul University named after iconic poet and visionary artist Kazi Nazrul Islam, functions to promote humanitarian, moral, nationalistic, gender-equity, socially-inclusive, environmental consciousness, scientific and modern outlook related values. University has incorporated various values and attributes within its regular functioning and organizes sensitization programmes on Women Safety, Gender Equality, Environmental Sustainability etc. As an initiative towards safety-security of girl students, University have proactive cell for “Prevention of Violence and Sexual Harassment against Women”, 24 x7 CCTV surveillance check and security checks.

University is committed toward environment sustenance and took a number of initiatives like solar power system to meet energy requirement, comprehensive waste management system, network of rainwater harvesting system, etc. University inculcates societal values among students by engaging them in the activities organized by National Service Scheme , University Outreach Programme, Women Studies related programmes, Multi-Stakeholder Framework for Development, etc. The University has well described Vision and Mission, Core Values, Code of Conduct for developing well disciplined academic environment. University also maintains complete transparency in financial, academic, administrative and auxiliary functions, and conducts all such functions as per statutes and ordinances of KNU Act. We fervently celebrate all important days of national importance and birth anniversaries of great Indian personalities. A whole-lot of activities/events are organized to promote universal values, national values, human values, communal and social cohesion, and national integration.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	KAZI NAZRUL UNIVERSITY
Address	Nazrul Road, Kalla Bypass More, P.O.- Kalla C.H., P.S.- Asansol (North), Asansol, Dist. - Paschim Bardhaman, West Bengal, Pin - 713340
City	Asansol
State	West Bengal
Pin	713340
Website	www.knu.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	Sadhan Chakraborti	0341-2270086	9051711484	0341-227002 2	vc@knu.ac.in
IQAC / CIQA coordinator	Anindya Sekhar Purakayastha	0341-2270041	8910139842	0341-227004 2	iqac@knu.ac.in

Nature of University	
Nature of University	State University

Type of University	
Type of University	Affiliating

Establishment Details	
Establishment Date of the University	16-08-2012
Status Prior to Establishment, If applicable	

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	Date	View Document
2f of UGC	18-09-2013	View Document
12B of UGC	27-06-2019	View Document

University with Potential for Excellence	
Is the University Recognised as a University with Potential for Excellence (UPE) by the UGC?	No

Location, Area and Activity of Campus							
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.	Programmes Offered	Date of Establishment	Date of Recognition by UGC/MHRD
Main campus	Nazrul Road, Kalla Bypass More, P.O.- Kalla C.H., P.S.- Asansol (North), Asansol, Dist. - Paschim Bardhaman, West Bengal, Pin - 713340	Urban	15.6	14598.37	Diploma, B.Tech, UG, PG, Value Added courses, Skill Development courses, M.Phil., P.hD.		

2.2 ACADEMIC INFORMATION

Affiliated Institutions to the University

Type of Colleges	Permanent	Temporary	Total
Law	0	2	2
Hotel Management/Hospitality/Tourism/Travel	0	1	1
Universal/Common to All Disciplines	14	3	17

Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	0
Affiliated Colleges	20
Colleges Under 2(f)	13
Colleges Under 2(f) and 12B	13
NAAC Accredited Colleges	11
Colleges with Potential for Excellence(UGC)	1
Autonomous Colleges	0
Colleges with Postgraduate Departments	7
Colleges with Research Departments	0
University Recognized Research Institutes/Centers	0

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: Yes						
<table border="1"> <thead> <tr> <th>SRA program</th> <th>Document</th> </tr> </thead> <tbody> <tr> <td>AICTE</td> <td>108531_5583_1_1602597910.pdf</td> </tr> <tr> <td>BCI</td> <td>108531_5583_8_1607350202.pdf</td> </tr> </tbody> </table>	SRA program	Document	AICTE	108531_5583_1_1602597910.pdf	BCI	108531_5583_8_1607350202.pdf	
SRA program	Document						
AICTE	108531_5583_1_1602597910.pdf						
BCI	108531_5583_8_1607350202.pdf						

Details Of Teaching & Non-Teaching Staff Of University

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	17				34				68			
Recruited	6	0	0	6	12	4	0	16	49	16	0	65
Yet to Recruit	11				18				3			
On Contract	1	0	0	1	0	0	0	0	1	0	0	1

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				32
Recruited	10	2	0	12
Yet to Recruit				20
On Contract	35	9	0	44

Technical Staff				
	Male	Female	Others	Total
Sanctioned				4
Recruited	0	0	0	0
Yet to Recruit				4
On Contract	1	0	0	1

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	6	0	0	12	4	0	33	5	0	60
M.Phil.	0	0	0	0	0	0	7	4	0	11
PG	0	0	0	0	0	0	9	7	0	16

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

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

Distinguished Academicians Appointed As

	Male	Female	Others	Total
Emeritus Professor	0	0	0	0
Adjunct Professor	0	0	0	0
Visiting Professor	0	0	0	0

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	Not initiated	Not initiated	Not initiated

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

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
Pre Doctoral (M.Phil)	Male	28	0	0	0	28
	Female	24	0	0	0	24
	Others	0	0	0	0	0
Diploma	Male	54	2	0	0	56
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	75	2	0	0	77
	Female	41	1	0	0	42
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
PG	Male	307	4	0	0	311
	Female	799	11	0	0	810
	Others	0	0	0	0	0
UG	Male	18	2	0	0	20
	Female	8	0	0	0	8
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	Yes
Total Number of Integrated Programme	0

Integrated Programme	From the State where university is located	From other States of India	NRI students	Foreign Students	Total
Male	7	0	0	0	7
Female	11	0	0	0	11
Others	0	0	0	0	0

Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	Nil
Number of UGC Orientation Programmes	0
Number of UGC Refresher Course	0
Number of University's own Programmes	0
Total Number of Programmes Conducted (last five years)	0

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Animal Science	View Document
Applied Psychology	View Document
Bengali	View Document
Centre For Entrepreneurship And Skill Development	View Document
Chemistry	View Document
Commerce	View Document
Education	View Document
English	View Document
Geography	View Document
Hindi	View Document
History	View Document
Law	View Document
Mathematics	View Document
Metallurgical Engineering	View Document
Mining Engineering	View Document
Philosophy	View Document
Physics	View Document
Political Science	View Document
Urdu	View Document

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2019-20	2018-19	2017-18	2016-17	2015-16
46	36	25	18	14
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

Number of departments offering academic programmes

Response: 19

2 Students

2.1

Number of students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1394	1223	1082	877	660
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
418	426	343	278	258
File Description		Document		
Institutional data in prescribed format		View Document		

2.3

Number of students appeared in the University examination year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
983	866	804	621	536
File Description		Document		
Institutional data in prescribed format		View Document		

2.4

Number of revaluation applications year-wise during the last 5 years

2019-20	2018-19	2017-18	2016-17	2015-16
12	117	43	01	92

3 Teachers

3.1

Number of courses in all programs year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
909	671	573	380	110
File Description		Document		
Institutional data in prescribed format		View Document		

3.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
88	81	61	29	29
File Description		Document		
Institutional data in prescribed format		View Document		

3.3

Number of sanctioned posts year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
119	119	119	52	52
File Description		Document		
Institutional data in prescribed format		View Document		

4 Institution**4.1****Number of eligible applications received for admissions to all the programs year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
3400	2691	2667	2403	522
File Description		Document		
Institutional data in prescribed format		View Document		

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

2019-20	2018-19	2017-18	2016-17	2015-16
555	441	388	314	232
File Description		Document		
Institutional data in prescribed format		View Document		

4.3**Total number of classrooms and seminar halls****Response: 74****4.4****Total number of computers in the campus for academic purpose****Response: 338**

4.5

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

2019-20	2018-19	2017-18	2016-17	2015-16
1054.07	701.91	460.10	526.96	149.95

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1 Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the Institution.

Response:

Kazi Nazrul University has adopted and implemented its curricula across the board that reflect careful attention to local and regional needs. It also kept in mind larger goals of national educational policies and latest global academic trends. The entire curricular structure of this university follows the CBCS pattern and provides required flexibilities, wide ranges and global standards. Latest UGC norms and directives have been adhered to while restructuring the entire curriculum. It was a mammoth task to redesign the curriculum according to new UGC guidelines, but this university has completed that process, catering to the stipulated needs of “programme outcomes” and programme specific outcomes. All our syllabic and curricular contents incorporate and adequately reflect these outcome-oriented approach. Every segment of the syllabi mentions the targeted outcome.

Need-Based Programs

Our curricula comprise of a fine-mix of time-honoured and up-to-date programs. They are offered through the four different Faculties and one School of our university, namely, Science- Arts- Commerce and Management and Law and School of Mining and Metallurgy. While fashioning these programmes, adequate thought and consideration were invested in identifying and determining issues of educational, business, community, and employment needs, entrepreneurship prospects and future requirement for social and economic development.

Cutting-edge Programs

New and attractive Programs that adhere to latest and cutting-edge trends are incorporated and encouraged. New Programmes like Integrated Animal Science, Diploma and B.Tech in Mining and Metallurgy and Geoinformatics, Specializations in Clinical and Rehabilitation Psychology and new branches of humanities study such as Dalit literature etc. have been introduced. Various other new subjects and programmes are in the pipeline for future implementation.

Outcome Orientation

The University emphasizes on outcome-based education with clearly expressed graduate attributes, qualification descriptors and program learning outcomes. Institutionally, emphasis is given on placement and professional achievement for students and research scholars. This institution adopts **Learning Outcome-based Course Framework (LOCF) model** that emphasizes that each program must be measured by outcome-oriented objectives and corresponding success stories, program-specific and course level skill development and achievement.

Issues of **Program Outcomes (POs), Program Specific Outcomes (PSOs), Course Outcomes (COs)** have been kept in mind by the university while drafting and finalizing different courses and programmes. The University has consciously designed curricula that focus on need-based, value-adding, Society-driven, and industry-relevant areas.

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

1.1.2 Percentage of Programmes where syllabus revision was carried out during the last five years.

Response: 32.61

1.1.2.1 How many Programmes were revised out of total number of Programmes offered during the last five years

Response: 15

1.1.2.2 Number of all Programmes offered by the institution during the last five years.

Response: 46

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Institutional data in prescribed format	View Document
Details of Programme syllabus revision in last 5 years	View Document
Any additional information	View Document
Link for additional information	View Document

1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years

Response: 46.77

1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
385	304	276	217	45

File Description	Document
Programme/ Curriculum/ Syllabus of the courses	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Institutional data in prescribed format	View Document

1.2 Academic Flexibility

<p>1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.</p> <p>Response: 91.2</p>	
<p>1.2.1.1 How many new courses were introduced within the last five years.</p> <p>Response: 829</p>	
<p>1.2.1.2 Number of courses offered by the institution across all programmes during the last five years.</p> <p>Response: 909</p>	
File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Institutional data in prescribed format	View Document

<p>1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).</p> <p>Response: 100</p>	
<p>1.2.2.1 Number of Programmes in which CBCS / Elective course system implemented.</p> <p>Response: 46</p>	

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in 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 into the Curriculum

Response:

Most of our courses involve segments that engage with issues of professional ethics, gender and other human values. There are areas of focus on sustainability and ecological ethics. Our PhD and MPhil coursework syllabi incorporate direct discussion and actualisation of professional ethics. Even regular PG courses are also designed in such a way that they cater to the need of inculcating human values and respect for the opposite gender. In the literature departments as well as in other social science related courses in the university, gender theory and gender related issues are discussed and students are made aware of gender related laws and issues of gender discriminations and our collective responsibilities to stop that. Different value-added courses in our university also include segments as part of their syllabus that generate skills and values related to human ethics, professional ethics and cultural behaviour. The university has forums like campus environment maintenance committee as well as wings like the NSS (National Social Service) scheme and through these platforms, regular awareness generation on ecological issues are organized.

Professional Ethics taught in the university:

- **Major issues addressed:** Ethics of Authorship and original research, Zero Plagiarism, Ethics of Medical Practices, Non-pollution, Non-discrimination, 'Greening-but-No-green-washing', Support for Habitat Protection, Cultural Pluralism, Prevention of Child Labour, Non-Bribery, non-addiction, non-ragging and many such exemplary conducts are emphasized.
- **Gender Issues:**
- **Major issues addressed:** Gender Equity, Sensitivity, women Entrepreneurship, women Employment and Empowerment, Brave Women Portrayal, Eradication of Disparity, Transgender Rights, Discrimination in Access to Life's Opportunities, Role Stereotype, Harassment, besides capping Gender Gaps in Polity/ Officialdom are discussed and dealt with.

Programs run in the Departments of English, Bengali, History, Law, Applied Psychology, Political Science and Geography have different courses to cater to these themes.

ICC and Equal Opportunities Cell of the university also conduct programmes on regular basis to sensitize students and staff on these issues

- **Human Values**

- **Major issues addressed:** Human Values such as Personal Dignity/Esteem, Gratitude, Ethical/Honest/ Inspiring/ Just Conduct in personal life, Obedience/ Simplicity/ Zestful attitude, Self-development, Women Empowerment, Legal Rights, Child Rights, Self-direction, Sacrifice, etc are taught.

Programs run in Departments of Philosophy, Political Science, English, Applied Psychology **and Commerce** directly address the present issue.

- **Environment and Sustainability**

- **Major issues addressed:** Eco-system, Bio-prospecting, Microbes, Community Ecology, Deforestation, Aquatic System, Food Chain, Pollutants-Toxicity, Ocean Dumping/ Acidification, Hazardous Zones, Global Warming, Renewable Energy, Radioactive/ Chemical/Biological/e-/Medical Waste Disposal, Alternatives to Animals/Anti-biotic/Fossil-fuels, Vermi-Compost, Organic/ Sustainable Integrated Farming, Green Ambience, Biotic & Abiotic Training, Biotech/ GIS Applications.

Programs run by Departments of Geography, Geoinformatics, Chemistry, Mines and Metallurgy and Animal Science streams directly address issues of **Environment & Sustainability**. **Departments of Commerce, History, Philosophy Applied Psychology and Law** also address such issues indirectly through their courses and by organizing different workshops, seminars and invited lectures. Apart from that NSS and IQAC wings of the university conduct programs regularly to inculcate environment friendly attitude in the students and staffs of the institute.

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

Response: 8

1.3.2.1 How many new value-added courses are added within the last five years.

Response: 08

File Description	Document
Institutional data in prescribed format	View Document
Brochure or any other document relating to value added courses	View Document

1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.

Response: 5.9

1.3.3.1 Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
411	00	00	00	00

1.3.4 Percentage of students undertaking field projects / research projects / internships (Data for the latest completed academic year).

Response: 36.66

1.3.4.1 Number of students undertaking field projects or research projects or internships.

Response: 511

File Description	Document
List of Programmes and number of students undertaking field projects research projects/ / internships (Data Template)	View Document
Link for additional information	View Document

1.4 Feedback System

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

Response: A. All 4 of the above

File Description	Document
URL for stakeholder feedback report	View Document
Institutional data in prescribed format	View Document
Action taken report of the University on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View Document

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

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

File Description	Document
URL for feedback report	View Document
Institutional data in prescribed format	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Demand Ratio (Average of last five years)

Response: 2.63

2.1.1.1 Number of seats available year wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1230	966	854	699	504

File Description

Document

Demand Ratio (Average of Last five years) based on Data Template upload the document

[View Document](#)

• Any additional information

[View Document](#)

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

Response: 52.39

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

2019-20	2018-19	2017-18	2016-17	2015-16
273	212	190	163	148

File Description

Document

Average percentage of seats filled against seats reserved (Data Template)

[View Document](#)

2.2 Catering to Student Diversity

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

Response:

This university adopts learner-centric approaches to pedagogy. All the Departments of the University pay serious attention towards learning abilities of the students. The departmental committee carefully plans the routine so that every category of learners may be benefitted. The students are allotted mentors when they get admitted and they monitor the learners regularly so that any cognitive or emotional problems may be identified and intervened accordingly. The class-routines have provisions for compensatory, remedial and special instructional classes, keeping in mind various learning levels and capacities of learners. Continuous internal assessment and regular monitoring of the faculty members and mentors help to assess the levels of the learners, provide knowledge about their level of competence. Slow Learners are given compensatory, remedial classes and special instructional methods to cope up with the academics. The slow learners are often tagged with peer mentors for remediation. They are also assessed by specially designed worksheets and exercises. Advanced level learners are similarly encouraged to attend special talks, research-oriented lectures and symposiums, to get admitted in value added courses offered by the university, etc as special measures to promote their advanced skills. Teachers use audio visual aids and various e-resources to deliver the subject knowledge in a lucid and interesting way. Individual teachers assess the newly admitted students, their learning aptitude and classify them. Accordingly, they then adapt different methodologies to teach the advanced learners and slow learners. All the departments have Student-teachers committees which constantly interact on student related problems and issues. In that forum too learners express their various problems related to the learning and pedagogic process and steps are taken by the concerned departments accordingly. In case of cognitive and emotional problems the students are referred to the Centre for Counselling and Positive Psychology for necessary assessments and individual psychotherapeutic interventions. The Centre is equipped with state of art assessment tools for identifying learning and emotional problems. Teachers also encourage students to participate in various seminars, workshops to increase their ability to interact with others. Class seminars are also frequently organized to increase confidence levels of students. Students are encouraged for the NET/SLET/GATE/ICMR and other competitive exams like SSC, WBPSK examinations. Various departments of the university regularly arrange surprise as well as pre-scheduled internal assessments, open book assessments and home assignments for the students in order to monitor their academic progress. Teachers also use multi-lingual approach for explaining any given topic keeping in mind not all of our students are similarly proficient in the English language.

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

Response: 16:1

File Description	Document
Any additional information	View Document

2.3 Teaching- Learning Process

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

Response:

This university adopts complete student-centric approaches in all its activities, be it academic, pedagogic

or in overall administrative activities. All the departments employ outcome-based curriculum and learner centric pedagogic practices that adopt experimental modes of teaching like audio-visual techniques, participatory methods, etc. Teachers of this University frequently motivate their students at various levels so that the young minds can become inquisitive and enthusiastic in nature. Departments organize seminars and group discussion programs to enhance interaction ability among the students. Communication skills as well as group-based problem-solving skills of students are also addressed in the interaction programs. Besides, assignments are followed by tutorial, in which students solve the problems with the help of other students and teachers. Some departments also arrange special lectures so that students can be exposed towards recent trends in Science and Humanities. The lab-based departments put emphasis on Laboratory activities which includes usual practical classes as well as project works. They have already procured or are in the process of procuring sophisticated and cutting-edge instruments with the help of extra mural funding so that the students can use and understand the working principle of sophisticated instruments used now a days in research. The departments regularly arrange local field trips and out station excursions to introduce survey-based methodologies to their students.

2.3.2 Teachers use ICT enabled tools including online resources for effective teaching and learning process.

Response:

This university is fully ICT enabled and it functions through ICT based operating principles in both its academic as well in its administrative functioning. Our university has institutional provision for a dedicated Moodle system to carry out classes and other academic activities. Information and Communication Technology (ICT) in education is the way for the future as it encourages modes of education that use digital devices, internet connectivity to the wider network of knowledge repositories, etc. All these are done to enhance wider academic support, easier accessibility and optimize the delivery of information to learners. Teachers of different departments of the university are digitally literate and trained to use ICT. They use both Chalk and boards methods as well as ICT enabled tools during the teaching cum learning processes. Computer Labs, Smart class rooms, LCD projectors and internet connectivity are available to facilitate computer aided teaching to enrich the teaching cum learning experiences of both teachers and their students. Eminent teachers wherever necessary, use projectors and laptops to illustrate the subjective areas of the concerned course. Teachers are well conversant with the Power point presentations during their teaching process. Video simulations are often used by teachers of different streams to deliver the conceptual knowledge in a more lucid and informative way to the young learners. Study materials are directly provided to students through pen drives or other external storage devices. Teachers use Google Meet, Google Class Room, Moodle, Webex Platforms for teaching and larger connectivity. Group Gmail accounts are also used to distribute the required study materials to the students so that they can download them easily. Moodle is also used by some teachers for better interactions with their students. Contents of e-pathshala, NPTEL etc. are shared with the students. Seminar presentations are regularly organized in classes for interactive learning and to boost self-confidence among students. Teachers also share e-books, reference pdf files, research materials with the students to gather additional information. Teachers encourage students to use online resources that help to build online research skills, resulting in acquisition of quality. Our teachers encourage students to use ICT based tools like internet, laptops, e-books etc., to complete their assignments that involve problem solving and creativity on a regular basis. These approaches enable students to acquire latest E-skills so highly in need to materialize career goals. Such skills in turn will provide creative and individualized options for students to express their understandings,

and leave students better prepared to deal with ongoing technological change in the surrounding society.

Features of the Use of MOODLE in the University as an LMS

- Customization
- Live engagement
- Assessments
- Content repository
- Accessibility
- Analytics
- Tool variety
- Course management
- Feedback
- Attendance

Learning Benefits of KNU Moodle LMS

- Access to learning materials anytime, anywhere
- Consistent content delivery and feedback
- Time-savings for teachers
- University eLearning environment
- Opportunity for blended learning approaches

File Description	Document
Provide link for webpage describing the " LMS/ Academic management system"	View Document

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

Response: 16:1

2.3.3.1 Number of mentors

Response: 88

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

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years**Response:** 60.96

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Any additional information	View Document

2.4.2 Average percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D’Lit. year-wise during the last five years**Response:** 58.83**2.4.2.1 Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
61	57	29	17	14

File Description	Document
List of number of full time teachers with Ph D/D M/M Ch/D N B Superspeciality/DSc/D Lit and number of full time teachers for 5 years	View Document
Any additional information	View Document

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)**Response:** 2.55**2.4.3.1 Total experience of full-time teachers**

Response: 224

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

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

Response: 1.74

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

2019-20	2018-19	2017-18	2016-17	2015-16
1	0	0	0	0

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

2.5 Evaluation Process and Reforms

2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years

Response: 26.8

2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
23	20	20	38	33

File Description	Document
List of Programmes and date of last semester and date of declaration of results	View Document
Any additional information	View Document

2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 3.69

2.5.2.1 Number of complaints/grievances about evaluation year wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
12	117	43	00	92

File Description	Document
Number of complaints and total number of students appeared year wise	View Document
Any additional information	View Document

2.5.3 IT integration and reforms in the examination procedures and processes (continuous internal assessment and end-semester assessment) have brought in considerable improvement in examination management system of the institution

Response:

Kazi Nazrul University is a completely ICT enabled university and everything related to the examination system are run through ICT. The following diagram represents the **DIGITAL PROCESS FLOW of the whole examination system**

NAAC

The IT integration s has modernized the entire examination process and has speeded up the functioning mechanism, while making the whole process more transparent. At the same time we have configured Self Service portal for all stakeholders (students and colleges principal, Departmental Heads) for smooth holding of ICT enabled examination process like Online Examination form filling up, approval process, Online Admit card generation, Internal marks Capture, result publication and grade card Generation.

Recently, this university has established a centralized Digital Marking (**LAN based and Internet based**) to ensure marking of answer scripts on time to ensure publication of results in short time. Digital Marking helps to maintain uniformity and accuracy while conducting the evaluation of answer booklets. Chief coordinators are deputed to ensure selection of examiners on random basis to maintain secrecy and transparency. URP (University Resource Planning) is used to generate results within proper time. This significantly minimizes human errors and facilitates accurate calculations of SGPA, CGPA and grades of students appear in semester examinations. The following are the basic advantages Digital marking over traditional system

1. Less Logistical management: Physically answer sheet not to be stored, arranged, Couriered

- ,Physically QP's also not to be supplied**
- 2. Less transport cost (for internet based DM)**
- 3. Conflict of interest of examiners will not be there as roll number, name, registration number will not be available in DM answer booklets to maintain the anonymity.**
- 4. Auto Calculation of total Marks for Answer Sheet.**
- 5. Online marks submission and Result Generation.**
- 6. Easy to Re-Evaluation of Answer Sheet**
- 7. RTI link of evaluated AB available.**

Online meetings of Board of Studies of different discipline are conducted prior to the examinations to select the panel of paper setters, moderators and Chief Coordinators of each examination. Examination Unit of the university invests every effort to maintain confidentiality of the question papers received from both internal and external examiners. Apart from End Semester Examinations (ESE), students are evaluated through Continuous Assessments (CA) by individual departments. Continuous assessments are conducted in every courses of a particular Degree program by departmental faculties. Through this process, teachers can identify slow learners among the students and therefore they can improve or change their teaching methods to enrich students with more information. Hence, Continuous Assessments (CA) process in the form of internal theory examinations, seminars, viva-voce etc. help students to improve their performance and provide enough scope to the teachers to monitor the progress of students on a regular basis. The office of the Controller of Examinations maintains its constant touch through various meetings with the Office of the Vice-Chancellor, the Registrar, the Finance Officer and the Heads of various academic departments for smooth and up to date functioning of the examination system of the university.

File Description	Document
Year wise number of applications, students and revaluation cases	View Document
Any additional information	View Document

2.5.4 Status of automation of Examination division along with approved Examination Manual

Response: 100% automation of entire division & implementation of Examination Management System (EMS)

File Description	Document
Current manual of examination automation system and Annual reports of examination including the present status of automation	View Document
Current Manual of examination automation system	View Document
Annual reports of examination including the present status of automation	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 The institution has stated learning outcomes (generic and programme specific)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents

Response:

The University follows a very clear and objective system of outcome oriented programme and course framing system. The syllabus of every subject as offered by the respective Department under each faculty contains a general outcome of the said programmes. Moreover, each course displays its specific outcomes right at the beginning of the respective course as incorporated in the syllabus of the particular course. The University promotes policy wise necessity to guide the students and to make them aware about the outcomes of the courses which they are going to study. Apart from these written directions about course outcomes in the syllabus, teachers in their classes also take efforts to enlighten students about possible outcomes of each courses and programmes as offered by the Department. In fact, the process for designing the outcomes of programmes and courses starts right from the beginning, in the Syllabus Committee meetings where the programmes and courses are planned to offer a broad applicability of learning and teaching which could further direct the students for better career planning and employability. The syllabus and curriculum uploaded on the university website bear the testimony of several meetings, deliberations and modifications as prescribed and made by several statutory bodies of the university. Thus, on the one hand the each programme proposes to offer an advance level degree to the students and on the other hand each course contributes to enhance learning capacity and competence that help them to strengthen their job prospects.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	View Document
Paste link for Additional Information	View Document

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

Response:**Attainment of Programme Outcomes**

Programme outcomes, programme specific outcomes and course outcomes are of two kinds – knowledge and skill. The University has developed definite procedures for evaluating these outcomes. The assessment procedures include continuous assessment and end-semester assessment. How far a student has achieved the skill and knowledge contained in the courses of the programme is evaluated either through continuous assessment as well as through end semester examination. Various forms of assessments like written examination, term paper presentation, group discussion, interview, form part of the assessment mechanism developed by the university for evaluating the achievement of learning outcomes by the students. External experts are invited for making evaluation unbiased and proper. The university has also made an arrangement of the evaluation of the answer scripts of the student through digital marking which ensures unbiased and transparent evaluation of the achievement of the learning outcome of the courses of a programme by the student.

File Description	Document
Paste link for Additional Information	View Document

2.6.3 Pass Percentage of students(Data for the latest completed academic year)**Response:** 100

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

Response: 418

2.6.3.2 **Total number of final year students who appeared for the examination conducted by the Institution.**

Response: 418

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination	View Document
Upload any additional information	View Document

2.7 Student Satisfaction Survey**2.7.1 Online student satisfaction survey regarding teaching learning process****Response:** 3.58

File Description	Document
Upload database of all currently enrolled students	View Document

NAAC

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1 The institution Research facilities are frequently updated and there is well defined policy for promotion of research which is uploaded on the institutional website and implemented

Response:

Kazi Nazrul University aspires to be a leading university pursuing research in all fields and its emphasis has always been on interdisciplinary and cutting-edge research in various science and technology based research fields. It has a distinct and well documented Research Promotion Policy which has been uploaded on the University website and anyone can access it at any time. This University also has structured systems of research functioning in which the central research committee along with the Research Cell of the University coordinate with each other and function unitedly. The Kazi Nazrul University Regulations on Research is also a well documented draft which has been ratified through various statutory forums and the Research Regulations of the University is also visible and accessible through the University website. New regulations and notifications in the domain of research are uploaded in the university website. Even research related achievements and recognitions, research projects and fellowships and other research awards, and grants are also mentioned and recognised and rewarded through their projection in the university website. This University also provides various research facilities to promote and actualize research excellence. It has sophisticated laboratories in the Department of Physics, Chemistry, Animal Science and other related subjects. It also has a research incubation center, innovation center and various research centers where research projects, innovation and start up facilities are nurtured. The research labs are equipped with sophisticated tools and technologies. All these are reflected through the different sections of the academic departments as projected in the website. In fact, every important announcements and notifications of this university are always carried out through the university website. Any policy change in the domain of research or academic activity are also documented in the university website regularly and all the different stakeholders of the university are kept updated on these policy changes or changes in government notifications through the website notifications.

The university also has facilities personal research grant facility and other research promotional facilities too to all its teachers and research scholars. This university also promotes research facilities in all comprehensive ways by providing research leaves, fellowship leaves and other related duty leaves to attend conferences and seminars. These are documented in the Statute of the university, in the Research regulations and Research promotion policy of the university and all these key documents are uploaded in the University website, accessible by all.

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View Document
URL of Policy document on promotion of research uploaded on website	View Document

3.1.2 The institution provides seed money to its teachers for research (average per year, INR in Lakhs)**Response:** 0**3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).**

2019-20	2018-19	2017-18	2016-17	2015-16
00	00	00	00	00

File Description	Document
Minutes of the relevant bodies of the University	View Document
Institutional data in prescribed format	View Document
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	View Document

3.1.3 Percentage of teachers receiving national / international fellowship / financial support by various agencies for advanced studies / research during the last five years.**Response:** 9.03**3.1.3.1 The number of teachers who received national / international fellowship / financial support by various agencies for advanced studies / research year-wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
06	05	06	05	04

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the award letters of the teachers	View Document
Any additional information	View Document

3.1.4 Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows enrolled in the institution during the last five years.

Response: 77**3.1.4.1 The Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows enrolled in the institution year-wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
43	28	03	01	02

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

3.1.5 Institution has the following facilities to support research

1. Central Instrumentation Centre
2. Animal House/Green House
3. Museum
4. Media laboratory/Studios
5. Business Lab
6. Research/Statistical Databases
7. Mootcourt
8. Theatre
9. Art Gallery

Response: A. 4 or more of the above

File Description	Document
Upload the list of facilities provided by the university and their year of establishment	View Document
Paste link of videos and geotagged photographs	View Document

3.1.6 Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies (Data for the latest completed academic year)**Response: 0****3.1.6.1 The Number of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other similar recognitions by national and international agencies.****Response: 00**

File Description	Document
Institutional data in prescribed format	View Document

3.2 Resource Mobilization for Research

3.2.1 Extramural funding for Research (Grants sponsored by the non-government sources such as industry, corporate houses, international bodies for research projects) endowments, Chairs in the University during the last five years (INR in Lakhs).

Response: 13.09

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

2019-20	2018-19	2017-18	2016-17	2015-16
1.27	11.82	00	00	00

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the grant award letters for research projects sponsored by non-government	View Document
Any additional information	View Document

3.2.2 Grants for research projects sponsored by the government agencies during the last five years (INR in Lakhs).

Response: 236.94

3.2.2.1 Total Grants for research projects sponsored by the government agencies year-wise during the last five years (INR in Lakhs).

2019-20	2018-19	2017-18	2016-17	2015-16
94.96	64.21	26.23	00	51.54

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the grant award letters for research projects sponsored by government	View Document
Any additional information	View Document

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

Response: 1.49

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

Response: 17

3.2.3.2 Number of full time teachers worked in the institution year-wise during the last five years..

Response: 57

File Description	Document
Supporting document from Funding Agency	View Document
Institutional data in prescribed format	View Document
Paste Link for the funding agency website	View Document

3.3 Innovation Ecosystem

3.3.1 Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge.

Response:

Kazi Nazrul University is trying to create new thinking for knowledge gain through different aspect of teaching learning process and research activities. The teaching faculties are encouraged to do good research work giving emphasis on regional problem identification and its solution. They are always encouraged to transfer their creation through research publication in UGC listed reputed journals and short communication through local print and electronic media to aware the local and global population about their research findings. The teachers are also encouraged to apply for different major and minor research project with their new thinking for the betterment of the society as well as for enriching their subject domain.

Not only the teachers but the students are also encouraged to think something new through their dissertation work as mentioned in their syllabus. The students are also encouraged to think about good

publication from their dissertation for better visualization of their effort to create knowledge. The students are also encouraged to do Ph.D. research work for shaping their new thinking for betterment of the society and subject domain.

Academic departments of Kazi Nazrul University regularly organize seminars, workshops and special lectures for disseminating knowledge to the learners and for growing, encouraging the early career researchers or research scholars and masters students. The students can share their view and ideas with the resource persons invites for these lectures and workshops.

We have an incubation and innovation center established to encourage innovation and excellence in research output and start up beginning.

The university established ten centres for generating interdisciplinary knowledge and sharing them with various departments of the university. Most of the centres are established with the faculty members from different interdisciplinary departments for creating an inter-disciplinary environment for research activities as well as for organising different seminar workshops regarding various social issues and academic developments. These centres regularly organizing seminar/ workshop and outreach programs not only to aware our students and faculty members but they are also trying to aware the local people about their role in the society and their distinctiveness that they have. These centres are also the hub of new thinkers for formulating research proposals for applying major and minor research projects through inputs from different domain experts. Some of the departments and centres are publishing books with ISBN number and distributing them among different institutes for transferring our knowledge creation.

Kazi Nazrul University not only trying to create and transferring academic knowledge among different stakeholders but also they are trying to find talented students and faculty members who has some talent in sports, cultural activities and in other fields through organizing annual sports, cultural programs and different non-academic activities.

File Description	Document
Paste link for additional information	View Document

3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development during the last five years.

Response: 6

3.3.2.1 Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
02	01	02	01	00

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.3.3 Number of awards / recognitions received for research/innovations by the institution / teachers / research scholars / students during the last five years.

Response: 2

3.3.3.1 Total number of awards / recognitions received for *research* / innovations won by institution / teachers / research scholars / students year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
1	1	0	0	0

File Description	Document
Institutional data in prescribed format	View Document
e- copies of award letters	View Document

3.4 Research Publications and Awards

3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following: 1. Inclusion of research ethics in the research methodology course work 2. Presence of Ethics committee 3. Plagiarism check through software 4. Research Advisory Committee

Response: A. All of the above

File Description	Document
Code of ethics for Research document, Research Advisory committee and ethics committee constitution and list of members on these committees, software used for Plagiarism check, link to Website	View Document

3.4.2 The institution provides incentives to teachers who receive state, national and international recognitions/awards 1. Commendation and monetary incentive at a University function 2. Commendation and medal at a University function 3. Certificate of honor 4. Announcement in the Newsletter / website

Response: B.. 3 of the above

File Description	Document
Institutional data in prescribed format	View Document
e- copies of the letters of awards	View Document

3.4.3 Number of Patents published / awarded during the last five years.

Response: 0

3.4.3.1 Total number of Patents published / awarded year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
00	00	00	00	00

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

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

Response: 1.67

3.4.4.1 How many Ph.D's are awarded within last five years.

Response: 20

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

Response: 12

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

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

Response: 0.52

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

2019-20	2018-19	2017-18	2016-17	2015-16
13	8	4	2	3

File Description**Document**

Institutional data in prescribed format

[View Document](#)**3.4.6 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:** 0.76**3.4.6.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
19	11	05	08	01

File Description**Document**

Institutional data in prescribed format

[View Document](#)**3.4.7 E-content is developed by teachers :**

1. For e-PG-Pathshala
2. For CEC (Under Graduate)
3. For SWAYAM
4. For other MOOCs platform
5. For NPTEL/NMEICT/any other Government Initiatives
6. For Institutional LMS

Response: E. None of the above**File Description****Document**

Institutional data in prescribed format

[View Document](#)**3.4.8 Bibliometrics of the publications during the last five years based on average citation index in**

Scopus/ Web of Science or PubMed**Response:** 2.84**3.4.9 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution****Response:** 12**3.5 Consultancy****3.5.1 Institution has a policy on consultancy including revenue sharing between the institution and the individual and encourages its faculty to undertake consultancy.****Response:**

The University opens an important channel with the help of its staff through which knowledge and expertise can flow to and from businesses and other external agencies and therefore contributes to the development of growing and productive relationships. This consultancy policy is intended to provide the information required to undertake consultancy work in accordance with the University's approved procedures. Consultancy is work of a professional nature, undertaken by University staff in their field of expertise, for clients outside the institution, for which some financial return is provided; Unlike research, it does not have as a prime purpose of generation of new knowledge; Consultancy will produce some form of contracted output which may be partly or wholly owned by the client; The University recognizes the value of academic and research staff undertaking consultancy.

The University's objectives are:

- To encourage staff participation in consultancies that bring opportunities and benefits to the University, its staff and its clients;
- To ensure that the undertaking of consultancy and related work by members of the University does not interfere with the proper functioning of their duties as academic or research staff;
- To ensure that the benefits of consultancy and related work to the University and its staff are maximized;
- To facilitate and support the delivery of high-quality services to meet the needs of clients; and
- To manage all potential risks to the University and its staff.

The benefits that the University expects to accrue from successful consultancies are multipronged and also benefit immensely to the staffs.

Though the University recognizes various risk factors (both corporate and personal) associated with academic and research staff undertaking consultancy and related activities, with the help of the consultancy policy, it tries to address each typical issues.

Through the Policy, University has decided to segregate all types of policy into the following categories

- Research Consultancy University
- Non-Research Consultancy University
- Private Consultancy

The standard income distribution model is based on income per consultancy agreement per financial year.

As per the policy framed, Consultancy in which resources of University are required, the revenue share is distributed as 50 % to the University and 50 % to consultant Employee. Consultancy in which no resources of University are required, the revenue share is distributed as 10 % to the University and 90 % to consultant Employee and for Private Consultancy the University gets 5 % and the consultant Employee gets 95 %.

University Finance Office will facilitate this decision by providing Department with quarterly reports of the consultancy income (per financial year) generated by their staff. The finance office will ensure that both employers and employees costs are remitted to the Govt. Revenue. The statutory deductions for income tax will be made, and staff will receive the net amount. All disputes will be settled within the jurisdiction of High Court, Kolkata.

File Description	Document
Upload soft copy of the Consultancy Policy	View Document
Upload minutes of the Governing Council/ Syndicate/Board of Management related to consultancy policy	View Document
Paste URL of the consultancy policy document	View Document

3.5.2 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).

Response: 0.33

3.5.2.1 Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).

2019-20	2018-19	2017-18	2016-17	2015-16
00	00	0.33	00	00

File Description	Document
Institutional data in prescribed format	View Document
Audited statements of accounts indicating the revenue generated through consultancy	View Document

3.6 Extension Activities

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

Response:

The Department of History of Kazi Nazrul University has carried out outreach programmes and following are the details. It made a visit to the **NaktiKanyapur Prathomik Vidyalaya of Asansol.**

Aims of the Visit

The Department of History, Kazi Nazrul University with the faculty members Prof. Amitava Chatterjee, Dr. Manas Dutta and Dr. Priyanka Guha Roy made a visit to this school on 20.11.2018. The Faculty members intended to visit the school with the purpose of inspecting or monitoring the infrastructure or development of the school. The sole purpose is to present certain special social cause in front of the students and also to present a brief illustration by the faculty members. This was mainly done to infuse a sense of consciousness among the little ones.

Meeting Up with the Students

The faculty members arrived at the school around 10.45. However the school is scheduled to start at 11.00. We waited for a brief while, Smt. Manika Chakrabarty arrived and started settling the students for the prayer ceremony. After the prayer a little boy named Rishi Bauri reported certain news in front of the little ones. There are two class rooms one for the pre-primary and the other room for the primary class. The highest level of class is fourth standard. The faculty members had brought with them chocolates, toffee and biscuits. The little students were elated to receive the gifts.

Starting the Demonstration

Demonstrating the events

In the first place the right to education issue was demonstrated which has to be burden-free. It has to be imparted to everyone for its better spread. The faculty member of Kazi Nazrul University Dr. Manas Dutta demonstrated the content to the little students in a very lucid and simple way. Their understanding of the subject was reciprocated by their sweet and simple comments.

The next demonstration was on the spread of education for the girls. Attempts were made to encourage the girls to adopt education for their living. This idea was demonstrated by the faculty member Dr. Priyanka Guha Roy.

The next demonstration was on the protection of girl child as explained by the head of the faculty of Kazi Nazrul University. This was explained very lucidly as the concept was too grave to realise.

The demonstration on Swachh Bharat also proved very successful. Faculty member Dr. Manas Dutta explained the significance of cleanliness and urged them to keep the school premises clean. They were also advised to keep the classrooms clean.

The visit was indeed successful as the University was successful in generating consciousness among the little students

File Description	Document
Upload any additional information	View Document

3.6.2 Number of awards received by the Institution, its teachers and students from Government /Government recognised bodies in recognition of the extension activities carried out during the last five years

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
00	00	00	00	00

File Description	Document
Institutional data in prescribed format	View Document
e-copy of the award letters	View Document

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

Response: 20

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

2019-20	2018-19	2017-18	2016-17	2015-16
05	06	06	02	01

File Description	Document
Reports of the event organized	View Document
Institutional data in prescribed format	View Document

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years

Response: 27.53

3.6.4.1 Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
467	605	380	105	50

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document

3.7 Collaboration

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

Response: 0.8

3.7.1.1 Total number of Collaborative activities with other institutions / research establishment / industry for research and academic development of faculty and students year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
03	01	00	00	00

File Description	Document
Institutional data in prescribed format	View Document
Copies of collaboration	View Document

3.7.2 Number of functional MoUs 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: 9

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

2019-20	2018-19	2017-18	2016-17	2015-16
08	00	01	00	00

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the MoUs with institution/ industry	View Document
Any additional information	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

This university has enough space and adequate facilities for all sorts of academic activities. It has enough class rooms, laboratories and computer facilities and all these help the students to do their studies properly. The administrative authority of the university reviews the physical infrastructure of the campus at regular intervals for each constituent unit. Thus the university caters to the needs of the students, scholars as well as of the teachers. Furthermore, the most important part is, through coordinated efforts between various constituent units, the available infrastructure is put to optimum use and no space is misused. The institution, in other words, has created adequate physical infrastructure facility to promote teaching and learning. The three main buildings, *Vidyacharcha Bhawan* and *Nirikshashan Bhawan* and the *School of Mining and Metallurgy* dedicated exclusively for academic activities has altogether more than fifty lecture halls fully equipped with modern amenities of teaching. Apart from provision for LCD projectors the classrooms do have excellent lighting facilities along with infrastructure of comfortable sitting. We also do have three smart class rooms and many more are in the offing. We have a centralised computation facility with adequate numbers of computers which the students can use. Even the central Library of the university also has computers for the use of the students. Through all these facilities, the university has created an overall academic ambience of modernity and sophistication along with the traditional chalk and talk method of teaching and learning. The departments which do have requirement for practical classes have well equipped laboratories with updated instruments for catering to the needs of the students as well as to the satisfaction of the faculty members.

All the departments are provided with computing facilities for various academic and research activities. The institution is equipped with 170 computers well distributed in all the departments across faculties. Moreover some of the departments do have the facility of Lap Top for carrying on with academic endeavours. We have four internet connections of 10Mbps unlimited speed. Two connections are there in the administrative building, one in library and geography laboratory in the academic building, one also in the science building(*Nirikshashan Bhawan*).

There is an effective mechanism for the maintenance of infrastructure facilities. As part of a continual development process, facilities are regularly reviewed at different peer bodies, including Executive Council, faculty meetings and even in Departmental committee meetings. Apart from supervision from the part of Development and Planning officer the departmental Heads also conduct periodic reviews regarding infrastructure.

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

Response:

This university believes in holistic development or in the all-round development of the students and

consequently it strongly encourages students to fulfil their aspirations in the domain of extracurricular activities. The university has provision for regular extracurricular activities like cultural events, art of living practices and sports and games. The University Sports Board has been providing consistent support to the students so that they can materialize their talents in games and sports and other physical activities. Annual sport meets are organized and students are encouraged to participate in all the competitions related to sports and games. The university has a multi-purpose seasonal earthen green playground for use by the students according to the suitability of the weather. Students usually play football in monsoon season; cricket, badminton and athletics in winter season. The university conducts sports programs such as annual athletics meet, boys' and girls' tournament and football competitions for the students every year in this ground. The university also has another separate ground for the students to practice cricket.

Outdoor games also involve football and cricket. The university has facilities for playing Badminton by both male and female students. The court is earthen with well-demarcated lines and it has enough light facilities for playing in the evening.

Apart from outdoor games facilities the university has ensured enough facilities for indoor games too. There are two separate indoor games halls for both male and female students. The halls are well equipped with various indoor games facilities and have attached washrooms. There are two Table Tennis boards, two Carrom boards, Chess, and Ludo for the students. Students are often seen playing Table Tennis, Carrom boards, Chess and Ludo in their free times. The university also organize these indoor games competitions for the students.

Along with games and sports, this university being named after the illustrious poet Kazi Nazrul Islam, gives total emphasis on the cultural front and enough cares are taken to groom the cultural talents of the students. There is a Student Activity Committee which regularly and periodically arranges for various cultural competitions like singing, recitation, dance, debate and painting and writing competitions. Students take part in these competitions in large numbers and every year attractive prizes are given to them in recognition of their cultural talents. The University always tries to sharpen the talent of budding scholars and artists through academics and cultural activities.

1. Special attention is given to nurture creative talents, among the students.
2. KNU organize *Milonutsav, Karmostsav and Vidyotsov* every year to mark different festivals and cultural gatherings. There is a dedicated committee to arrange these cultural events regularly. Various other events to mark various commemorative days are also arranged and students can take part in them.
3. KNU also celebrates Nazrul Jayanti as the birth anniversary of the great poet Nazrul Islam in a gorgeous manner in our campus.

File Description	Document
Upload any additional information	View Document
Geotagged pictures	View Document

4.1.3 Availability of general campus facilities and overall ambience

Response:

The university has dedicated large buildings for academic purpose, having more than 50 classrooms fully equipped with modern amenities including LCD projectors, there is enough physical space for students' learning. The students and faculty members widely use computer and free high-speed Wi-fi facilities in the campus for teaching-learning and research. There is a central library in the campus with adequate number of books, journals, periodicals and e-resources whose catalogue and status of books can be digitally remotely located through OPAC. There are laboratories equipped with modern technologies suited to the scientific aptitude of the students and teachers. There is also software available for researchers for data analysis and plagiarism checking. Special lectures, workshops and seminars are regularly conducted for upgrading the knowledge and skills of the students. There is a world class Research Centre in the University – Nazrul Centre for Social and Cultural Studies. The university encourages interdisciplinary researches and has recently bagged a UGC-STRIDE project. The university has been providing its own scholarship as well as state and central govt. scholarships for the needy students. The university has MoUs with national and international universities where student and faculty exchange programmes are practised.

Administrative Facilities

ICT is extensively used for providing various services to the students such as online admission, online form fill-up for examination, distribution of e-admit cards and grade cards for examinations, online grievance submission and digital evaluation of answer scripts.

Drinking water and sanitation

Every floor of the buildings has drinking water facilities, washrooms for ladies and gents. There is also rain water harvesting facilities for providing sufficient water throughout the campus. Sufficient number of dustbins are placed at both inside and outside the buildings. Cleaning personnel are engaged twice daily for ensuring the cleanliness of the campus. The university practises recycling the wastes through vermicomposting.

Bus, Parking, Lights and Hostel facilities

The university has good transport facilities with three buses for students and the staff who commute between the university and various parts of Asansol and Durgapur towns. The university also has a boys' and a girls' hostel for accommodating students.

Facilities for the Specially Challenged Persons

There are facilities such as ramps, special washrooms, elevators and wheelchairs which are used by them.

Medical facilities

The university has a separate room equipped with medical facilities where a professional doctor comes daily to provide medical services to the students and the staff.

Canteen facilities

The university has two separate canteens for the refreshment of both students and the staff.

Sports, social outreach and counselling facilities

The university has various sports facilities used by the students such as playgrounds, rooms for indoor games, variety of sports instruments and equipment, gymnasium, room for practising Yoga.

Cultural activities facilities

The university organizes various cultural competitions centred around the founding father Kazi Nazrul Islam at regular interval for the students to showcase their talents.

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

Response: 76.85

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

2019-20	2018-19	2017-18	2016-17	2015-16
610.07	689.57	415.94	509.13	61.62

File Description	Document
Upload audited utilization statements	View Document
Upload audited utilization statements	View Document
Institutional data in prescribed format	View Document

4.2 Library as a Learning Resource**4.2.1 Library is automated using Integrated Library Management System (ILMS) and has digitisation facility**

Response:

Central Library of Kazi Nazrul University was established in the year 2013. It is located at the ground floor of the Vidyacharcha Bhaban. It has more than 22000 books. The Books are classified according to Dewey decimal classification scheme. All the books are bar coded. Departments are equipped with Departmental libraries which have 1200 plus books.

The Library is Automated using Integrated Library Management System (ILMS) TCS-ION Digital Campus. This automation offers many opportunities to improve service to the library users (staff, students and faculty members). It helps the library staff to serve the users better by facilitating a multitude of tasks such as acquisitions, cataloguing and circulation. The various housekeeping activities of the library such as data entry, issue, return and renewal of books, member logins, online reservation etc. are done through the LMS. OPAC (Online public access catalogue) service is also provided by the Library to search the Library collection by title, author, publisher, subject, keywords etc. QR Code for Library OPAC is available inside the campus and in the Central Library's website of the University. Students and Teachers can access Library OPAC with their Cell Phone just scanning the code. Through OPAC users can check issue/return history, due date, fine etc. We have, recently, introduced **KOHA** open-source integrated library system and is under developing stage.

The LMS has SMS alert system in the following manner:

- First alert on the day of book issuance.
- Second alert would be on the day before expiry.
- Third alert would be the submission report on the day the user returns book. In case of fine it will be mentioned in alert SMS.
- The final SMS notification would be about user's temporary blockage of his/her library account (only to those users who did not return the book within 30 days).

Integrated Library Management System (ILMS) Details:

- Name of the ILMS software: TCS ION Digital Campus

- | |
|---|
| <ul style="list-style-type: none"> • Nature of automation (fully or partially): Fully Automated78 - DDF ion2.06.00.38 • Solution Version :15.04.00.78 - DDF Version:12.06.00.38 • Year of automation: 2017 |
|---|

OPAC (Online public access catalogue) URL (TCS-ION:
<https://www.digialm.com/EForms/configuredHtml/422/50872/application.html?IUserOrgId=1697>

QR Code of Library OPAC:

NAAC

KOHA OPAC (Developing Stage):

<http://34.73.169.241/>

The Library has 18 computers, Scanner, Printer cum scanner and Barcode Scanner. The entire Library is Wi-fi enabled with high-speed internet connections which allow the users to access the internet. CC cameras are installed in the library for strict surveillance. For more information, please follow the link given below:

Central Library Website:

<https://www.knu.ac.in/get-page-details-sub-category-item/library/central-library/121>

Software for Visually Impaired Students:

Central Library has the NVDA (Non-Visual Desktop Application) software for the visually Impaired Students.

File Description	Document
Paste link for additional information	View Document

4.2.2 Institution has access to the following: 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources

Response: A. Any 4 or more of the above

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

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

Response: 24.38

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

2019-20	2018-19	2017-18	2016-17	2015-16
0.96	46.53	26.37	41.98	6.05

File Description	Document
Institutional data in prescribed format	View Document
Audited statements of accounts	View Document
Any additional information	View Document

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

Response: 9.78

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

Response: 145

File Description	Document
Details of library usage by teachers and students (Library accession register, online accession details to be provided as supporting documents)	View Document
Any additional information	View Document

4.3 IT Infrastructure**4.3.1 Percentage of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities. (Data for the latest completed academic year)**

Response: 4.05

4.3.1.1 Number of classrooms and seminar halls with ICT facilities

Response: 3

File Description	Document
Institutional data in prescribed format	View Document

4.3.2 Institution has an IT policy, makes appropriate budgetary provision and updates its IT facilities including Wi-Fi facility**Response:**

KNU has developed its own ICT Application for full automation of its functioning. The KNU ICT Application has the following components:

1.E-governance :

1. It includes student life cycle. Everything from admission to migration is done online through KNU ICT Application. Various modules like admission module, registration module, examination module, result processing module etc. are developed to provide online facilities to all students.
2. It includes employee life cycle. Everything from recruitment to superannuation is done online. The relevant modules developed are recruitment module, human resource management module, pay role module, leave module, finance module etc.

1.E-learning :

1. Integrated Library Management System (ILMS): All library transactions of all stakeholders of the University are done online. The modules developed in KNU ILMS include issue-return module, searching module, digital library module etc.
2. Learning Management System (LMS): All teaching-learning and assessment related activities can be done online through KNU LMS. MOODLE has been customized and the customized MOODLE LMS of KNU is used through a dedicated server of the University.

1. Information Technology (IT):

1. The University has developed its own IT infrastructure for smooth functioning of ICT based activities. Licensed desktops, laptops, software, Wi-Fi and LAN with sufficient bandwidth are arranged by the University for ensuring seamless performance of its ICT based activities.
2. An IT policy of KNU is framed, keeping in view the laws of the land, for proper functioning of IT related processes

1. Website:

1. A comprehensive website of its own has been developed by the University for facilitating dissemination of the relevant information to all stakeholders of the University and also to the society at large.
2. A website policy has been framed, keeping in view the laws of the land, for uninterrupted smooth functioning of the ICT based activities of the University.

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

Response: 4:1

4.3.4 Available bandwidth of internet connection in the Institution (Leased line)

Response: B. 500 MBPS - 1 GBPS

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

4.3.5 Institution has the following Facilities for e-content development

1. Media centre
2. Audio visual centre
3. Lecture Capturing System(LCS)
4. Mixing equipments and softwares for editing

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document

4.4 Maintenance of Campus Infrastructure

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

Response: 16.97

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)

2019-20	2018-19	2017-18	2016-17	2015-16
124.52	106.25	73.41	66.75	43.91

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Audited statements of accounts	View Document
Audited statements of accounts	View Document

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

Response:

This university has an Estate Officer, a Campus Maintenance Committee, Building Committee and along with them, it also functions through the activities of many other well managed committees entrusted with different responsibilities and together they constitute the established systems and procedures for maintaining and utilizing different support facilities. To ensure maximal utilization of infrastructure, such as classrooms, smart classrooms, labs, computer labs, etc., the Time Table is planned and finalised in such

a manner that classrooms, labs and computer labs are available to all the learners in a systematic manner. All the class rooms, laboratories and computers and sports facilities are regularly checked, maintained and protected by concerned departments and wings and all cares are taken to keep them in good shape. All the above-mentioned committees are beholden to and governed by the active guidance of the highest university authority and their responsibilities in ensuring proper campus maintenance, class room and laboratory and maintenance of other academic or cultural facilities are regularly spelt out and monitored and reported. Regular meetings of all these committees and forums are held and they act in sync with each other to meet the demands of overall campus maintenance. All the concerned departments and centers also maintain their laboratories and the computers and other equipments too are regularly maintained and preserved properly.

The common computer laboratory facility was established in 2018 in the 1st floor of the Nirikhan Bhavan for common use of the students of the PG departments, the Diploma Courses, Research Scholars and the laboratory is maintained properly.

For optional utilization of class rooms, classes for job oriented coaching have been arranged in different time slots without hampering the routine classes. In order to create ambience for good teaching-learning environment and maximum utilisation of infrastructure, slots are provided to each department so that they can use resources and computers to the maximum extent.

The physical exercise facility is available throughout the day; however, we encourage the members to use it in the Morning and also in the evening as per their choices. We maintain good communications among the users and the staff members and the officials who are related to the gym and sports facilities. Other outdoor and indoor games facilities are also maintained properly by the sports officer and the sports committee.

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the institution, Government and non-government agencies (NGOs) during the last five years (other than the students receiving scholarships under the government schemes for reserved categories).

Response: 13.25

5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and non-government agencies (NGOs) year wise during the last five years (other than the students receiving scholarships under the government schemes for reserved categories).

2019-20	2018-19	2017-18	2016-17	2015-16
323	166	231	79	00

File Description	Document
Upload self attested letter with the list of students sanctioned scholarship	View Document
Institutional data in prescribed format	View Document

5.1.2 Average percentage of students benefited by career counseling and guidance for competitive examinations offered by the Institution during the last five years.

Response: 22.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
285	280	238	202	146

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

5.1.3 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. Awareness of trends in technology

Response: C. 2 of the above

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

5.2 Student Progression

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

Response: 4.19

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

2019-20	2018-19	2017-18	2016-17	2015-16
00	23	11	00	00

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

examinations) year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
195	177	138	50	59

File Description	Document
Upload supporting data for the same	View Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

5.2.2 Average percentage of placement of outgoing students during the last five years**Response:** 0.75**5.2.2.1 Number of outgoing students placed year - wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
01	11	02	01	00

File Description	Document
Self attested list of students placed	View Document
Institutional data in prescribed format	View Document

5.2.3 Percentage of student progression to higher education (previous graduating batch).**Response:** 2.15**5.2.3.1 Number of outgoing student progressing to higher education.**

Response: 9

File Description	Document
Upload supporting data for student/alumni	View Document
Institutional data in prescribed format	View Document

5.3 Student Participation and Activities

5.3.1 Number of awards / medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) during the last five years.

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
00	00	00	00	00

File Description	Document
Institutional data in prescribed format	View Document

5.3.2 Presence of Student Council and its activities for institutional development and student welfare.

Response:

This university gives primacy to its students and all its activities pivot around the ultimate objective of the academic and overall upliftment of the students. This university also functions through democratic means and in actualizing these democratic goals, this university has kept provision for the inclusion of students in different bodies and committees so that they get the feeling that they are involved in the decision-making process and in the overall functioning process of the university. Our students get the feeling that their opinions are taken into considerations in various domains. Right from the departmental level students are given a big sense of importance as they can participate collectively in the Departmental Student-Teacher Committee in which they can articulate their views and opinions on almost all issues which are then taken up in the Departmental Committee of the concerned Department. Subsequently these views, concerns and suggestions of the students are conveyed by the Head of the Department to the higher authorities. These views and claims of the students are regularly placed in the University Faculty Council so that the views of the students are discussed, analysed and given due importance and that can have proper policy level implementation in future. Students are also part of other crucial forums that have significant roles to play in implementing issues of justice and security. Student members represent the voice of the students in the Internal Complaints Committee (ICC) and the Grievance Redressal Cell which have been entrusted with the crucial responsibility to ensure gender related harassment and justice and a sense of security. The presence of a student representative in the ICC gives the students (especially the girls students) tremendous sense of security and empowerment. Our University also has the Equal Opportunity Cell and students are represented in that cell in various capacities and that too ensure equal representation, equal facilities and equal sense of empowerment for the students. In tune with this spirit, our university also has the provision for the Student Activity Committee (SAC) which is an associate body of Students' Welfare Board, whose primary function is to promote student's participation in various activities and events encompassing social, cultural and educational issues. It provides students with an opportunity to hone their interests in various

activities. There are six constituent sub-committees working under the auspices of the SAC - each with a specific domains of activities - the Literary Sub-Committee, Arts for Society Sub-Committee, Film and Theatre Group, Harmonious Living Circle, Campus Enrichment Cell and Social Outreach Sub-Committee. Each sub-committee has its own executive body, with equal representation from both the student and teaching communities. Through such a representative structure, the SAC ensures that all its activities are planned and organised collaboratively through active student participation.

File Description	Document
Upload any additional information	View Document

5.3.3 Average number of sports and cultural events / competitions organised by the institution per year

Response: 3.8

5.3.3.1 Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
01	09	06	02	01

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.

Response:

In July 2013, Kazi Nazrul University began its postgraduate programs by commencing teaching learning in four core disciplines – Bengali, English, History and Mathematics – with about one hundred and twenty students. In the academic session 2014-15 four new Postgraduate courses, including M.A in Education, Hindi, Political Science & M.Com., were introduced. Consequently since 2015, a sizable section of alumni has been formed, however the process of completing the registration process of forming a registered Alumni Association is still underway. Endeavours are already afoot to do the registration. Alumni members have been kept in touch and their placement and academic achievements have been recorded and recognized by the university. So the University-alumni bond has been formed already and current students

are motivated by the achievements of the alumni students. Plans are also afoot to involve remarkable big achiever alumni members for lectures and guidance to current students. In that way they are being involved for the development of the institution academically. Many of the alumni members have got good placements in government jobs, in corporate sectors and in the education sectors. Some of the prominent alumni members are doing well in the domain of research as they have got good research placements in national institutes of repute. All these achievements and placements, speak well about the academic success of this university which is relatively a new university and we are hopeful that in the years to come we will be able to have a strong number of big achiever alumni who are economically well off and dedicated to the cause of this university. At that stage they will be able to contribute financially too for the development of their Alma Mater. One particular members of the Science Faculty is in charge of looking after the Alumni related matter and he has been in touch with the alumni members and he along with the Registrar of the University is also pursuing the process of official registration and application duly filled in in this regard has already been submitted.

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

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

Response: E. <5 Lakhs

File Description	Document
Any additional information	View Document
Link for any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The institution has a clearly stated vision and mission which are reflected in its academic and administrative governance.

Response:

The academic vision of Kazi Nazrul University (KNU), envisages high quality education and all-round development for all its stakeholders. Its area of emphasis has always been the principle of inclusivity and excellence for all. It caters to the needs of all sections of our social and economic spectrum and as a university it always strives to facilitate holistic knowledge and required skill development among all its students and researchers. Our motto is to enable our students to attain self-actualisation, helping them to nurture their potentials to the fullest extent so that they can evolve into discerning and responsible citizens equipped with the required professional knowhow, analytical abilities and ethical standards. In these ways, we materialize our roles to contribute in social change and economic growth. We are committed to local needs and global outreach and the best standards in higher education, producing in our everyday activities, a climate of equality, innovation, motivated endeavour and connectedness. As an institute of higher learning we endeavour to instill the spirit of wisdom, social justice and sustainable development for all.

Mission of the University

To achieve the vision set by the University, this university pledges:

- To set excellence as the target of curricular and pedagogic practices
- To provide a reliable mode of quality assurance and quality appraisal or evaluation system
- To promote latest trends of education and focusing on interdisciplinary orientation in curricula formation
- To ensure the provision of wide range or diversity in disciplinary choices for students through the CBCS system
- To encourage and provide the use of latest technological resources of teaching learning through the use of ILMS and other digital means
- To enable our students and teachers to become locally productive and globally competent
- to pursue student-centric teaching methods and to motivate students to engage themselves in the pursuit of knowledge and skill development
- to develop cutting-edge ICT-supported infrastructure for e-learning and e-governance
- to generate enthusiasm and enhance the ability of students to get actively involved in research work in emerging areas
- to develop a collaborative research climate, so that students and teachers can participate in research activities in partnership with other reputed national/international research institutes or universities, and can contribute significantly to research output

- to establish university-industry linkages and other forms of liaison for maximizing career opportunities for students
- to generate a liberating space for exemplary dynamism, and to thereby contribute significantly to the overall well-being of the human race

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

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

Response:

Kazi Nazrul University follows an administrative and functional mechanism that relies on the principle of decentralization and participatory methods of everyday functioning. Although the Vice Chancellor is officially at the top of the administrative pyramid, his singular and absolute position alone does not determine crucial administrative and policy related decisions. Those decisions that have direct bearings on the functioning of the university are regulated and routed through a multi-tiered system of decision making which is democratic and decentralized in nature. The university in its systemic structure does have a provision for the Court and the Executive Council which are apex bodies constituted with members selected through a well defined representational logic. Both these bodies are represented by Government nominee, teachers, administrators and responsible members of the society reflecting all sections of important stakeholders connected with the university system. All key decisions of the university are generally first placed before the Faculty Council that has representations from all the academic departments of the university. The Faculty Council discussion issues emanate from the basic constituent level, namely the academic departments, student related issues, issues of examination, evaluation, infrastructure, teaching learning and research, etc. As these basic issues are placed before the Faculty Council for its guidance and settlement, each and every member of the Faculty Council are directly involved to discuss and debate on the issue at hand for a democratically arrived solution through consensus. In case a consensus or an amicable solution cannot be arrived at in the Faculty Council or in case further guidance are required or ultimate approval is needed, then the issues are placed before the Executive Council or Court for policy execution or final decision. In this entire process, the faculty members, Head of the Departments, Deans of different Faculties, administrative staff and the Vice Chancellor, as well as the Student Union representatives or social stakeholders are involved. Once a decision is reached then it is executed or implemented for greater good. In case certain grievances continue to exist they are once again raised in the concerned forums for reevaluation and modification. This follows therefore a decentralized model in which maximum power is not apportioned in any one hand or any singular power block and because the system involves each and every member of the university's academic and administrative fraternity, the entire process rests on a participatory model of functioning. Examples of such participatory and democratic models can be cited through a reference to the finalization of syllabus, curriculum, teaching and evaluation system, fixation of student fees, financial transactions, etc. In this university everything operate through the ICT or on-line mode of functioning that ensures transparency and involvement of all stakeholders. No decision are imposed in that way as the decision to implement new

measures are always routed through the multi-tiered forums of policy implementation.

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

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed.

Response:

This University pursues strategic plans to govern its various activities. It has clear cut infrastructural, administrative and research oriented plans and carries out its activities on the basis of infrastructural facilities, administrative efficiencies (ICT based governance) and research extensions. Following are the details of those structured plan wise activities:

Physical/Instructional Infrastructures: it functions through different faculty buildings, administrative buildings, student activity centre, canteen and other related buildings.

Instructional Amenities: It functions through 80 classrooms along with other following academic facility details.

Academic and Research Facilities:

i) Covered area	300m ²
ii) No. of books	19,532
iii) No of journals	530
a) National	248
b) International	282

- **Library Resources :**
- **Number of Laboratories:**

Physics: 07, Chemistry: 06, Mathematics: 01 and Commerce: 01, Mining and Metallurgy: 04 (Some Practical Classes are conducted in nearby Polytechnique Colleges), Centre for Organic Spintronics and Opto-Electronics Devices (COSOD): 02, Geography & Geo-Informatics: 02, Applied Psychology: 01, Central Computing Lab: 01

- **Centres for Advanced Interdisciplinary Research:**

It has multiple research centres which cater to different domains of research.

- **Research/Industry Collaborations:**

The University has already established links with academic institutions and bodies such as UGC CSR, Indore, Indian Institute of Technology, Kharagpur (IIT-KGP), Indian Council for Social Science Research (ICSSR), Indian National Science Academy (INSA), Indian Council for Historical Research (ICHR), United States Educational Foundation of India (USIEF), Bhabha Atomic Research Center (BARC), Bombay, National Institute of Technology (NIT), Agartala, Maulana Abul Kalam Azad Institute of Asian Studies (MAKIAS), S.N. Bose National Center for Basic Sciences, Kolkata etc.

Recently, the Centre for Counselling and Positive Psychology of Kazi Nazrul University has got the Educational Institute Membership of International Association for Counselling.

KNU also has, over the last couple of years, established academic ties with foreign universities located in Bangladesh and in USA and national premier institutes such as the Indian Institutes of Technology, etc. The faculty members and students of this University have achieved major academic laurels within this short span of time through their high quality research publications, participation in conferences and courses held in institutions such as University of Potsdam, University of Bonn, Germany. University of Oxford, England, University of Wisconsin-Madison, New School for Social Research, New York, City University of New York, Colorado State University, USA, Dhaka University, Bangladesh, American University of Cairo, Egypt, Indian Institute of Technology Kharagpur etc.

The University has signed MoU with Jatiya Kabi Kazi Nazrul Islam University, Trishal, Bangladesh for collaborative research and extension facilities.

- **New educational and Communication technologies being used:**

KNU aims at improving efficiency and effectiveness of the University by introducing cloud-based web-enabled Information and Communication Technologies (ICT). Information can be accessed over Internet from anywhere with 24X7 availability of the system over Internet.

Educational and Communication technologies currently being used:

a. Physical: LCD Projector, Video Camera, Digital Camera, Web Camera, Interactive White Board, Wi-fi enabled campus.

b. Virtual: Virtual classrooms, Video Conferencing, Smart phone technology, Tablet Application for collaborative learning, Web group, Twitter, Social networking etc., Webinar, Open source course management system for interactive learning environment

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

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

Response:

Organization structure, governing body and administrative setup of the University:

i) His Excellency **the Governor** of West Bengal is the ex-officio Chancellor and Head of the University and Chairman of the court.

ii) The **Vice-Chancellor** is the full time academic administrator of the University and functions in accordance with the provisions of KNU University Act with subsequent modifications. He is the Chairman of the Executive Council, Faculty Councils of Post-Graduate and Undergraduate Studies and also of any other authorities.

iii) The **Registrar** is the chief executive officer of the University.

iv) The **Finance officer** is responsible for the financial matters i.e. budget, audit etc.

v) The **Controller of examinations** is responsible for the examination related matters.

vi) Other Officers

Librarian, Development Officer, Engineer, Placement Officer, Secretary to the Faculty Council (UG), Security Officer and etc.

The governing body of the university is constituted with the University Court, the Executive Council, Faculty of Post Graduate Studies, Faculty of Under Graduate Studies, Board of Studies, Research Advisory Committee, and Finance Committee.

The University Court is comprised under the chairmanship of the Hon'ble Chancellor, of Vice Chancellor, Deans of Faculty Councils for Post-Graduate Studies, Secretary, Higher Education Department, Govt. Of W.B., Secretary, Finance Department, Govt. of W.B., Chairman, West-Bengal State Council of Higher Education, President, West Bengal Board of Secondary Education, Director of Public Instruction, West Bengal, Nominees of the chairman of NCTE, UGC and CSC, Representatives of University Departments and affiliated Colleges and other Nominated Members.

The Executive Council is comprised under chairmanship of Vice Chancellor, of the University, Secretary, Higher Education Department, Govt. Of W.B., Secretary, Finance Department, Govt. of W.B. Director of Public Instruction, West Bengal, Chairman, West Bengal State Council of Higher Education, Principals of Affiliated Colleges, Dean of Faculty Councils for Post-Graduate Studies and Other members including HODs, members faculty council of P.G studies

Faculty Council of Post Graduate Studies is comprised under chairmanship of Vice-Chancellor, Deans, concerned faculty councils, Head of the Departments, Professors of the Departments, U.G. teachers, Librarian and one representative P.G. Student and Research Scholar representative.

Faculty Council of under Graduate Studies is comprised under chairmanship of Vice Chancellor, of Deans, Faculty Councils for Post-Graduate Studies, Principal and teachers from affiliated colleges, and three students representative from colleges in different streams as per statutes.

Functions of various bodies, service rules, procedures

The University strictly follows the Act, Statues, Regulations, Ordinances, the UGC orders and the state Government orders issued from time to time.

The Deans, Faculty Councils of Post Graduate Studies oversee the academic matters of the University and render appropriate advice for academic and overall development.

The bottom level of administrative hierarchy rests with **Heads/Coordinators** of the respective departments.

Recruitment, promotional policies and grievance redressal

The university follows the UGC regulations and the orders of the Higher Education Department, Government of West Bengal, in the recruitment of teaching and non-teaching staff. The university has the Grievance Redressal cell, Anti-ragging Cell, Internal Compliant Committee.

File Description	Document
Link to Organogram of the University webpage	View Document
Link for Additional Information	View Document

6.2.3 Institution Implements e-governance covering following areas of operation

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	View Document
ERP (Enterprise Resource Planning) Document	View Document
Details of implementation of e-governance in areas of operation, Administration etc (Data Template)	View Document
Link for additional information	View Document

6.3 Faculty Empowerment Strategies**6.3.1 The institution has a performance appraisal system, promotional avenues and effective welfare measures for teaching and non-teaching staff .**

Response:

The IQAC wing of the university pursues a system of appraisal of teachers' performance. The IQAC regularly conducts such a checking mechanism by sending them to faculty development courses and asking them to prepare records on their publication, research projects, and teaching records. Each department is asked to carry out student feedback so that regular modes of taking stock of teaching performances can be carried out. The IQAC also encourages strong research activities by faculty members and promote their research projects and research publication. The IQAC of the university also plays a crucial role during career advancement of the teachers by scrutinizing in detail their academic performances, making meticulous records of their class teaching hours, administrative workloads, their use of teaching materials, their use of ICT tools and their contribution in research innovation and research output.

The university provides ample financial and non-financial benefits to teaching and non-teaching staffs. There is a provision for Employee cooperative. There exists the facility of and Festival Advances for both teaching and non-teaching employees, the female employees are entitled for six month maternity and child adoption leave. In addition all of the employees are given general leaves such as casual leave, earned leave, on duty leave, study leave for pursuing Ph.D. and Post-Doctoral, special duty leave, Medical leave and child care leave etc. There exist a full-fledged health care facility with specialized doctors and free medicine. Further, the latest government health facility have been extended to all teaching, non-teaching and contractual staffs (Swasthyasathi) of the university. There also exists the provision of availing travel grant (including registration fee) to attend/present paper in national and international seminar/conference/workshop in India. Apart from these few other facilities include:

- Two-wheeler parking.
- Salaries are paid from Management funds in case of delayed disbursal by the Government.
- Employee Cooperative provision
- Grievance Redressal Cell for complaints regarding sexual harassment of women at the workplace.
- Reserved section at the Library for the faculty and non-teaching staff.
- First Aid facilities.
- Free psychological counselling facility.

File Description	Document
Link for Additional Information	View Document

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

Response: 17.05

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

2019-20	2018-19	2017-18	2016-17	2015-16
75	00	00	00	00

File Description	Document
Details of teachers provided with financial support to attend conferences, workshops etc. during the last five years (Data Template)	View Document

Other Upload Files

1	View Document
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6.3.3 Average number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the last five years.

Response: 0.4

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

2019-20	2018-19	2017-18	2016-17	2015-16
01	01	00	00	00

File Description	Document
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	View Document
Link for Additional Information	View Document

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

Response: 11.55

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

2019-20	2018-19	2017-18	2016-17	2015-16
19	10	04	04	01

File Description	Document
Details of teachers attending professional development Programmes during the last five years (Data Template)	View Document

6.4 Financial Management and Resource Mobilization

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

Response:

The university prepares a budget every year on the basis of scrutiny of income and expenditure of previous years. The source of funds of the university includes state government funds and fees collected from the students. The university receives salary grants and development grant from the state government. The deficit in the expenditure for the development of the university is collected from the students. The development grant received from the state government and the fees collected from the students are allocated to all the administrative and academic departments as per their requirements. All the expenditure

relating to the development of the university is met judiciously with close monitoring of the Finance Department and the Finance Committee. The University also receives funds for pursuing research from funding agencies like ICSSR, DST, UGC, INSA, etc. All transactions of research funds are made through PFMS portal and so the utilisation of the fund is closely monitored by the Finance department of the University and the Funding agencies.

File Description	Document
Any additional information	View Document

6.4.2 Funds / Grants received from government bodies during the last five years for development and maintenance of infrastructure (not covered under Criteria III and V) (INR in Lakhs).

Response: 5455.18

6.4.2.1 Total Funds / Grants received from government bodies for development and maintenance of infrastructure (not covered under Criteria III and V) year wise during the last five years (INR in Lakhs).

2019-20	2018-19	2017-18	2016-17	2015-16
1242	1713	457.8	787	1255.38

File Description	Document
Details of Funds / Grants received from government bodies during the last five years (Data Template)	View Document
Annual statements of accounts	View Document
Link for Additional Information	View Document

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
00	00	00	00	00

File Description	Document
Institutional data in prescribed format	View Document

6.4.4 Institution conducts internal and external financial audits regularly

Response:

All University accounts are audited on regular basis. The internal audit occurs regularly but the external audit is purely decided as per schedule of the state government. The Comptroller and Auditor General (CAG) functioned as external auditor on being appointed by the state government. The process of getting University accounts audited by the CAG has already been initiated by the University authority. Internal audit is generally conducted after the completion of a financial year, i.e. in July-August every year. The audit report is placed before the appropriate authorities i.e., Finance Committee and the Executive Committee for necessary action in case of any anomalies. With the aim of being Cashless, the major portion of the financial transactions are done through electronic mode. PFMS is the portal developed by the Central Government from its funding which includes research projects, fellowships and etc. Financial audit of the research projects are also conducted by the auditor fixed by the university authority.

File Description	Document
Any 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 by constantly reviewing the teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals.

Response:

This University has a dedicated Internal Quality Assurance Cell (IQAC) and the primary objective of KNU IQAC has always been to ensure quality assurance through self-evaluation of teachers and staff and institutional evaluation in all spheres of its activities so that the stated vision and mission and the distinctive academic hallmarks of the university can be materialized through quality control, continued motivation and regular evaluation of its standards in teaching and learning as well in all its overall functioning modes. As per the guidelines of various standard national regulatory bodies such as NAAC and National Board of Accreditation (NBA), AICTE, MHRD, etc, IQAC, KNU has set for itself the following

Mission:

- To arrange for periodic assessment and accreditation of our university or units thereof, or specific academic programmes or projects

- To stimulate the academic environment for promotion of quality of teaching-learning and research in higher education institutions
- To encourage self-evaluation, accountability, autonomy and innovations in higher education
- To undertake quality-related research studies, consultancy and training programmes
- To collaborate with other stakeholders of higher education for quality evaluation, promotion and sustenance.

IQAC, KNU also works through the following Value Framework to promote the following core values among all the stakeholders of this university:

1. Contributing to National Development
2. Fostering Global Competencies among Students
3. Inculcating a Value System among Students
4. Promoting the Use of Technology
5. Quest for Excellence

To materialise its goal of quality control, IQAC, KNU adopts the following STRATEGIES by evolving the mechanism and procedures for:

- Ensuring timely, efficient and progressive performance of academic, administrative and financial tasks
- The relevance and quality of academic and research programmes
- Equitable access to and affordability of academic programmes for various sections of society
- Optimization and integration of modern methods of teaching and learning
- The credibility of evaluation procedures
- Ensuring the adequacy, maintenance and functioning of the support structure and services
- Research sharing and networking with other institutions in India and abroad

IQAC KNU acts through the process of facilitation, evaluation and recognition. The facilitation part of IQAC ensures the setting of highest goals in attaining standards of excellence in areas of academic performance, and as part of its role of recognizing good achievements, it regularly appreciates and recognizes the concerned individual(s) through institutional certification and felicitation. This acts as an incentive to the aspiring scholars, students, faculty members and staff. Through periodic announcements, target setting, events and programmes and evaluation, IQAC KNU instils the desire to excel and to dream high, helping the university in that way to meet all its declared values, vision and mission.

6.5.2 Institution has adopted the following for Quality assurance 1. Academic Administrative Audit (AAA) and follow up action taken 2.Confernces, Seminars, Workshops on quality conducted 3. Collaborative quality initiatives with other institution(s) 4.Orientation programme on quality issues

for teachers and students 5. Participation in NIRF 6. Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA).

Response: E. 1 of the above

File Description	Document
Upload details of Quality assurance initiatives of the institution (Data Template)	View Document
Any additional information	View Document
Paste web link of Annual reports of University	View Document

6.5.3 Incremental improvements made for the preceding five years with regard to quality (in case of first cycle), Post accreditation quality initiatives (second and subsequent cycles).

Response:

Kazi Nazrul University, a flourishing state aided University in the industrial belt of the state of West Bengal is situated in Asansol, Paschim Bardhaman. Asansol, a place of coal, mining and iron is famous for its cultural pluralism among trans-lateral diversity of population, stable economy, material and huge number of educational institutions. In such a place Kazi Nazrul University has started its journey with a mission that University will never compromise with quality of knowledge. Since then Kazi Nazrul University is trying to maintain total quality management in education and development. In this transit the University has constituted its IQAC in the year 2015 with the highly reputed academicians of the different departments and faculties of the University namely. Since then IQAC is regulating and maintaining the quality of development in positive direction irrespective of its limited resources. Quality enhancement initiatives in the academic and administrative domains through IQAC includes preparation and introduction of UGC recommended curriculum of CBCS in 2016 in every UG and PG. Courses, organising National and International Seminar, workshops conferences, symposia etc, extension and special lectures, celebrating the occasions having national and international importance. IQAC is active like a watchdog over the matters relating to the publications of faculties, staff and officers of the University. IQAC of the University has been instrumental in generating awareness regarding UGC notifications on Academic aspect. It ensures resource availability and its utilization, Review of student's performance, infrastructural availability and academic performances. To foster academic activities among staff and students IQAC has introduced the programmes like skill/capability enhancement, enhanced use of ICT by faculty in the teaching-learning process initiatives for tobacco and plastic free a green campus. IQAC is working with fidelity to develop a quality system for cognisant, unswerving and catalytic programmed action to improve the academic and administrative performance of the all departments of the University. IQAC has created a learner-centric environment in the University to promote the measures for institutional functioning towards quality enhancement through internationalization of quality culture and institutionalization of best practice. To assure the best quality in teaching learning and other activities relating to overall development of University IQAC is continuously trying to make the employees concerned matured in adopting the required knowledge and technology for participatory teaching and learning process, maximisation of use of ICT almost in every field. IQAC is developing and maintaining of institutional database through ICT for the purpose of maintaining / enhancing the institutional quality. To judge its own quality standards IQAC on several occasions adopted various process to test the different standards of Publications of the faculties. IQAC remains updated with modern standard of quality education. The faculties and the employees are

regularly discussing their promotion related activities with IQAC. If required IQAC invites the expert team to verify the developmental related academic as well as administrative action taken by the IQAC.

NAAC

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

University operates out of a completely secured campus. There is a check at the entry point with visitor book along with security guard managed reception. The university has deployed both male and female security personnel's. Security personnel and wardens are actively involved in security of female students staying in respective hostels. There is separate security section with Security Inspector along with sufficient guards. Separate hostel wardens/super (faculty members) both male and female are being allotted for boys and girls hostel.

CCTV cameras have been installed at key locations of the campus. Separate washrooms are available for female students in academic and administrative blocks. The same is being maintained with prime hygiene level.

Counseling sessions are carried out by faculty members for students. The university has allotted separate faculty members as counsellors for students of their respective departments, as per UGC guidelines. There is a Teacher Student or mentor mentee unit. The faculty members are in continuous touch with the students and their parents and available round the clock. Gender sensitization is emphasized in the counselling sessions and the female students are informed of their rights and specific institutional mechanisms of grievance redressal. Centre for Counselling and Positive Psychology of Kazi Nazrul University has been officially functioning from 25.07.2018. The Centre focuses on providing clinical services (Psychological assessment and Psychotherapy) to patients and clients referred from Government and Private set-up and also to KNU fraternity. The services are going to be on Out Patient Department (OPD) basis. The counsellors take special interest in the mental health issues of female students. It also aims at conducting research works, training programmes, seminars/ conferences/ workshops and other academic activities.

Separate preparatory sessions for competitive examinations are arranged by the respective departments. Experts from outside are also invited to campus for interaction, guidance and doubt clearance about students. One of the objectives of such programmes and activities is to increase employability and work participation among female students.

The university is having a separate training & placement cell along with departmental committees which are involved in assisting the students for:

1. Internships
2. Live projects
3. Industrial visits
4. Industry-academia linkage
5. Preparation for NET, GATE, SET, SSC, CSC etc.
6. Campus placement

Sessions on topics like Yoga, Stress Management etc. are organized in the campus by NSS Cell (Unit-I &

Unit-II) regularly. All the programmes are in principle and practice oriented towards increasing women's academic and economic participation.

The University is having an Internal Complaint Committee (ICC) which ensures justice and equal opportunity. The committee also holds periodic workshops and film screenings to raise awareness concerning laws and institutions working towards gender sensitization and redressal of sexual harassment in the work place.

There is a separate section for both male and female students in medical unit along with separate male and female dispensary. Girls' Common room and separate refresh room provisions are available in the university campus.

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

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

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

Response: C. 2 of the above

File Description	Document
Geotagged Photographs	View Document

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

- Solid waste management
- Liquid waste management
- Biomedical waste management
- E-waste management
- Waste recycling system

- **Hazardous chemicals and radioactive waste management**

Response:

- Solid waste management:
 1. There is a provision for communicating through online ERP facility on which faculty can upload soft copies of notes and daily attendance. As a result the use of paper has been minimized.
 2. All items of plastic are prohibited in the campus.
 3. Food in the university mess is prepared in appropriate quantity to minimize its wastage.
 4. Provision for separate bins are there for different waste materials to be disposed off and then composted.
- Liquid waste management: Proper sewerage system is in place in the university. The kitchen sinks, dishwashers, floor drains, toilets, washrooms and laboratories are properly connected to sewers.
 1. Installed Septic tanks are used to collect the liquid/semi liquid waste materials. This waste is passed on to the Treatment Plant for separating the liquid from solids. The solid waste is used to manufacture manure issued in the university lawns/gardens. The clean water is used for watering the plants & lawns.
 2. Paper towels are available in all the laboratories. These towels are made of cellulose fibres which are highly absorbent and are eco friendly.
 3. Use of self-prepared cleansing agents like chromic acids is encouraged in the labs so as to reduce the use of packed detergents in the laboratories.
 4. Water sprinklers are installed in the garden area to reduce and optimize the consumption of water.
- E-waste management: All e-waste (old computers, printers, electronics components) are stored inseparate room. We do not have any facility for disposal of e-waste in University. Flip flops, memory chips, motherboard, compact discs, cartridges etc installed in electronic equipments such as Computers, TV, Phones, Printers, and Photocopy machines are recycled properly. The university follows optimum utilization of the electronic items to reduce e-wastage.

-
- Waste recycling system: Separate bins have been provided for non biodegradable waste and biodegradable waste. These have been kept at strategic locations in the university campus. The students are advised not to bring plastic items in the campus. Leftover food, if any, is sent to animal shelters and under no circumstances it is thrown in the waste bins. Waste material like cartons, cardboard, empty containers etc. are sold to the vendors at regular intervals.
-
- Hazardous chemicals and radioactive waste management: The hazardous waste in the form of used chemicals from chemistry and other laboratories is diluted many times in water and disposed carefully. We have the policy of minimal use of hazardous chemicals in these laboratories. Chemicals are completely consumed and their packaging materials are properly disposed of. We do not do any experiment with radioactive materials. The hazardous chemicals (Solid Chemicals) are disposed of safely by the use of bleaching powder in safety hood.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Geotagged photographs of the facilities	View Document
Any other relevant information	View Document

7.1.4 Water conservation facilities available in the Institution:

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

Response: B. 3 of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document

7.1.5 Green campus initiatives include:

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways
4. Ban on use of Plastic

5. landscaping with trees and plants**Response:** C. 2 of the above

File Description	Document
Various policy documents / decisions circulated for implementation	View Document
Geotagged photos / videos of the facilities	View Document

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

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

Response: B. 3 of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certificates of the awards received	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

- 1.Built environment with ramps/lifts for easy access to classrooms.**
- 2.Disabled-friendly washrooms**
- 3.Signage including tactile path, lights, display boards and signposts**
- 4.Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment**
- 5.Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response: C. 2 of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document
Details of the Software procured for providing the assistance	View Document

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

Response:

1. The Student Activity committee of the University regularly organizes dance, music, elocution and poster making events to promote social harmony, inter-faith trust and amity. (Evidence to be provided by SAC)
2. The Sub-Committee on 'Art for Society' organizes events to promote various forms of folk art and tribal arts and performance traditions in the university campus. (Evidence to be provided by AFS-SAC)
3. The University facilitates academic participation of students across various class, caste and community groups by providing Merit-cum-means scholarships and other forms of financial assistance in order to increase student diversity across socio-economic and community groups.
4. In order to facilitate the education of students who travel to the campus from distant towns and villages the university in collaboration with SBSTC provides CNG bus service from strategic important points in the city like railway stations, bus stops, important neighborhoods, highway exit/entry points and even from the neighboring townships. This has significantly enhanced the linguistic and social diversity of the student body. (Evidence to be provided by registrar department).

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document

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

Response:

Our university regularly undertake measures to sensitise students and employees about constitutional obligations, about our rights and responsibilities. We have the Faculty of Law within the university and the Law department regularly arranges events in this regard to disseminate greater awareness about human rights, about constitutional obligations, rules and regulations, etc. The departments of Political Science and other social science related departments too occasionally organize symposiums in this regard.

We have our student activities committee which annually organizes various debates and discussions and film shows to make us aware about our rights and responsibilities. Apart from that all the departments of the university regularly organize seminars and web talks to generate awareness in this field.

A Distinguished lecture was delivered by Advocate Tapas Gon Choudhury on Principal of natural justice. The lecture has been published by the university.

The Department of Political Science runs a Post Graduate level minor credit course on the Indian Constitution. The course is open to all students of the KNU. The course gives an in depth understanding of rights and duties contained in the Constitution of India along with substantial discussions on constitutional ethos and civic responsibility.

The Student Activity committee regularly organizes events in collaboration with the Equal Opportunity Cell and the ICC in order to promote the understanding of diversities and existing social inequalities so as to create a socially aware environment in the campus. The Constitution day is celebrated on our campus through poster painting, elocution, street plays and a reading of the preamble of the constitution of India.

Rights against discrimination and the constitutional remedies are discussed at length by teachers from the faculty of law in courses that are open to students from all departments and disciplines. Such courses have remained well attended and have grown in popularity over the last few years as the department of law has also flourished. There is a keen interest in human rights which has also grown alongside the awareness of the rights, duties and constitutional morality enshrined in the Indian Constitution.

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

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

Response: C. 2 of the above

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

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

Response:

The university has a specific and devoted committee to regularly organize and commemorate various national and international commemorative days. It regularly organizes various national festivals.

Our university basically observes three major days to celebrate work ethics, to celebrate the ethos of inclusion and fraternity and also to celebrate the spirit or pursuit of education – and all these three days are or three major events have been named as “Karmotsav”, Vidyotsav” and “Milontsov”.

It also regularly organizes three days` long *Nazrul Zayanti* utsav at the KNU, Asansol to celebrate the Birth Anniversary of Kazi Nazrul Islam, the legendary poet, philosopher, painter and educationist. This university is named after Nazrul.

2. It celebrates important national days such as Independence Day, Republic Day, Gandhi Jayanti, Teachers Day, Youth Day etc. with abundant enthusiasm and patriotic fervor. Theme based activities and events are organized also.

3. Teachers Day is celebrated to mark the birth anniversary of Dr. Sarvepalli Radhakrishnan.

4. To pay homage to Rashtarapita Mahatma Gandhi ji on Martyrs day 30th January a two-minute silence is observed throughout the University at 11 a.m.

5. The University also celebrates the birth anniversary of Swami Vivekanada and Subhash Chandra Bose.

6. Three-day *Nazrul Krira Pratijogita* is organized to celebrate the Birth Anniversary of Kazi Nazrul Islam.

7. Acharya P C Roy birth day is organized every year by the Department of Chemistry.

8. Rabindra Jayanti is organized and celebrated every year by the university.

File Description	Document
Annual report of the celebrations and commemorative events for the last five years	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:

Information and Communication Technology (ICT) in the University Administration.

The underlying principles of the practice are:

1. Transparency
2. Efficiency
3. Student centric operation

Objectives of the practice are:

1. Reliable data storage
2. Simplification of data visualization
3. Simple and efficient process design
4. Reduction of paper usage
5. Reducing time in accounting functions
6. Efficient payment processes
7. Smooth intra-departmental information relay and co-operation

3. The Context

As a new university KNU faced the unique challenge of evolving the initial framework of institutional functioning and digitizing them simultaneously. It felt the need for a complete ICT enable functioning mechanism through which everyday governance, holding of examination and fees collection or attendance checks are maintained. The most significant challenges have been in the avenue of digitizing fees payment. KNU is located in a district where there is a significant lack of computer and network access. Initially this had created issues in successful fees payment by the students. The university in consultation with software firms helped develop ways to create more android friendly interfaces for fees payment. The university staff also maintains a continuous oversight of the payment process so as to regenerate IDs, passwords and links along with sending bulk mails and messages in order to notify students and solve issues and bottlenecks that may arise from time to time.

Attendance marking for students has also been digitized to solve the bottleneck of departmental tabulation and relay of attendance data. Attendance percentage reports are now generated in a digital format and made available on the university notice boards. Similarly teacher's leave applications and salary slips have also been digitized and these are routinely sent via secure personal IDs maintained by the university.

1. The Practice

The practice of E-Governance is fairly new in India. Its introduction as a broad concept of governance is less than a decade old. Arguably the practice has been primarily centered in large metropolitan cities. As a new public university from a non-metropolitan and non-capital city setting, digitization of routine processes has been a unique challenge taken up by KNU. We have successfully digitized routine processes to increase efficiency of the administrative structure. This format required an overhauling of inter-departmental communication and resource sharing ethics. The pace of work and the responsiveness of the administration to issues in routine workflow has increased manifold over the last three years of evolving initiatives for digitizing administration in the University.

5. Evidence of Success

Provide evidence of success such as performance against targets and benchmarks, review/results.

1. Problems Encountered and Resources Required

The primary issue with digitization and computerization of administrative processes in a non-metropolitan context is one of “access to technology”. Much of the population in the district has neither an access to proper computers or to “stable internet connections”. Phone internet is the mainstay of the area and that creates issues of delay, failed payments, log-in issues etc. The university has had to design its digitization processes and initiatives around these hurdles. The digitization initiative is limited by the capacity of phone internet and the capacity of the android interface. We have to design digital solutions while patiently adapting to the reality of what is practically possible over low powered and cheap hand held devices. As the access to computers increases within the university campus it is expected that many of the issues will be solved by the available stable connections and desktops available for common access inside the university campus.

Best Practice 2 (Research Environment)

2. Title: Building research environment through institutional design.

2. Objectives of the Practice

The underlying principles of the practice are:

1. Transitioning towards a Research University framework.
2. Research beyond departmental/disciplinary silos.
3. Decentralized approach to academic initiatives.
4. Building platforms of research and exchange of ideas outside of the ambit of pedagogic practice.

Objectives:

1. Creating and strengthening research linkages with other educational and industry institutions.
2. Creating Research centers attached to the University or separate departments in order to decentralize and define the space and platforms of research.

3. Building interdisciplinary exchange and communication beyond traditional disciplinary boundaries.
4. Empowering faculty members to host and administer various fundings, projects and other academic activities in relatively autonomous environment.

3. The Context

Young universities with affiliated colleges and P.G. and research programmes have to handle immense pressures of delivering instruction and evaluation. The pedagogic pressure may create limitations in their self-imagination as “knowledge producing” centres and trap them within the confines of “knowledge dissemination”. KNU has remained committed to the attempt of becoming a research university. The Nazrul Centre is a shining example (Provide detail and evidence in terms of budget and function) of that commitment where a separate advanced research facility focused on humanities and social sciences has been built within the university campus in order to give impetus to knowledge production. Several other centres focused on interdisciplinary and applied concerns have been opened by groups of faculties across university departments. (Provide list of centres here)

4. The Practice

The pace at which this institutional structure for research is being solidified is exemplary for a young University. The Centre for Counselling has provided hundreds of hours of consultation and care to university students, faculty and staff free of cost. Their efforts are also beginning to lay the foundations of research and publications concerning the specific aspects of mental health that are significant in higher education institutions. The centres focused on critical social inquiry and CSSEAS are focused on studying and theorizing micro and macro regional issues of social transformation.

The practice is primarily focused on three aspects of research:

1. Creating research platforms that can exist horizontally within the departmental system of the university while providing autonomy from pedagogic practices.
2. Providing spaces for Interdisciplinary research conversations.
3. boosting publication potential by giving impetus to collaborative work.

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:

The uppermost area of priority and thrust distinctive to the identity of Kazi Nazrul University happens to be its promotion of latest trends of interdisciplinary studies, as proposed in the new National Education

Policy of India. It believes in the pursuits of global trends and emerging areas of higher education needs and it moulds its pedagogic, administrative and infrastructural approaches according to the requirements of interdisciplinary studies in all branches of higher education. Today's world of technological innovation and cross-disciplinary dialogues demand new frontiers of job requirements and widened as well as interrelated studies in different subjects. Gone are the days of mono-dimensional or exclusive subject based studies as such stereotyped models narrow down the scope of skill development and knowledge formation. The new world of digital marvel and globalised economy require multi-skilled and multi-epistemic approaches to acquire latest knowhows in every field. Kazi Nazrul University has jumped onto that global bandwagon of interdisciplinarity and encourages all its academic endeavours to go in that direction. This is the hallmark and distinctive area of focus for this university and students enrolled in this institution of higher learning are trained to attain that interdisciplinary orientation. It pursues and encourages the adoption of a wide array of disciplinary choices for students through the Choice Based Credit System (CBCS) of education in which students are provided with many options instead of following conventional ways of focusing only on narrow disciplinary boundaries. This university has four fully functioning Faculties, namely, Faculty of Arts, Faculty of Science, Faculty of Commerce and Management and Faculty of Law and all these four faculties are fully staffed with competent teachers who hail from different disciplinary backgrounds. This availability of varied disciplines in four different and fully functional Faculties makes it possible for us to offer interdisciplinary courses. This university adopts the policy of interdisciplinarity by introducing new branches of techno-scientific knowledge, and the model of Liberal Arts education by offering new and cutting-edge subjects like Geoinformatics, BA/BCom LLB, performing arts like music, etc. It has also focused on local need-based education and for that it has established the full-fledged School of Mining and Metallurgy which will cater to the local needs of mining and steel industry. This university is located in Asansol, West Bengal which is an industrial zone surrounded with coal mines and by setting up the School of Mines and Metallurgy, this university has materialized the need for connecting higher education to local needs and industrial needs. This School promotes industry-academia interface and produces industry-ready professionals who having their base in engineering are also trained in liberal arts, knowledge of communication, ethics and ecological awareness. Similarly, the Faculty of Law also trains B.A/BCom LLB students in such a way that they attain knowledge of philosophy, political science, languages, etc along with their basic training in legal studies. All these equip the learners in cross-disciplinary knowledges, highly in need for maximised career-options and higher studies. In tune with our primary focus and thrust area on interdisciplinarity, we have established many research centers under different faculties of the university. These centers involve the expertise of various faculty members and pursue pure interdisciplinary research which helps students and faculty members in connecting to global research bodies for collaborative research. To cite some examples, this university has flagship interdisciplinary research centers like the *Nazrul Centre for Social and Cultural Studies*, *Center on Theatre and Performance Studies*, *Center for South and South East Asian studies*, *Center for Clinical Psychology*, *Centre for Organic Spintronics and Optoelectronics Devices*, *Center for Entrepreneurship and Skill Development*, *Center for Critical Social Inquiry*, etc. All these centers help in promoting the pursuit of interdisciplinary research and knowledge base.

5. CONCLUSION

Additional Information :

NA

Concluding Remarks :

Executive Summary Conclusion

To conclude, one we may note that as we aspire to be a leading center of higher studies which will be recognized all over the world for excellence in teaching, research and service to the larger society through high quality education and skill developing mechanism we also envisage our role as a catalyst for intellectual, social, cultural and economic development across this region. KNU always intend to become an institute of excellence which will instil this desire to excel in all fields among all its stakeholders. It also keeps in mind the issue of social justice and social empowerment and therefore tries to cater to the educational needs of all sections of our society so that everyone belonging to different layers of our socio-economic sphere can benefit by its vision of quality education for all. The institutional motto of this university will always be to create an ambience of equality, democratic functioning and fraternity both institutionally and collectively.

Through various measures, and strategic plans, KNU is committed to transform lives and serve the society through pursuit of excellence in teaching, innovation, lifelong learning, cultural enrichment and outreach services. It will continue to provide intellectually stimulating, academically inspiring and supportive environment which will generate positive personal growth. It will also continue to provide all-out education to all its students, making them capable to meet the highest global standards. Within a small span of time it has succeeded in encouraging innovative, entrepreneurial and cutting-edge interdisciplinary research which will open new frontiers of knowledge and will also help the economy and national knowledge base. We have also provided the climate of liberal, conducive and sustainable workplace which will generate the capacity and aspiration to excel. Even though it is a new university, it acted as a platform to connect with the rest of the world so that all the stakeholders of the university are globally connected and are aware of global standards in higher education.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.2	<p>Percentage of Programmes where syllabus revision was carried out during the last five years.</p> <p>1.1.2.1. How many Programmes were revised out of total number of Programmes offered during the last five years Answer before DVV Verification : 16 Answer after DVV Verification: 15</p> <p>1.1.2.2. Number of all Programmes offered by the institution during the last five years. Answer before DVV Verification : 46 Answer after DVV Verification: 46</p>																				
1.1.3	<p>Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years</p> <p>1.1.3.1. Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>943</td> <td>683</td> <td>584</td> <td>387</td> <td>116</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>385</td> <td>304</td> <td>276</td> <td>217</td> <td>45</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	943	683	584	387	116	2019-20	2018-19	2017-18	2016-17	2015-16	385	304	276	217	45
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2019-20	2018-19	2017-18	2016-17	2015-16																	
385	304	276	217	45																	
1.2.1	<p>Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.</p> <p>1.2.1.1. How many new courses were introduced within the last five years. Answer before DVV Verification : 864 Answer after DVV Verification: 829</p> <p>1.2.1.2. Number of courses offered by the institution across all programmes during the last five years. Answer before DVV Verification : 943 Answer after DVV Verification: 909</p>																				
1.2.2	<p>Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).</p> <p>1.2.2.1. Number of Programmes in which CBCS / Elective course system implemented. Answer before DVV Verification : 46 Answer after DVV Verification: 46</p>																				

1.3.2	<p>Number of value-added courses for imparting transferable and life skills offered during last five years.</p> <p>1.3.2.1. How many new value-added courses are added within the last five years. Answer before DVV Verification : 09 Answer after DVV Verification: 08</p>																				
1.3.3	<p>Average Percentage of students enrolled in the courses under 1.3.2 above.</p> <p>1.3.3.1. Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years. Answer before DVV Verification:</p> <table border="1" data-bbox="308 629 1046 763"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>431</td> <td>00</td> <td>00</td> <td>00</td> <td>00</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 842 1046 976"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>411</td> <td>00</td> <td>00</td> <td>00</td> <td>00</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	431	00	00	00	00	2019-20	2018-19	2017-18	2016-17	2015-16	411	00	00	00	00
2019-20	2018-19	2017-18	2016-17	2015-16																	
431	00	00	00	00																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
411	00	00	00	00																	
1.3.4	<p>Percentage of students undertaking field projects / research projects / internships (Data for the latest completed academic year).</p> <p>1.3.4.1. Number of students undertaking field projects or research projects or internships. Answer before DVV Verification : 511 Answer after DVV Verification: 511</p> <p>Remark : HEI initial input is considered as per the supporting document.</p>																				
1.4.1	<p>Structured feedback for design and review of syllabus – semester-wise / year-wise is received from</p> <p>1) Students, 2) Teachers, 3) Employers,</p> <p>4) Alumni</p> <p>Answer before DVV Verification : A. All 4 of the above Answer After DVV Verification: A. All 4 of the above</p>																				
1.4.2	<p>Feedback processes of the institution may be classified as follows:</p> <p>Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website Answer After DVV Verification: A. Feedback collected, analysed and action taken and feedback available on website</p>																				
2.1.2	<p>Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the last five years</p>																				

(Excluding Supernumerary Seats)**2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
276	217	192	162	100

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
273	212	190	163	148

Remark : As per the documents, filled in seats of SC/ST/OBC category are considered.

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)**2.4.3.1. Total experience of full-time teachers**

Answer before DVV Verification : 227

Answer after DVV Verification: 224

2.4.4 Average percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the last five years**2.4.4.1. Number of full time teachers receiving awards from state /national /international level from Government/Govt. recognized bodies year wise during the last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
03	03	03	04	04

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
1	0	0	0	0

Remark : Awards from conference, seminar/workshop/local bodies/Intra and inter-university/participation and presentation certificates during paper presentation are not to be considered.

2.6.3 Pass Percentage of students(Data for the latest completed academic year)**2.6.3.1. Total number of final year students who passed the examination conducted by Institution.**

Answer before DVV Verification : 407

Answer after DVV Verification: 418

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

Answer before DVV Verification : 407

Answer after DVV Verification: 418

Remark : Revised as per the clarification & document submitted.

3.1.3 Percentage of teachers receiving national / international fellowship / financial support by various agencies for advanced studies / research during the last five years.

3.1.3.1. The number of teachers who received national / international fellowship / financial support by various agencies for advanced studies / research year-wise during the last five years.

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
06	08	12	10	06

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
06	05	06	05	04

3.3.3 Number of awards / recognitions received for research/innovations by the institution / teachers / research scholars / students during the last five years.

3.3.3.1. Total number of awards / recognitions received for research / innovations won by institution / teachers / research scholars / students year-wise during the last five years.

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
04	09	09	04	05

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
1	1	0	0	0

Remark : Awards for research/innovation received by the institution/teacher/research scholars/students to be considered and participation/presentation certificate in workshop/seminar/conference not to be considered.

3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following:

1. Inclusion of research ethics in the research methodology course work

2. Presence of Ethics committee**3. Plagiarism check through software****4. Research Advisory Committee**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

3.4.2 **The institution provides incentives to teachers who receive state, national and international recognitions/awards**

1. Commendation and monetary incentive at a University function**2. Commendation and medal at a University function****3. Certificate of honor****4. Announcement in the Newsletter / website**

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

Answer After DVV Verification: B.. 3 of the above

3.4.3 **Number of Patents published / awarded during the last five years.**

3.4.3.1. **Total number of Patents published / awarded year-wise during the last five years.**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
00	00	01	00	00

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
00	00	00	00	00

3.4.4 **Number of Ph.D's awarded per teacher during the last five years.**

3.4.4.1. **How many Ph.D's are awarded within last five years.**

Answer before DVV Verification : 20

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

Answer before DVV Verification : 57

Answer after DVV Verification: 12

3.4.5 **Number of research papers per teachers in the Journals notified on UGC website during the last five years**

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
68	43	28	12	16

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
13	8	4	2	3

Remark : Revised as per the ISSN numbers are found in the UGC-Care list on the basis of sample ISSN numbers checking.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
17	15	08	20	06

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
19	11	05	08	01

3.6.2 Number of awards received by the Institution, its teachers and students from Government /Government recognised bodies in recognition of the extension activities carried out during the last five years

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
01	00	00	00	00

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
00	00	00	00	00

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years

3.6.4.1. Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
467	602	308	105	50

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
467	605	380	105	50

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

3.7.1.1. Total number of Collaborative activities with other institutions / research establishment / industry for research and academic development of faculty and students year-wise during the last five years.

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
16	24	09	02	07

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
03	01	00	00	00

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

4.1.4.1. Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1321.47	1103.7	1593.91	433.36	530.07

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
610.07	689.57	415.94	509.13	61.62

Remark : Revised considering the expenses on infrastructure augmentation as per the attached statement.

4.2.2	<p>Institution has access to the following:</p> <ol style="list-style-type: none"> 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: A. Any 4 or more of the above</p>																				
4.2.3	<p>Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)</p> <p>4.2.3.1. Annual expenditure for the purchase of books and journals including e-journals year-wise during last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1025 1046 1160"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>12.27</td> <td>46.73</td> <td>26.27</td> <td>39.05</td> <td>5.96</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1240 1046 1375"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>0.96</td> <td>46.53</td> <td>26.37</td> <td>41.98</td> <td>6.05</td> </tr> </tbody> </table> <p>Remark : Revised considering the relevant items as per the statement attached.</p>	2019-20	2018-19	2017-18	2016-17	2015-16	12.27	46.73	26.27	39.05	5.96	2019-20	2018-19	2017-18	2016-17	2015-16	0.96	46.53	26.37	41.98	6.05
2019-20	2018-19	2017-18	2016-17	2015-16																	
12.27	46.73	26.27	39.05	5.96																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
0.96	46.53	26.37	41.98	6.05																	
4.2.4	<p>Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the last completed academic year</p> <p>4.2.4.1. Number of teachers and students using library per day over last one year Answer before DVV Verification : 145 Answer after DVV Verification: 145</p>																				
4.3.1	<p>Percentage of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities. (Data for the latest completed academic year)</p> <p>4.3.1.1. Number of classrooms and seminar halls with ICT facilities Answer before DVV Verification : 80 Answer after DVV Verification: 3</p>																				

Remark : Photos of only one classroom is attached in 4.3. HEI has not provided Geo-tagged ICT enabled class rooms/seminar halls. Wi-Fi & ICT facility in other room considered.

4.3.4 **Available bandwidth of internet connection in the Institution (Leased line)**

Answer before DVV Verification : B. 500 MBPS - 1 GBPS

Answer After DVV Verification: B. 500 MBPS - 1 GBPS

4.3.5 **Institution has the following Facilities for e-content development**

1. **Media centre**
2. **Audio visual centre**
3. **Lecture Capturing System(LCS)**
4. **Mixing equipments and softwares for editing**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

4.4.1 **Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years**

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)**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
571.23	303.78	135.30	148.71	112.72

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
124.52	106.25	73.41	66.75	43.91

Remark : Revised considering the relevant highlighted items of facilities from the audited income and expenditure statement.

5.1.2 **Average percentage of students benefitted by career counseling and guidance for competitive examinations offered by the Institution during the last five years.**

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
834	446	440	267	243

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
285	280	238	202	146

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
11	31	11	00	00

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
00	23	11	00	00

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
195	177	138	50	59

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
195	177	138	50	59

Remark : Revised as per the pass certificates attached.

5.2.3 **Percentage of student progression to higher education (previous graduating batch).**

5.2.3.1. **Number of outgoing student progressing to higher education.**

Answer before DVV Verification : 16

Answer after DVV Verification: 9

Remark : Revised as per the proofs found.

5.3.3 **Average number of sports and cultural events / competitions organised by the institution per**

year

5.3.3.1. Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
01	11	06	02	01

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
01	09	06	02	01

6.3.2

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

6.3.2.1. Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
88	00	00	00	00

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
75	00	00	00	00

6.3.3

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
06	07	03	17	07

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
01	01	00	00	00

6.3.4	<p>Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).</p> <p>6.3.4.1. Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 472 1046 607"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>20</td> <td>10</td> <td>04</td> <td>04</td> <td>01</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 685 1046 819"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>19</td> <td>10</td> <td>04</td> <td>04</td> <td>01</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	20	10	04	04	01	2019-20	2018-19	2017-18	2016-17	2015-16	19	10	04	04	01
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20	10	04	04	01																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
19	10	04	04	01																	
6.5.2	<p>Institution has adopted the following for Quality assurance</p> <ol style="list-style-type: none"> 1. Academic Administrative Audit (AAA) and follow up action taken 2.Confernces, Seminars, Workshops on quality conducted 3. Collaborative quality initiatives with other institution(s) 4.Orientation programme on quality issues for teachers and students 5. Participation in NIRF 6.Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA). <p>Answer before DVV Verification : C. 3 of the above Answer After DVV Verification: E. 1 of the above</p>																				
7.1.2	<p>The Institution has facilities for alternate sources of energy and energy conservation measures</p> <ol style="list-style-type: none"> 1. Solar energy 2. Biogas plant 3. Wheeling to the Grid 4. Sensor-based energy conservation 5. Use of LED bulbs/ power efficient equipment <p>Answer before DVV Verification : C. 2 of the above Answer After DVV Verification: C. 2 of the above</p>																				
7.1.4	<p>Water conservation facilities available in the Institution:</p>																				

	<ol style="list-style-type: none"> 1. Rain water harvesting 2. Borewell /Open well recharge 3. Construction of tanks and bunds 4. Waste water recycling 5. Maintenance of water bodies and distribution system in the campus <p>Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: B. 3 of the above</p>
7.1.5	<p>Green campus initiatives include:</p> <ol style="list-style-type: none"> 1. Restricted entry of automobiles 2. Use of Bicycles/ Battery powered vehicles 3. Pedestrian Friendly pathways 4. Ban on use of Plastic 5. landscaping with trees and plants <p>Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: C. 2 of the above</p>
7.1.6	<p>Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives:</p> <ol style="list-style-type: none"> 1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions / awards 5. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: B. 3 of the above</p>
7.1.7	<p>The Institution has disabled-friendly, barrier free environment</p> <ol style="list-style-type: none"> 1. Built environment with ramps/lifts for easy access to classrooms. 2. Disabled-friendly washrooms 3. Signage including tactile path, lights, display boards and signposts 4. Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading <p>Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: C. 2 of the above Remark : Serial nos. 1 & 2 are considered.</p>
7.1.10	<p>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</p> <ol style="list-style-type: none"> 1. The Code of Conduct is displayed on the website 2. There is a committee to monitor adherence to the Code of Conduct

3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
4. **Annual awareness programmes on Code of Conduct are organized**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

Remark : As per the supporting documents.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of programs offered year-wise for last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>46</td> <td>36</td> <td>25</td> <td>18</td> <td>14</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>46</td> <td>36</td> <td>25</td> <td>18</td> <td>14</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	46	36	25	18	14	2019-20	2018-19	2017-18	2016-17	2015-16	46	36	25	18	14
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46	36	25	18	14																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
46	36	25	18	14																	
1.2	<p>Number of departments offering academic programmes</p> <p>Answer before DVV Verification : 18</p> <p>Answer after DVV Verification : 19</p>																				
2.1	<p>Number of students year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>1448</td> <td>1223</td> <td>1082</td> <td>877</td> <td>660</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>1394</td> <td>1223</td> <td>1082</td> <td>877</td> <td>660</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	1448	1223	1082	877	660	2019-20	2018-19	2017-18	2016-17	2015-16	1394	1223	1082	877	660
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2019-20	2018-19	2017-18	2016-17	2015-16																	
1394	1223	1082	877	660																	
2.2	<p>Number of outgoing / final year students year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>407</td> <td>387</td> <td>485</td> <td>374</td> <td>272</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	407	387	485	374	272	2019-20	2018-19	2017-18	2016-17	2015-16					
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407	387	485	374	272																	
2019-20	2018-19	2017-18	2016-17	2015-16																	

418	426	343	278	258
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2.3 **Number of students appeared in the University examination year-wise during the last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1921	1783	1795	1360	1039

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
983	866	804	621	536

3.1 **Number of courses in all programs year-wise during last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
943	683	584	387	116

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
909	671	573	380	110

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
594	470	415	336	246

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
555	441	388	314	232

4.3 **Total number of classrooms and seminar halls**

Answer before DVV Verification : 80

Answer after DVV Verification : 74