



# **SELF STUDY REPORT**

**FOR**

**2<sup>nd</sup> CYCLE OF ACCREDITATION**

## **MAULANA ABUL KALAM AZAD UNIVERSITY OF TECHNOLOGY**

MAULANA ABUL KALAM AZAD UNIVERSITY OF TECHNOLOGY, WEST  
BENGAL NH-12(OLD NH-34), SIMHAT, HARINGHATA NADIA, WEST BENGAL

PIN-741249

741249

[www.makautwb.ac.in](http://www.makautwb.ac.in)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**November 2022**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

MAKAUT, WB, was established in Kolkata by the West Bengal Act XV of 2000, with the initial name as *West Bengal University of Technology (WBUT)*, having the objective of providing affiliation to different public and private colleges in Engineering & Technology, Pharmacy, Architecture, Management and other professional areas throughout the State of West Bengal.

West Bengal University of Technology (WBUT) was renamed as *Maulana Abul Kalam Azad University of Technology, West Bengal (MAKAUT, WB)* as per the Govt. of West Bengal Act, 2015.

### *Campus Migration:*

Construction of a new campus began and all the Academic and Administrative Departments of the University commenced functioning from its new 40-acre campus in Haringhata, Nadia, NH 12 (old NH 34) from 2018.

### *Affiliating Character:*

The University provides affiliation to more than two hundred (200) Colleges / Institutes offering programs in Engineering & Technology, Pharmacy, Architecture, Management, Applied Sciences and different professional areas. The University monitors the admission process, teaching-learning activities, the evaluation and assessment process, conducts the end semester examinations and publishes the results. It also coordinates the research, development and doctoral work undertaken in these colleges. About 150,000 students appear in the examinations in every semester and the University produces more than 40,000 graduating students in every academic year.

### *In-House and Collaborative programs:*

The University presently offers 64 UG and PG degrees as well as 42 Ph.D programs under its eleven Schools of Studies. There are different Departments and Centres functioning under these Schools. The University also offers eleven UG Degree programs in collaboration with organizations having specific skill sets / core competencies in different cutting edge technologies. Such collaborative programs are provided under the aegis of *Centre for Collaborative Programs, Training & Research (CCPTR)*.

The University has around 5000 In-House students and close to 200 faculty members. It also has more than 1500 students in the degree programs under CCPTR.

The Regional Centre (City Office) of the University facilitates conducting meetings, undertake coordination activities with affiliated colleges, doing networking collaboration with industries and professional bodies, controlling and coordinating the affiliation and examination processes as well as administering collaboration programs under CCPTR.

## **Vision**

To achieve the status of a globally ranked premier University in the field of Science, Technology, Pharmacy, Architecture, Management and interdisciplinary areas for the creation of high-calibre professionals with environmental consciousness, social, moral and ethical values along with the competency to face the new challenges of rapid technological advancements.

## **Mission**

- To create and disseminate knowledge both nationally & internationally towards the transformations of the civilization into a knowledge based society
- To institutionalize the extension and field outreach activities with a view to transform the university system into an active instrument for social change
- To develop liaison and collaboration with the globally recognised academic institutions in order to inject new and fresh thinking in teaching, learning and research
- To generate intellectually capable and imaginatively gifted professionals and successful entrepreneurs having environmental consciousness and ethics who can work as individual or in group in multi-cultural global environments for continuing significantly towards the betterment of quality of human life

## **1.2 Strength, Weakness, Opportunity and Challenges(SWOC)**

### **Institutional Strength**

1. Public University with decentralized, transparent and participative governance
2. Diverse range of professional industry-oriented programs with options of multiple core and additional elective courses arising out of the needs of the different stakeholders including end-users, industry and other professional bodies. The curriculum of all the programs are tailored to enhance employability and skill sets of the students.
3. Mentoring activities including psychological and career counselling
4. Implementation of Mandatory Additional Requirements (MAR) for holistic development of the students.
5. Industry Institute Partnership Cell
6. Strong academic infrastructure with smart classrooms, digital connectivity, networked laboratories, instrumentation facilities, AR-VR lab, 3D printing and Robotics laboratory
7. Rainwater harvesting, renewable energy practices, solar panels, zero-water discharge and Sewage Treatment Plant (STP)
8. Implementation of e-governance throughout all Academic, Administrative and Support Departments
9. Extension and outreach programs – Distribution of sanitizers on mass scale, distribution of food items during COVID 19 and during Amphan and other natural disasters,
10. All Engineering and MBA programs are AICTE approved
11. M.Tech in Biotechnology program funded by DBT, Govt. of India obtained six year NBA accreditation, while B.Tech programs in CSE and IT obtained three year NBA accreditation
12. Interdisciplinary research and presence of a large number of Ph.D programs
13. Industry assisted and focused programs including MoU with several leading industry bodies
14. Empowerment of women in different areas including academic administration
15. Good gender ratio in respect of teaching and non-teaching employees
16. Large number of Certificate, Diploma and Post Graduate Diploma programs for skill enhancement and employment generation

17. Financial support in the form of seed money for promotion of research activities.
18. Large number of research publications and extra-mural research projects
19. The only Institute in Eastern India to be a TIFAC Academic Partner (TAP)
20. Notable activities of the Technology Cell including launching of vTV for hosting different activities in digital format, an alternative OS, introduction of Precision Farming activities etc.
21. Dissemination of information about the courses offered as well as important news items through Community Radio established utilizing MPLAD fund.
22. Excellent network and connectivity with different Chambers of Commerce, Industry Bodies and other professional organizations.

### **Institutional Weakness**

1. International collaboration in the areas of Research & Development (R&D) as well as industry sponsored or other funded projects need to be improved.
2. Increase required in the number of faculty members and officials in Government sanctioned substantive posts
3. Number of faculty members in senior positions (at the level of Associate and Full Professors) needs to be increased
4. Road infrastructure for travelling to and from the City needs to be improved significantly
5. Accommodation facilities for students, teachers and staff need expansion and improvement
6. Alumni engagement in the activities of the University needs to be improved significantly
7. Industry support and association in research and academics is to be improved
8. Consultancy activities by faculty members are to be improved substantially
9. Entrepreneurial activities by students and faculty members to be increased through persistent awareness campaigns and building up a viable ecosystem
10. Wider student participation required in national level sports and games.

### **Institutional Opportunity**

Development of online courses in different areas of Engineering & Technology, Management and other relevant domains and offering these courses

2. Initiation of building curriculum and research in cutting edge technologies
3. Creation of potential Centres of Excellence in different areas
4. Training and Consultancy activities by different Departments as per their core competence
5. Extensive community engagement for providing training and research
6. Experimentation with pedagogy, evaluation and assessment practices as befits a modern University
7. Setting up of virtual and remote laboratories
8. Offering more Management Development Programs (MDP), Faculty Development Programs(FDP) as well as Short Term Training Programs

9. Introduction of dual degree programs as mandated by UGC

10. Introduction of Masters program by Research

11. Customized training program for teaching and non-teaching staff of the University after carrying out a thorough Training Needs Analysis (TNA)

12. Emphasis on more inter-disciplinary and multi-disciplinary research programs having societal and industrial applications and relevance

13. Utilization of the strong alumni base for creating a strong positive academic ecosystem culminating in the development of the University

14 Strengthening of start-up and entrepreneurship activities with mentoring from industry personnel, Chambers of Commerce, different Industry Bodies and other professional organizations.

### **Institutional Challenge**

1. Competition with private and foreign Universities which are trying to penetrate the market
2. Identifying, Hiring and retaining good quality faculty members who can make significant contribution in all aspects of academics
3. Acquisition of land for further expansion of the University
4. How to deal with the threats posed by climate change induced natural calamities
5. How to deal with migratory tendencies of students to other states and countries
6. How to mitigate the challenges of a futuristic education system powered by rapidly changing education technology event horizon, proliferation of online courses and degrees offered by internationally reputed Universities
7. Rapid rate of obsolescence (in respect of hardware as well as skill sets and professional competencies) in the face of rapid growth of technology
8. How to deal with impending Global economic crisis and recession
9. Prevalence of social menace like addiction to drugs, excessive use of social media (mobiles, Facebook etc. that is robbing the productive time of the different groups of stakeholders
10. Different Socio-legal complications arising out of a continuously evolving social, cultural and economic milieu

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

1. Design and development of the curriculum as per standard decentralized bottom-up process taking inputs from different stakeholders. (Departmental Committee – Board Of Studies – Academic Council).
2. All curricula have adequate flexibility in terms of offering elective courses and periodic revision for updating the curriculum as per industry and market demand.
3. All Graduate Attributes like Program Educational Objectives (PEO), Program Objectives (PO), Course Objectives (CO) are embedded in the syllabus of the courses in different programs
4. Courses are structured according to the Choice Based Credit System (CBCS) and Credit Transfer is

allowed from the courses offered on the different online platforms like Coursera, edX, Udemy etc.

5. All programs have strong focus on honing of industry ready skill sets through internship and apprenticeship leading to enhanced employability.
6. Bridge courses, remedial courses and enrichment programs are made available to the learners
7. Concepts like social and environmental awareness, human values and ethics, technology development and life skills are included in the curriculum either as core courses or as open / free electives.
8. Curriculum delivery is entirely student centric with adoption of modern pedagogy such as flipped learning, co-learning, project based and experiential learning
9. Student centric methods such as Group Discussion, Paper and Poster presentation, short term projects in individual as well as group mode, field visits, study tours, seminars, workshops are strongly emphasized
10. Feedback from different stakeholders are taken periodically, analyzed and necessary measures initiated to improve the curricular aspects
11. Several Value added programs such as on Climate Change, Heritage Preservation, Cyber Security etc. have been introduced for the benefit of the student community

All the Syllabus are being mapped with the structure and aims of NEP 2020 as well as the objectives enshrined in the United Nations Sustainable Development Goals (SDG)

### **Teaching-learning and Evaluation**

1. Students are admitted in the B.Tech programs through the West Bengal Joint Entrance Examination conducted by the West Bengal Joint Entrance Examination Board (WBJEEB) while students are admitted to M.Tech and M.Pharm programs through Post Graduate Entrance Test (PGET) conducted by the University. Students are admitted to the MBA program through the Joint Entrance Management Aptitude Test (JEMAT) conducted by the University on behalf of the Government of West Bengal. The admission to the UGC degree programs is done through the Common Entrance Test (CET) conducted by the University.
2. Reservation rules are followed and students from different communities, regions and backgrounds are admitted indicating inclusivity and diversity in the student population.
3. Teacher – Student ratio is maintained as per norms laid down by the regulatory authorities
4. Bridge courses are conducted to bring the students to a common platform before commencement of the actual programs
5. Fast learners and slow learners are identified and necessary measures are initiated to address the issues in respect of both groups of learners.
6. Digitally enabled teaching – learning in place
7. An online automated evaluation system is in place wherein digital evaluation of answer scripts is carried out
8. Proctored system of online evaluation was followed during the pandemic induced disruptive phase
9. Continuous Assessment (CA) is followed in different formats for 360 degree evaluation of the students. Following LOCF and usage of the Bloom's Taxonomy are stressed upon in all assessments
10. Students' Grievance Redressal Cell in place and functioning effectively
11. Student Satisfaction Survey carried out and necessary course correction done.

### **Research, Innovations and Extension**

1. Large number of Ph. D committees, viz. School Research Committees (SRC) and Departmental

- Research Committees (DRC) in place to support Ph. D activities in different areas
2. Several extra-mural research projects being undertaken by faculty members
  3. Seed money provided to young faculty members to incentivize their research activities
  4. Enrolment of significant number of research scholars in the form of Junior and Senior Research Fellows as well as Research Associates
  5. University Research Fellowships provided to aspiring researchers who wish to work in interdisciplinary areas
  6. Substantial number of research publications (Journals, Books, Book Chapters, e-resources etc.)
  7. University has its own research journal while different Departments publish their own newsletters (e-journals)
  8. M.Tech Biotechnology program offered by the Department of Biotechnology is recognized and funded by the Department of Biotechnology (DBT), Government of India.
  9. The University has a dedicated Technology Business Incubation (TBI) Centre and supports incubation through seed funding of the incubates.
  10. The University has an active Innovation Cell
  11. Access to plagiarism checking software is made available and all Ph.D Thesis and student projects are checked using this software
  12. University is in the process of constructing an Innovation Lab where different groups of students can explore their innovative activities
  13. There exists an Ethical Committee and existence of Code of Ethics in research
  14. A number of seminars, workshops, webinars, special lectures being organized
  15. Large number of faculty members with Ph.D qualification with some having post-doctoral research experience
  16. Number of training (Faculty Development and Management Development programs) programs as well as consultancy activities being carried out
  17. University has an active NSS cell as well as Outreach Activity Cell for carrying out activities like Blood donation, tree plantation, training to community members etc.
  18. Large number of MoU's with Industries, Professional organizations, Institutions leading to collaborative research activities
  19. Observance of different nationally important days by the students and employees
  20. Awareness camps on different social and environmental issues

### **Infrastructure and Learning Resources**

1. Large number of class rooms (including smart class rooms) and well equipped laboratories
2. High speed internet connectivity throughout the campus
3. Adequate coverage of the campus and the different buildings by CCTV
4. Availability of Auditorium, Meeting Rooms, Seminar Rooms with necessary infrastructure
5. Facility for poster display
6. Presence of digital library having online subscription of books and journals, (24 X 7) access for users, and connection with National Digital Library (NDL) and other similar learning resources
7. Library has large number of volumes and titles, software, Inlibnet facility
8. All Ph.D thesis are uploaded to Shodh Ganga portal
9. Facilities exist for Specially Abled students in the form of ramps, lifts and such other arrangements
10. Student Clubs and Local Chapters of Professional organizations in place
11. Existence of Departmental Libraries
12. Availability of doctors, medical facilities and psychological counsellors in the University campus

13. Boys' and Girls' Hostels with adequate facilities as well as separate Gymnasium for boys and girls
14. Existence Street Library with availability of large number of titles
15. Cafeteria and Common Rooms for boys and girls
16. Day Care Centre is operational
17. Animal House established for undertaking Biological Research
18. Well-equipped Guest House with large number of rooms and associated facilities
19. Sports and Games facilities like football, volleyball, basketball, chess, badminton etc.
20. Power back up in the form of DG set.

### **Student Support and Progression**

1. Facilities for holistic student support available in the form of Career Counselling Cell, Psychological Counselling Cell, Placement Cell, Grievance Redressal Cell, International Student Cell (and residential facilities provided therein) and other welfare initiatives.
2. Medical Unit is available inside the campus on (24 X 7) basis.
3. Provision of scholarship for needy and meritorious students. Opportunities for Students' Credit Card scheme, Vivekananda Merit-cum-Means scholarship, Kanyashree scholarship, Minority scholarship etc.
4. Bridge courses are provided to students of all Departments. The students are first taken through a diagnostic test following which their shortcomings are identified and remedial courses including bridge courses are provided to them.
5. Value added courses are offered in areas of emerging technologies, life skills, business management skills, negotiation skills etc.
6. Equal Opportunity Cell (SC, ST, OBC, Minority Cells) are in place for dissemination of information regarding financial assistance and to support the students in their teaching-learning processes.
7. The University has a well- documented Mentoring Policy as well as a structured mentoring system in place.
8. As part of the outcome- based teaching-learning process, attainment levels of students are calculated and based on the results obtained appropriate remedial measures are initiated.
9. A separate cell is in place to provide coaching support for competitive examinations (Civil Services, Banking and other Government services etc.)
10. Training & Placement Cell provides coaching support for certain Post-Graduate Entrance examinations like GATE, NET, CAT, GRE, TOEFL etc.
11. TPO cell provides employability tests to the students to judge their potential for employment and takes suitable measures including development of soft skills, proper grooming and exposure to modern technological skills to enhance their employability.
12. Sensitization programs and awareness camps are organized to make the students aware of social justice, gender equality, environmental awareness etc. This is done using the platforms of NCC, NSS, ICC etc.
13. Book Bank and remote access facilities are provided to the students as part of the library resources.
14. Public transport facility has been set up exclusively for the students for picking and dropping them from the nearby railway station.

### **Governance, Leadership and Management**

1. This is a public University under the administrative control of the Department of Higher Education, Govt. of West Bengal, with a well-structured administrative set up under the jurisdiction of the



Executive Council (EC) and General Council (GC) duly constituted by the State Government. The Vice Chancellor is the Chief Academic and Administrative Officer Vice-Chancellor.

2. The general administration of the University is managed by a team of officers including the Registrar, The Finance Officer, the Controller of Examinations and the Inspector of Colleges. The academic administration is governed by the Directors of the Schools of the University. Every School has, under it, a number of Departments helmed by Heads of the Departments.
3. The University has a well-defined Vision and Mission. All Departments have their distinct Vision and Mission which are in close alignment with the University's Vision and Mission.
4. The University follows a decentralized, transparent and participatory management style with a bottom-up approach. All academic proposals are initially discussed in the Departmental Committee (DC) and upon concurrence of the DC are placed in the Board of Studies (BOS) and finally placed before the Academic Committee (AC) and Executive Committee (EC) for their consideration and vetting/approval.
5. All decisions are placed and approved by the statutory bodies of the University like the Academic Council, Finance Committee and Executive Council of the University. In addition, there are various committees like the IIC, ICC, Placement Committee, etc. to provide support and guidance in various areas of operation.
6. The performance appraisal of the faculty members is done by using a 360 degree approach taking feedback from the different stakeholders.
7. Training Needs Analysis (TNA) is undertaken for both faculty members and non-teaching employees and appropriate training programs are designed for them.
8. The University accounts are audited regularly, both by Internal Auditors as well as External Auditors from statutory bodies including CAG Audit.
9. The University has a well-structured IQAC which engages in academic and administrative audit on a periodic basis and initiates all possible quality measures aimed at achieving academic excellence.

### **Institutional Values and Best Practices**

1. Practice of gender equity through sensitization programs, awareness campaigns and other interactions.
2. The University has adopted several environment friendly practices such as rainwater harvesting, waste recycling and utilization, zero effluent discharge, extensive tree plantation, other green practices, renewable energy through using solar panels and similar initiatives.
3. The University has set up proper facilities for differently abled individuals including students, teachers, staff and visitors.
4. The University has functioning Internal Complaint Committee (ICC), Grievance Redressal Cell and other mechanisms in place to deal with issues of gender bias and any form of grievance. The University took several initiatives during the pandemic to alleviate the miseries of the affected population. These included distribution of face masks, hand sanitizers, running community kitchens and distribution of food packets in the surrounding locality. These practices were also followed in the aftermath of the cyclone Amphan which struck the state in May 2020.
5. The University strives to instill a sense of social responsibility among its students by encouraging them to participate in NCC and NSS activities.
6. The University has introduced the Mandatory Additional Requirements (MAR) in its curriculum to promote holistic development of the students by inspiring students to undertake tree plantation, blood donation, assisting in free medical camps, helping senior citizens, encouraging people to adopt environment friendly practices etc.
7. The University encourages its students to participate in extra-curricular activities like quiz,

photography, chess, short film making etc. which are done through different clubs operating under the ambit of the Student Council.

8. The University organizes cultural and technology fests involving students of other colleges/institutes to unearth the talents of the students and foster a sense of brotherhood among the student community.
9. During the pandemic induced lockdown, examinations were undertaken in online mode in proctored environment. The evaluation was completed in minimum possible time.

## 2. PROFILE

### 2.1 BASIC INFORMATION

| Name and Address of the University |  |
|------------------------------------|--|
| Name                               | MAULANA ABUL KALAM AZAD UNIVERSITY OF TECHNOLOGY   |
| Address                            | Maulana Abul Kalam Azad University of Technology, West Bengal NH-12(Old NH-34), Simhat, Haringhata Nadia, West Bengal Pin-741249 |
| City                               | Haringhata   |
| State                              | West Bengal  |
| Pin                                | 741249   |
| Website                            | <a href="http://www.makautwb.ac.in">www.makautwb.ac.in</a>   |

| Contacts for Communication |                      |                         |            |     |                     |
|----------------------------|----------------------|-------------------------|------------|-----|---------------------|
| Designation                | Name                 | Telephone with STD Code | Mobile     | Fax | Email               |
| Vice Chancellor            | Saikat Maitra        | 033-29991539            | 9831130882 | -   | vc@makautwb.ac.in   |
| IQAC / CIQA coordinator    | Somdatta Chakravorty | 033-29991521            | 9433897685 | -   | iqac@makautwb.ac.in |

| Nature of University |                  |
|----------------------|------------------|
| Nature of University | State University |

| Type of University |             |
|--------------------|-------------|
| Type of University | Affiliating |

| Establishment Details                        |            |
|--|------------|
| Establishment Date of the University         | 20-07-2000 |
| Status Prior to Establishment, If applicable |            |

| <b>Recognition Details</b>   |             |                               |
|--|-------------|-------------------------------|
| <b>Date of Recognition as a University by UGC or Any Other National Agency :</b> |             |                               |
| <b>Under Section</b>   | <b>Date</b> | <b>View Document</b>          |
| 2f of UGC  | 03-10-2001  | <a href="#">View Document</a> |
| 12B of UGC   | 21-06-2006  | <a href="#">View Document</a> |

| <b>University with Potential for Excellence</b>  |    |
|--|----|
| Is the University Recognised as a University with Potential for Excellence (UPE) by the UGC? | No |

| <b>Location, Area and Activity of Campus</b> |  |                  |                             |                                 |  |                              |  |
|--|--|------------------|-----------------------------|---------------------------------|--|------------------------------|--|
| <b>Campus Type</b>                           | <b>Address</b>   | <b>Location*</b> | <b>Campus Area in Acres</b> | <b>Built up Area in sq.mts.</b> | <b>Programmes Offered</b>  | <b>Date of Establishment</b> | <b>Date of Recognition by UGC/MHRD</b> |
| Main campus                                  | Maulana Abul Kalam Azad University of Technology, West Bengal NH-12( Old NH-34), Simhat, Haringhata Nadia, West Bengal Pin-741 249 | Semi-urban       | 38.219                      | 54442.09                        | Undergraduate, postgraduate, Doctoral                            |                              |  |
| <i>Regional Centres</i>                      | <i>Bf-142, Sector One, Salt Lake, Kolkata, West Bengal. Pin 700064</i>   | <i>Urban</i>     | <i>0.791</i>                | <i>1562</i>                     | <i>Certificate and Diploma and Post Graduate Diploma Courses</i> | <i>15-01-2001</i>            | <i>21-06-2005</i>                      |

## 2.2 ACADEMIC INFORMATION

### Affiliated Institutions to the University

| <b>Type of Colleges</b>                    | <b>Permanent</b> | <b>Temporary</b> | <b>Total</b> |
|--|------------------|------------------|--------------|
| Engineering/Technology/Architecture/Design | 0                | 192              | 192          |

**Furnish the Details of Colleges of University**

| Type Of Colleges                                  | Numbers |
|---|---------|
| Constituent Colleges                              | 0       |
| Affiliated Colleges                               | 192     |
| Colleges Under 2(f)                               | 44      |
| Colleges Under 2(f) and 12B                       | 10      |
| NAAC Accredited Colleges                          | 18      |
| Colleges with Potential for Excellence(UGC)       | 0       |
| Autonomous Colleges                               | 12      |
| Colleges with Postgraduate Departments            | 88      |
| 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><a href="#">107025_9723_1_1664638274.pdf</a></td> </tr> <tr> <td>PCI</td> <td><a href="#">107025_9723_6_1664639352.pdf</a></td> </tr> </tbody> </table> | SRA program                                  | Document | AICTE | <a href="#">107025_9723_1_1664638274.pdf</a> | PCI | <a href="#">107025_9723_6_1664639352.pdf</a> |  |
| SRA program   | Document                                     |          |       |  |     |  |  |
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| PCI   | <a href="#">107025_9723_6_1664639352.pdf</a> |          |       |  |     |  |  |

**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       | 57        |        |        |       | 90                  |        |        |       | 139                 |        |        |       |
| Recruited        | 5         | 1      | 0      | 6     | 8                   | 4      | 0      | 12    | 14                  | 1      | 0      | 15    |
| Yet to Recruit   | 51        |        |        |       | 78                  |        |        |       | 124                 |        |        |       |
| On Contract      | 16        | 0      | 0      | 16    | 6                   | 3      | 0      | 9     | 56                  | 40     | 0      | 96    |

| <b>Non-Teaching Staff</b> |             |               |               |              |
|---------------------------|-------------|---------------|---------------|--------------|
|                           | <b>Male</b> | <b>Female</b> | <b>Others</b> | <b>Total</b> |
| Sanctioned                |             |               |               | 45           |
| Recruited                 | 27          | 4             | 0             | 31           |
| Yet to Recruit            |             |               |               | 14           |
| On Contract               | 210         | 39            | 0             | 249          |

| <b>Technical Staff</b> |             |               |               |              |
|------------------------|-------------|---------------|---------------|--------------|
|                        | <b>Male</b> | <b>Female</b> | <b>Others</b> | <b>Total</b> |
| Sanctioned             |             |               |               | 10           |
| Recruited              | 3           | 2             | 0             | 5            |
| Yet to Recruit         |             |               |               | 5            |
| On Contract            | 12          | 4             | 0             | 16           |

### Qualification Details of the Teaching Staff

| <b>Permanent Teachers</b>    |                  |        |        |                            |        |        |                            |        |        |              |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| <b>Highest Qualification</b> | <b>Professor</b> |        |        | <b>Associate Professor</b> |        |        | <b>Assistant Professor</b> |        |        | <b>Total</b> |
|                              | Male             | Female | Others | Male                       | Female | Others | Male                       | Female | Others |              |
| D.sc/D.Litt/LLD/DM/MCH       | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| Ph.D.                        | 1                | 0      | 0      | 10                         | 3      | 0      | 13                         | 4      | 0      | 31           |
| M.Phil.                      | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| PG                           | 0                | 0      | 0      | 0                          | 0      | 0      | 3                          | 2      | 0      | 5            |
| UG                           | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |

| <b>Temporary Teachers</b>    |                  |        |        |                            |        |        |                            |        |        |              |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| <b>Highest Qualification</b> | <b>Professor</b> |        |        | <b>Associate Professor</b> |        |        | <b>Assistant Professor</b> |        |        | <b>Total</b> |
|                              | Male             | Female | Others | Male                       | Female | Others | Male                       | Female | Others |              |
| D.sc/D.Litt/LLD/DM/MCH       | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| Ph.D.                        | 15               | 0      | 0      | 0                          | 0      | 0      | 34                         | 15     | 0      | 64           |
| M.Phil.                      | 0                | 0      | 0      | 0                          | 0      | 0      | 1                          | 1      | 0      | 2            |
| PG                           | 0                | 0      | 0      | 0                          | 0      | 0      | 25                         | 21     | 0      | 46           |
| UG                           | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |

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

**Distinguished Academicians Appointed As**

|                    | <b>Male</b> | <b>Female</b> | <b>Others</b> | <b>Total</b> |
|--------------------|-------------|---------------|---------------|--------------|
| Emeritus Professor | 0           | 0             | 0             | 0            |
| Adjunct Professor  | 1           | 0             | 0             | 1            |
| Visiting Professor | 45          | 13            | 0             | 58           |

**Chairs Instituted by the University**



| Sl.No | Name of the Department     | Name of the Chair   | Name of the Sponsor Organisation/Agency |
|-------|----------------------------|---------------------|---|
| 1     | Prof. Swapan Bhattacharaya | JIS Chair Professor | JIS Group                               |
| 2     | Prof. Sankar Pal           | AICTE               | AICTE                                   |

**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 |
|---|--------|--|----------------------------|--------------|------------------|-------|
| UG  | Male   | 418  | 66                         | 0            | 1                | 485   |
|   | Female | 239  | 24                         | 0            | 0                | 263   |
|   | Others | 0  | 0                          | 0            | 0                | 0     |
| PG  | Male   | 347  | 48                         | 0            | 0                | 395   |
|   | Female | 233  | 38                         | 0            | 0                | 271   |
|   | 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     |
| Doctoral (Ph.D)   | Male   | 67   | 1                          | 0            | 0                | 68    |
|   | Female | 64   | 0                          | 0            | 0                | 64    |
|   | Others | 0  | 0                          | 0            | 0                | 0     |

|   |    |
|---|----|
| <b>Does the University offer any Integrated Programmes?</b> | No |
|---|----|

**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   |

### Accreditation Details

| Cycle Info | Accreditation | Grade | CGPA | Upload Peer Team Report |
|------------|---------------|-------|------|-------------------------|
| Cycle 1    | Accreditation | B++   | 2.87 |                         |

## 2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

| <b>Department Name</b>                    | <b>Upload Report</b>          |
|---|-------------------------------|
| Applied Biology                           | <a href="#">View Document</a> |
| Applied Chemistry                         | <a href="#">View Document</a> |
| Applied Economics                         | <a href="#">View Document</a> |
| Applied Mathematics                       | <a href="#">View Document</a> |
| Applied Physics                           | <a href="#">View Document</a> |
| Applied Psychology                        | <a href="#">View Document</a> |
| Applied Statistics                        | <a href="#">View Document</a> |
| Bioinformatics                            | <a href="#">View Document</a> |
| Biomedical Engineering                    | <a href="#">View Document</a> |
| Biotechnology                             | <a href="#">View Document</a> |
| Ceramic Engineering And Technology        | <a href="#">View Document</a> |
| Chemical Engineering                      | <a href="#">View Document</a> |
| Chemistry                                 | <a href="#">View Document</a> |
| Civil Engineering                         | <a href="#">View Document</a> |
| Computer Applications                     | <a href="#">View Document</a> |
| Computer Science And Engineering          | <a href="#">View Document</a> |
| Electrical Engineering                    | <a href="#">View Document</a> |
| Electronics And Communication Engineering | <a href="#">View Document</a> |
| Emerging Technologies                     | <a href="#">View Document</a> |
| Environment Science                       | <a href="#">View Document</a> |
| Food Science                              | <a href="#">View Document</a> |
| Food Technology                           | <a href="#">View Document</a> |
| Forensic Science And Technology           | <a href="#">View Document</a> |
| Geoinformatics                            | <a href="#">View Document</a> |
| Health Care Technology                    | <a href="#">View Document</a> |
| Hospital Administration And Management    | <a href="#">View Document</a> |
| Hospitality And Hotel Administration      | <a href="#">View Document</a> |
| Industrial Engineering And Management     | <a href="#">View Document</a> |

|  |                               |
|--|-------------------------------|
| Information Science Postgraduate               | <a href="#">View Document</a> |
| Information Science Undergraduate              | <a href="#">View Document</a> |
| Information Technology                         | <a href="#">View Document</a> |
| Leather Engineering And Technology             | <a href="#">View Document</a> |
| Life Science                                   | <a href="#">View Document</a> |
| Management And Business Administration         | <a href="#">View Document</a> |
| Management And Business Studies                | <a href="#">View Document</a> |
| Material Science And Technology                | <a href="#">View Document</a> |
| Mechanical Engineering                         | <a href="#">View Document</a> |
| Media Science                                  | <a href="#">View Document</a> |
| Micro Electronics And Vlsi Technology          | <a href="#">View Document</a> |
| Pharmaceutical Technology                      | <a href="#">View Document</a> |
| Physics  | <a href="#">View Document</a> |
| Renewal Energy Engineering                     | <a href="#">View Document</a> |
| Robotics And Additive Manufacturing Technology | <a href="#">View Document</a> |
| Textile Engineering And Technology             | <a href="#">View Document</a> |
| Undergraduate Business Studies                 | <a href="#">View Document</a> |

### **Institutional preparedness for NEP**

|  |  |
|--|--|
| <p>1. Multidisciplinary/interdisciplinary:</p> | <p>The University has set up eleven Schools of Studies covering different gamuts of academics to strengthen its presence as a multi-disciplinary institution. These Schools cover Computer Science, Information Technology, Engineering Sciences, Biological Sciences, Pharmaceutical Science and Technology, Food Sciences, Natural, and Applied Sciences, Management Sciences Social Sciences, Renewable Energy, Media Sciences etc. Students are encouraged to carry out projects of an interdisciplinary character. In line with the UGC mandate, the University plans to offer Dual Degree programs wherein two Departments will offer programs of a complementary nature to both aid the students and bring out the interdisciplinary nature in its initiatives. Research programs in Cyber Security, Data Science, Business</p> |
|--|--|

Analytics, Forensic Science, Media Science etc. all highlight this approach. The University encourages credit transfer through MOOCs and keeps the curriculum flexible through constant updating and revision of the same based on the feedback received from the stakeholders. The presence of a significant number of core and free/open electives facilitates disseminating this interdisciplinary knowledge. The University has introduced the Mandatory Additional Requirements (MAR) in its curriculum to foster the spirit of community engagement and service. The University has also introduced a number of value-based courses such as those in the areas of Climate Change, Cyber Security, Heritage Preservation etc. to inculcate noble life skills among the young students and let them evolve as responsible citizens who will enrich their own self, their family, society and the nation. The University has already started a number of Certificate, Diploma and Post-Graduate Diploma programs to enhance the skill sets of its students. The University is in the process of formally putting in place a multiple entry-exit mechanism wherein students may earn different levels of credit (Certificate, Diploma, PG Diploma, and Degree) upon completion of specific years of study. The University plans to restructure its curriculum to the extent that permits an award of these credits after some pre-determined time spans, as mentioned above. The University understands that today the focus is on addressing a problem of social, economic, business, climate, or industrial relevance and the challenge is to assimilate knowledge and skill sets from different domains of knowledge to provide an inter-disciplinary or transdisciplinary solution. With this end in view, the University has mandated that it will itself fund several research projects that will be interdisciplinary in character. Such admixture of domain knowledge will draw upon humanities, social science, natural and applied science, management science as well as computer science, information technology etc, in a big way. The University has allowed entry of individuals from different backgrounds in its programs once they have completed certain bridge courses/remedial classes and are deemed eligible for the courses. This is a strong vindication of NEP 2020 with its emphasis on inclusive education and holistic and harmonious growth of the individual who can add value to the

|                                    |  |
|------------------------------------|--|
|                                    | society and nation.  |
| 2. Academic bank of credits (ABC): | <p>The stress on flexible curriculum is facilitated by the Academic Bank of Credits (ABC), which allows multiple entry-exit in a smooth manner. The University stores its academic awards to students, including degrees, diplomas, certificates, and mark sheets, in the National Academic Depository(NAD). The University uploads the mentioned documents to the depository and maps the student's award to the student's account. The student also has access to the depository for retrieval as and when required. The University is maintaining the subject-wise credit of each student and is awaiting a national platform for integrating the repository. The University has started the process of credit mapping for its Certificate and Diploma programs also so as to enable this exercise. The University is encouraging its faculty members to upload their teaching material on the web, undertake credit courses themselves from international platforms and hand-hold the students when they venture to complete these courses themselves.</p>   |
| 3. Skill development:              | <p>The University has organized a series of webinars and workshops on the in-demand current technological skills. More than 200 such programs have been organized so far. The University has collaborated with EduSkills Foundation to establish an 'Industry Center of Excellence' to institutionalize the skill development courses of various global academies in the University. The objective is to extend the benefits to students, faculty members &amp; technical institutions of the state of West Bengal. Faculty members and students receive training on skills imparted by the following global leaders: AWS Cisco Red Hat Blue Prism Palo Alto Microchip The University has collaborated with Internshala where the students get an opportunity for internships in companies for skill development with a stipend. The University has set up a Centre for Collaborative Programs, Training and Research (CCPTR) to impart training to the learning community in emerging technological areas and to leverage the skill set and expertise in different proficient institutes for training manpower towards enhancement of employment opportunities and entrepreneurship development. The skill partners have excellent core competence in specific areas such as Fintech, Digital Health, Cybersecurity, Banking and Finance, Ethical</p> |

|  |  |
|--|--|
|  | Hacking, VFX technology etc. The University plans to enable the spread of technology and technology-assisted initiatives through these skill development programs.   |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | <p>1. The Heritage Cell of the University was established with the vision of ensuring the future of heritage study in India. The Heritage Cell has initiated interdisciplinary studies in conservation, tourism, and archaeology to safeguard our tangible heritage, with the help of writing articles, arranging for lectures, and introducing courses. It has initiated a P.G. Diploma course in Heritage Conservation and Management from the academic session 2022-23.</p> <p>2. The University offers audit courses to the students such as "Sanskrit for Technical Knowledge" in line with the model AICTE course curriculum.</p> <p>3. The University is conducting a webinar series on "Antiquity of Indian civilization: A New Perspective" to understand the influence of Indian culture and ethnic culture of different provinces of India in a better way.</p> <p>4. The University is also conducting a lecture series on the Great Icons of Bengal Renaissance and their relevance today. It is an initiative of the School Connect and College Connect Programs of MAKAUT.</p> <p>5. University has organized a lecture series "Heritage Talks" in which experts talk on the ancient heritage, civilization and culture of India.</p> |
| 5. Focus on Outcome based education (OBE):   | <p>The programs in the University focus on Outcome-based Education. The outcomes are measured on the basis of calculating Course outcomes, Program Outcomes, and Program Specific outcomes.</p> <p>1. The attainment of Course Outcomes of all courses with respect to the set attainment levels are recorded.</p> <p>2. The internal examination questions and Assignments are mapped to their COs • A RUBRIC is used to set up grading criteria through which the level of attainment is calculated.</p> <p>3. Based on the level of CO obtained for internal and external evaluation from the above method the final CO attainment is calculated.</p> <p>4. To measure Programme Outcome in the direct method a CO/PO matrix is used to measure PO. The CO is linked to the PO using the CO vs PO matrix outlined in the syllabus. The PO attainment is calculated by using the predefined CO/PO matrix and the value of the final CO attainment for the subject.</p> <p>5. The indirect method is based on surveys collected</p>   |

|   |  |
|---|--|
|   | from the Graduate Survey. 6. Final PO attainment comprises both the Direct method and the Indirect method. Summing them up provides the PO attainment based on the weightage allocated to the direct and indirect attainments.   |
| 6. Distance education/online education: | MOOCs (Massive Open Online Courses) have been inducted into the University curriculum and academic activities in the following ways: 1. MOOCs for Honours Degree at Undergraduate Level: For a B. Tech Honours Degree, a B. Tech student will have to earn 20 credits from MOOCs from any established MOOCs platform in addition to 160 credits for a B. Tech degree. 2. MOOCs for mandatory Coursework of Research Scholars for Ph.D. degree: Research scholars have to take MOOCs as mandatory as a part of the coursework for a Ph.D. degree as per the advice of the Research Supervisor. The credits for the course will be as per the assignment of credit for the course on the University website. 3. MOOCs are also used for credit transfer as equivalent to theory courses of Curriculum under the recommendation of BoS: University had already introduced the provision of credit transfer through MOOCs courses. Therefore, different courses of curriculum could be taken from MOOCs platforms and credits could be transferred, if offered online and credits are earned. 4. MOOCs for Mandatory Additional Requirements (MAR): MOOCs in MAR are provided for encouraging every student to enter in Digital Content form of Education from well-known Universities or organizations. II. The University had moved to online teaching-learning during the pandemic period. Even after the initiation of offline classes. The University practices a hybrid mode of learning to serve students who are unable to join offline classes. III. The University maintains a Learning Management System (LMS) that stores lecture materials for courses in different programs. |

### Institutional Initiatives for Electoral Literacy

|  |  |
|--|--|
| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | Electoral Literacy Club, MAKAUT, WB. was formed in February 2021 and have become functional since then. The club operated in digital mode initially owing to the COVID – 19 pandemic induced breaks, |
|--|--|



|   |  |
|---|--|
|   | <p>but since the students started attending regular classes at the campus, the Electoral Literacy Club, MAKAUT, WB. is organizing various events in physical mode. The Club is headed by the Chairman and the NSS Coordinator of the University is also the Coordinator of the club.</p>   |
| <p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>  | <p>All students are member of this club. The University also give special Mandatory Additional Requirement (MAR) credits to student participating in various activities of the club.</p>   |
| <p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p> | <p>Objective: • To promote the spirit of 'Right to Vote' among students, faculty members and the community at large. • To facilitate the development of a critically understanding on issues related to voting rights, ethics and values. • To encourage student participation in the democratic process. Functions: • The ELC members shall meet once every three months to engage in a closed or open group session of thematic discussions on various topics pertaining to existing democratic process of the country. • They will organize activities like outreach programs and in campus programs with target groups to create electoral related awareness. • They shall function towards the goal to create and preserve the literature for the club. Activities conducted by Election Literacy Club, MAKAUT, WB. : • Workshops • Voter Awareness Campaign • Promotion of Ethical Voting • Poster Making • Quiz • New Voter's Election Pledge Ceremony • Leaflet Distribution</p> |
| <p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>   | <p>? Awareness drive in the neighborhood of the Haringhata Campus. ? Distribution of literature on the Electoral Code of Conduct. A survey undertaken by Election Literacy Club, MAKAUT, WB. to find the number of students above the age of 18 years not yet enrolled in the Electoral List.</p>  |
| <p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>  | <p>Election Literacy Club, MAKAUT, WB. intend to identify all those students and take the initiative to enroll them in the voter list.</p>   |

## Extended Profile

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### 1 Program

#### 1.1

##### Number of programs offered year-wise for last five years

| 2021-22                                 | 2020-21 | 2019-20 | 2018-19                       | 2017-18 |
|---|---------|---------|-------------------------------|---------|
| 64                                      | 57      | 39      | 14                            | 14      |
| File Description                        |         |         | Document                      |         |
| Institutional data in prescribed format |         |         | <a href="#">View Document</a> |         |

#### 1.2

##### Number of departments offering academic programmes

Response: 30

### 2 Students

#### 2.1

##### Number of students year-wise during last five years

| 2021-22                                 | 2020-21 | 2019-20 | 2018-19                       | 2017-18 |
|---|---------|---------|-------------------------------|---------|
| 3410                                    | 1709    | 783     | 495                           | 460     |
| File Description                        |         |         | Document                      |         |
| Institutional data in prescribed format |         |         | <a href="#">View Document</a> |         |

#### 2.2

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

| 2021-22                                 | 2020-21 | 2019-20 | 2018-19                       | 2017-18 |
|---|---------|---------|-------------------------------|---------|
| 714                                     | 227     | 138     | 132                           | 108     |
| File Description                        |         |         | Document                      |         |
| Institutional data in prescribed format |         |         | <a href="#">View Document</a> |         |

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

| 2021-22                                 | 2020-21 | 2019-20                       | 2018-19 | 2017-18 |
|---|---------|-------------------------------|---------|---------|
| 2745                                    | 1595    | 643                           | 451     | 375     |
| File Description                        |         | Document                      |         |         |
| Institutional data in prescribed format |         | <a href="#">View Document</a> |         |         |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 00      | 00      | 30      | 99      | 138     |

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

| 2021-22                                 | 2020-21 | 2019-20                       | 2018-19 | 2017-18 |
|---|---------|-------------------------------|---------|---------|
| 1886                                    | 1407    | 902                           | 397     | 350     |
| File Description                        |         | Document                      |         |         |
| Institutional data in prescribed format |         | <a href="#">View Document</a> |         |         |

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

| 2021-22                                 | 2020-21 | 2019-20                       | 2018-19 | 2017-18 |
|---|---------|-------------------------------|---------|---------|
| 145                                     | 112     | 83                            | 44      | 21      |
| File Description                        |         | Document                      |         |         |
| Institutional data in prescribed format |         | <a href="#">View Document</a> |         |         |

**3.3**

**Number of sanctioned posts year-wise during last five years**

| 2021-22                                 | 2020-21 | 2019-20                       | 2018-19 | 2017-18 |
|---|---------|-------------------------------|---------|---------|
| 286                                     | 191     | 108                           | 66      | 59      |
| File Description                        |         | Document                      |         |         |
| Institutional data in prescribed format |         | <a href="#">View Document</a> |         |         |

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

| 2021-22                                 | 2020-21 | 2019-20                       | 2018-19 | 2017-18 |
|---|---------|-------------------------------|---------|---------|
| 2429                                    | 2081    | 518                           | 283     | 234     |
| File Description                        |         | Document                      |         |         |
| Institutional data in prescribed format |         | <a href="#">View Document</a> |         |         |

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

| 2021-22                                 | 2020-21 | 2019-20                       | 2018-19 | 2017-18 |
|---|---------|-------------------------------|---------|---------|
| 1812                                    | 1486    | 852                           | 185     | 122     |
| File Description                        |         | Document                      |         |         |
| Institutional data in prescribed format |         | <a href="#">View Document</a> |         |         |

**4.3****Total number of classrooms and seminar halls****Response: 56****4.4****Total number of computers in the campus for academic purpose****Response: 1325**

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 4337.20 | 3295.21 | 5202.40 | 4326.38 | 5231.13 |

## 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:**

All the Curricula have been developed with Program Educational Objectives (PEO) which is linked to Vision of the Department by Mission of the Department. Vision and Mission of the Departments are aligned with the Vision and Mission of the University. PEOs are mapped to Program Outcomes (POs) and Program Specific Outcomes (PSOs). PEOs are developed taking into consideration the feedback from stakeholders. Stakeholders include local, regional and national employers as well as the information regarding global Industrial and academic scenario. POs and PSOs are implemented through Course Outcomes (COs). POs, PSOs and COs are implemented with the following relevance:

**1. Relevance to Local needs:** The skills needed for employment in local Industries and Institution of higher learning in the state have been stressed upon in all the curricula. It has been observed that all POs, PSOs, COs are relevant to local needs. Local needs are addressed while delivering the course according to COs.

**2. Relevance to regional needs:** The skills needed for employment in Industrial enterprises of Eastern region, all the State Govt. organisation of Eastern region and Institution of higher learning of the Eastern region have been focused on curricula specifically outcomes (PSOs) and Course Outcomes (COs) of all the programs of the University. Regional employment needs are addressed while delivering the course according to COs.

**3. Relevance to National needs:** The skills needed for employment of students in national level industrial enterprises, Central Govt. organisation and Institution of higher learning all over the country have been covered adequately in all the curricula as reflected in POs, PSOs and COs of all the programs of the University. National employment needs are addressed while delivering the course according to COs.

**4. Relevance to global developmental needs:** The skills needed for employment of students in international organisations and International Institution of higher learning have been accommodated as reflected in POs, PSOs and COs of all the programs of the University. Global

development needs are addressed while delivering the course according to COs.

Several courses in different programmes enable students to analyse local, regional and national needs and provide solution based on their acquired engineering, science, management, law knowledge. This opportunity, at the same time, gives the students a real-life experience. In addition, projects and mini projects provide opportunities to students to solve problems faced by people or organizations at local and regional level.

Courses on state-of-the-art scientific techniques, modern software and hardware make the students ready for Global Developments and Competitions.

Courses on Values and Ethics etc are contributing to the social awareness and personal development needed to be successful in local, regional, National environment in particular and global environment in general.

Example: Courses on

Values and Ethics

Constitution of India

Essence of Indian Knowledge tradition

IT workshop (Python/R/Matlab/Scilab)

Image processing

Artificial Intelligence

Soft skill & Interpersonal Communication

Project Management & Entrepreneurship

Big Data Analysis etc.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Upload Additional information   | <a href="#">View Document</a> |
| Link for Additional information | <a href="#">View Document</a> |

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

**Response:** 42.19

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

Response: 27

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

Response: 64

| File Description                                       | Document                      |
|--|-------------------------------|
| Minutes of relevant Academic Council/BOS meeting       | <a href="#">View Document</a> |
| Institutional data in prescribed format                | <a href="#">View Document</a> |
| Details of Programme syllabus revision in last 5 years | <a href="#">View Document</a> |
| Any additional information                             | <a href="#">View Document</a> |

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

**Response:** 90.34

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 1840    | 1309    | 887     | 315     | 292     |



| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| Programme/ Curriculum/ Syllabus of the courses   | <a href="#">View Document</a> |
| MoU's with relevant organizations for these courses, if any                                  | <a href="#">View Document</a> |
| Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses | <a href="#">View Document</a> |
| Institutional data in prescribed format  | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |

## 1.2 Academic Flexibility

| <p><b>1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.</b></p> <p><b>Response:</b> 93.96</p>                                      |                               |
|--|-------------------------------|
| <p><b>1.2.1.1 How many new courses were introduced within the last five years.</b></p> <p>Response: 1772</p>   |                               |
| <p><b>1.2.1.2 Number of courses offered by the institution across all programmes during the last five years.</b></p> <p>Response: 1886</p>   |                               |
| <b>File Description</b>  | <b>Document</b>               |
| Minutes of relevant Academic Council/BOS meeting   | <a href="#">View Document</a> |
| Institutional data in prescribed format  | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |
| <p><b>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).</b></p> <p><b>Response:</b> 71.88</p> |                               |
| <p><b>1.2.2.1 Number of Programmes in which CBCS / Elective course system implemented.</b></p> <p>Response: 46</p>   |                               |

| <b>File Description</b>                           | <b>Document</b>               |
|---|-------------------------------|
| Minutes of relevant Academic Council/BOS meetings | <a href="#">View Document</a> |
| Institutional data in prescribed format           | <a href="#">View Document</a> |
| Any additional information                        | <a href="#">View Document</a> |

### 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:**

All the Curricula have been developed with Program Educational Objectives (PEO) which is linked to Vision of the Department by Mission of the Department. Vision and Mission of the Departments are aligned with the Vision and Mission of the University. PEOs are mapped to Program Outcomes (POs) and Program Specific Outcomes (PSOs). PEOs are developed taking into consideration the feedback from stakeholders including Employers and Higher Educational Institutions. POs and PSOs are implemented through Course Outcomes (COs).

Some of the POs rightly addresses crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability.

The University has integrated different courses on Professional Ethics, Environment and Sustainability and addressed issues pertaining to gender equality & Human Values through appropriate courses into all the Curricula. All the cross-cutting issues relevant to all the mentioned areas have been embedded in to all the Curricula. All PG and UG curricula contents specific course such as Induction Program, Environmental Sciences, Values and Ethics, Cyber Law & Ethics, Constitution of India, Essence of Indian Knowledge Tradition, Biology, Research Methodology and IPR, Value Education, Personality Development through life Enlightenment skills etc. The details are provided in the syllabi of individual programs.

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum | <a href="#">View Document</a> |

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

**five years.**

**Response: 22**

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

Response: 22

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| Institutional data in prescribed format                        | <a href="#">View Document</a> |
| Brochure or any other document relating to value added courses | <a href="#">View Document</a> |
| Any additional information                                     | <a href="#">View Document</a> |

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

**Response: 9.63**

**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.**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 528     | 198     | 165     | 0       | 0       |

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

**Response: 36.22**

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

Response: 1235

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| List of Programmes and number of students undertaking field projects research projects/ / internships (Data Template) | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |
| Link for additional information   | <a href="#">View Document</a> |

## 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     | <a href="#">View Document</a> |
| Institutional data in prescribed format | <a href="#">View Document</a> |
| Any additional information              | <a href="#">View Document</a> |

**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                 | <a href="#">View Document</a> |
| Upload any additional information       | <a href="#">View Document</a> |
| Institutional data in prescribed format | <a href="#">View Document</a> |

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Demand Ratio (Average of last five years)

**Response:** 0.92

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 2580    | 1650    | 776     | 375     | 246     |

#### 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:** 27.84

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 518     | 341     | 105     | 59      | 53      |

#### File Description

#### Document

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

[View Document](#)

Any additional information

[View Document](#)

### 2.2 Catering to Student Diversity

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

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

The University has a student-friendly strategy where every student receives individualised care and grooming during the course of the programme. At the start of the programme, the institution evaluates the students' learning levels in two different methods. Based on their +2 (for UG courses) and UG (for PG courses) marks and initial engagement during orientation sessions, students enrolled in various disciplines are classified as slow and advanced learners. For new students, the institution provides orientation and induction programmes at the departmental and college levels.

**Adopted Strategies:**

? Remedial classes are offered with the goal of enhancing the academic performance of slow learners, absentees, and students who take part in extracurricular activities including sports.

? Tutorial classes are conducted to improve weak students by special attention like clearing doubts, tests, group study with bright students.

? Peer tutoring is practiced in which the brighter students arrange special sessions for the weaker students under the supervision of faculty members.

? Bridge courses are arranged for the majority of students to learn new skills including skill development programmes, personality development programmes, mock evaluations, and online examinations on technical, aptitude, and soft skills.

? Prior to the beginning of the campus placement season, add-on courses like intensive soft skill and technical/aptitude training are conducted.

? With the involvement of the advanced students, group study are also conducted, where the identified slow learners are invited to follow the identified advanced students.

? Students are advised to take advantage of the value-added courses that NPTEL-SWAYAM offers.

? Unplaced students are given specialised training to enhance their employability.

? Slow learners receive academic and personal counselling from the faculty members and mentors.

? Additioanl course materials and lecture notes are given to the students who are slow learners.

? Special classes are also conducted in Skill Development initiatives which cover domain specific, communicative English, aptitude and soft skills.

? Assignment and Student Seminars on contemporary topics are organized.

? Advanced Learners are provided with

- 1.Coaching classes for high end competitive exams.
- 2.Live projects
- 3.Publication in Journals and Conferences
- 4.Internships in good organizations
- 5.Taking part in numerous seminars, conferences, workshops, and inter college competitions
- 6.Participation in internal competitions such debates, group discussions, problem-solving activities, and quiz programmes

? The academic achievements of the students are recognized and highly praised by the University every year.

? Technical product models are developed and used jointly by the teaching fraternity and students during the teaching-learning process.

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload Any additional information | <a href="#">View Document</a> |

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

**Response:** 23.52

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

## 2.3 Teaching- Learning Process

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

**Response:**

The University collaborated with online MOOCs platforms such as Coursera and edX and is provided with thousands of free courses offered by top Universities and Industries. Students get the opportunity to be exposed to the quality teaching-learning of famous institutions and get certified. Students could choose subjects as per their interest and a credit transfer facility is provided. Webinars were organized on emerging and cutting edge technologies and basic technical topics to provide software-based hands-on training. All the students and faculty members use canvas LMS for sharing study materials. Also, the content developed by faculty members is uploaded and shared at <https://digitalcontent.makautwb.ac.in/>. To

make students involved in class animations in ppt, using diagrammatic representation, quiz increases the student's interest.

Polling is conducted in the classroom to keep students' concentration on the topic. Students participate in preparing content, present in class, and interact with teachers and friends to clear doubts.

Online classes are conducted through Zoom, GoogleMeet, and Cisco Webex.

Question banks for each subject are provided to the students for practice. Numerical problems are given in class to solve. Assignments are given through LMS.

The online assessment is conducted through regular assignments, quizzes, and presentations.

The University has introduced the AICTE model curriculum and allow students to choose courses from any established online platform as per the following revised guidelines from the academic year 2020-21. (<http://makautexam.net/pdf21/GUIDELINESFORMOOCJan2021.pdf>). There is a provision for credit transfer for MOOCs courses.

University introduced MAR activity points for the completion of the Degree for involving students in various extracurricular activities. (Link of MAR activity point: <https://makautwb.ac.in/datas/users/0-record%20of%20activities%20for%20mar.pdf>).

Students are guided to prepare them to face placement-related activities.

It is a regular practice of the University to invite noted academicians from different Institutes like Calcutta University, Jadavpur University, ISI, IIT, ISRO, IISc. etc., to deliver lectures for students as well as faculties. Industry experts are also invited to deliver lectures and share industry experiences. Regular workshops and seminars are conducted to apprise students about the emerging trends related to subjects. Apart from that, the departments organize seminars and workshops regularly with financial help from the TEQIP scheme.

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |

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

#### Response:

Every faculty makes use of ICT enabled tools through personal devices and smart classrooms to deliver lectures to the students in physical/blended mode. Most of the class rooms are equipped with ICT devices and wifi connections. All of the computers in offices and labs have high end configurations and LAN/wifi connectivity. The Central Library has sufficient internet-connected computers where students can access digital materials, including E-journals, NPTEL Courses, E-Books, and question paper banks, among other things. The University uses an ERP system which also covers learning management system. This portal allows teachers to upload their teaching plans, attendance, assignments, internal assessment, and question papers.

To reduce the academic loss of the students during the pandemic, faculty members adopted "Education in



Emergency" and offered courses on online mode. When andragogy was changed from the traditional face-to-face teaching-learning process to an online teaching-learning process, both students and faculty members adapted quickly. Faculty members researched articles, watched tutorials on different online platforms, and attended webinars for smooth continuation of online modes of learning. Many faculty members used Google Classroom, Canvas as their learning management system (LMS) and Google Meet to conduct online classes. Practical classes are also held online with the help of online guidelines, manuals, etc. The University has set up capabilities for capturing the lectures of the teachers.

### **Representation of various learning methods:**

All the faculty members are encouraged to adopt ICT-enabled teaching methodologies. All classrooms are provided with LCD projectors and dedicated computers with an internet connection.

The faculty members are also trained to use NPTEL (National Programme on Technology Enhances Learning)/ Coursera/ Edx online lecture series in deliberations while conducting teaching.

### **Digital Pedagogy practiced during Pandemic Situation:**

1. Online Interaction with students & other stake holders
  - Discussion
  - Student Presentation
  - Interactive Module – Polling, Q&A
  - E-content preparation (Student oriented)
  - Assignment preparation
  - Self-Assessment
  - Quiz
  - Class test
  - Term Paper
  - Peer review
2. Module-wise Learning Material – E-Books, Open-source Content
3. Online Assignment and Assessment
4. Virtual Lab and Micro Projects

### **Best Practices:**

- Preparing Digital Content and Lecture Repository
- Engage Students in Flip Learning and Project-Based Learning

| File Description   | Document                      |
|--|-------------------------------|
| Upload any additional information  | <a href="#">View Document</a> |
| Provide link for webpage describing the " LMS/ Academic management system" | <a href="#">View Document</a> |

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

**Response:** 23.52

#### 2.3.3.1 Number of mentors ?????????????? ???????

Response: 145

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

## 2.4 Teacher Profile and Quality

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

**Response:** 57.69

| File Description  | Document                      |
|---|-------------------------------|
| Year wise full time teachers and sanctioned posts for 5 years | <a href="#">View Document</a> |
| List of the faculty members authenticated by the Head of HEI  | <a href="#">View Document</a> |

### 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:** 77.98

**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**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 95      | 81      | 59      | 44      | 17      |

| 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 | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |

**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:** 3.41

**2.4.3.1 Total experience of full-time teachers**

Response: 494.48

| File Description   | Document                      |
|--|-------------------------------|
| List of Teachers including their PAN, designation, dept and experience details | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |

**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:** 18.52

**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**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 4       | 3       | 2       | 4       | 2       |

| File Description                                 | Document                      |
|--|-------------------------------|
| Institutional data in prescribed format          | <a href="#">View Document</a> |
| e-copies of award letters (scanned or soft copy) | <a href="#">View Document</a> |

## 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: 45.6

#### 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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 14      | 36      | 70      | 58      | 50      |

| File Description  | Document                      |
|---|-------------------------------|
| List of Programmes and date of last semester and date of declaration of results | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

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

Response: 0.51

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 16      | 24      | 3       | 0       | 0       |

| File Description   | Document                      |
|--|-------------------------------|
| Number of complaints and total number of students appeared year wise | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |

### 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:

The University has a complete integrated ERP System to conduct examination procedure including continuous internal assessment and end-semester assessment.

#### Continuous Assessment:

Four continuous assessments are conducted in a single semester through this ERP system. Each concerned faculty member uploaded the assignments through this portal, set a deadline per the academic calendar, selected the concerned students responsible for submitting the assignment, and made it visible to the concerned student batch. After completing the assignment, students upload their assignments through their ERP portal. Next, the faculty member, through their account, checks and submits the marks. The marks entry status is also available in the Head of the Department (HoD) of the login portal for tracking the status.

There is a scope for a student to resubmit their assignments multiple times by the deadline.

Teachers will consider the final submitted one. Besides this provision, teachers can conduct quizzes, presentations, etc., during the internal examination and upload the marks in the ERP portal.

#### End Semester Assessment:

Based on the published academic calendar, the teachers prepare and moderate question papers and upload the same in the ERP portal. Exam schedules are also uploaded to the ERP portal. Students can fill out the exam registration forms and pay the necessary fees through their ERP account. Their exam form approvals are being released from their HoD

ERP portal. Students can download their admit cards from the same portal. Each student is allotted to a particular room which may keep on changing from paper to paper. Continuous monitoring is undertaken during each examination. Besides the primary proctorial team, faculty members are also deputed to keep constant vigilance. Other examination-related procedures, for example, student attendance tracking during the examination, marks entry, application for re-evaluation, result in publication, etc., are completely done by this system. Apart from theoretical papers, the same provisions are present for practical and other sessional papers.

#### Degree/Certificate:

Students can download their provisional certificates and degree certificates after immediate result declaration. Students can pay essential fees can be paid through this ERP portal.

ERP Portal Link (a sample link for the faculty login portal)

<https://makaut.mastersofterp.in/iitmsv4eGq0RuNHb0G5WbhLmTKLmTO7YBcJ4RHuXxCNPvuIw=?enc=EGbCGWnIHNJ/WdgJnKH8DA==>

| File Description   | Document                      |
|--|-------------------------------|
| Year wise number of applications, students and revaluation cases | <a href="#">View Document</a> |
| Any additional information                                       | <a href="#">View Document</a> |

### 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 | <a href="#">View Document</a> |
| Current Manual of examination automation system  | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |
| Annual reports of examination including the present status of automation   | <a href="#">View Document</a> |

## 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:**

This University contains well-defined course outcomes for various offered courses. The learning outcomes portray the skills that must be developed after completing the respective studies and interdisciplinary knowledge. The learning outcomes are well reflected on the University website. The arrangements of learning outcomes are segmented as (i) formation of reasoning capability; (ii) personality development; (iii) professional competence; and (iv) social and moral qualities.

**(i) Formation of reasoning capability:** The statements of course outcome describe the significance and fundamental learning that students have attained at the end of a course, created by the subject expert. It develops the reasoning ability among students, which can be attained by in-depth subject knowledge, which enriches the quality of analysing problems and the ability to handle those problems with optimum solutions. The objective is to independently grow the thinking process among the students in critical situations to make the correct decision. The course curriculum is structured and recorded in the Board of Studies of each concerned department, with a suggestion for final approval being forwarded to the Academic Council. When establishing question papers, the concerned paper setter ensures that the associated Course Outcomes are clearly expressed in each question.

**(ii) Personality development:** Our courses enrich the students' personality and skills through additional grooming sessions to enhance communication skills effectively for practical problem-solving. Our courses provide leadership, team building abilities, and handling emotional problems to tackle various situations.

**(iii) Professional competence:** The University enables the professional qualities to provide students with the cutting-edge technology, transdisciplinary competence, human values, and self-confidence they will need to serve the requirements of the industry in particular and society in general. It also offers soft skills to the students and develops self-confidence. The courses are upgraded time-to-time to with the updated

scenario.

**(iv) Social and moral qualities:** The courses of this University develops social and moral qualities among students, which are demeaning day by day in the modern lifestyle. The courses develop the ethical sense to tackle cultural diversities and enrich the moral qualities to synchronize with the global platform.

| File Description                                     | Document                      |
|--|-------------------------------|
| Upload COs for all courses (exemplars from Glossary) | <a href="#">View Document</a> |
| Paste link for Additional Information                | <a href="#">View Document</a> |

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

#### Response:

The course outcome (CO) and program outcome (PO) are reflected on the university website. Keen monitoring has been followed to track the course outcome progress to identify and bridge the gaps for achieving the program outcome. The process for attainment follows as:

1. Continuous evaluation of program-specific and course outcomes has been performed through continuous interaction with students. This has been followed by further modifications through detailed discussion of faculty members in Departmental Committee meetings and lastly approved in departmental Board of Studies (BoS) meetings. The inclusion and exclusion of external members from recognised Research Institutes and Universities may be possible for further betterment.
2. Head of the Departments and senior professors are actively associated with structuring new strategies. They monitor the implementation of these developed strategies for further betterment.
3. Active participation of students has also been evaluated based on their performances in their specific departments. Quantifying their performances involves participating in various field assignments, programs, conferences, seminars and workshops. The achievement of course outcomes has also been quantified through Class Assessments and End Semester Examinations Results.
4. Further modification and updating of the syllabus to achieve the attainment of course outcomes and program outcomes have been performed, if required, for better quality. The current and recent topics have been incorporated into the course per current industry requirements. The continuous revision of the syllabus incorporates modifications of program outcomes, program-specific outcomes and course outcomes. Data from internal and semester exams are collected for the measurement of direct attainment of course outcomes. The examination questions are aligned with the course objectives for the exam. The average of the attainment levels received from the internal exam and the semester test is used to establish the attainment levels for all Course Outcomes for the courses.

Surveys of the program's main stakeholders—parents, research advisors, employers, and alumni—serve as the foundation for indirect evaluation. These surveys primarily document the stakeholders' perceptions of the program's graduating students regarding the established POs and PSOs. Additionally, exit interviews with graduating students are undertaken to gather input on the degree of graduate qualities they have gained after completing the programme.

| <b>File Description</b>           | <b>Document</b>               |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |

### 2.6.3 Pass Percentage of students(Data for the latest completed academic year)

**Response:** 99.46

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

Response: 730

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

Response: 734

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| Upload list of Programmes and number of students passed and appeared in the final year examination | <a href="#">View Document</a> |
| Upload any additional information  | <a href="#">View Document</a> |
| Paste link for the annual report   | <a href="#">View Document</a> |

## 2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

**Response:** 3.25

| <b>File Description</b>                            | <b>Document</b>               |
|--|-------------------------------|
| Upload database of all currently enrolled students | <a href="#">View Document</a> |



## Criterion 3 - Research, Innovations and Extension

### 3.1 Promotion of Research and Facilities

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

**Response:**

Every Department in the University has well established and latest research facilities that are in demand for carrying out Faculty and Student research. Some of the facilities worth mentioning are the following: 1. Department of Biotechnology: Immunology Research Lab Fungal Biotechnology Lab Biofuel and Bio refinery Lab Animal Cell culture lab Genetic Engineering Lab Clinical Biotechnology Lab Microbiology Research Lab Computational biology Lab Cell Signaling Research Lab Development & Molecular Biology Lab 2. Information Technology: Artificial Intelligence Lab Data Science Lab IoT Lab Information Security Lab Geoinformatics Lab Innovation Lab 3. Pharmaceutical Technology labs 4. Forensic Science Labs 5. Food Science Labs 6. Material Science Labs 7. Renewable Energy Lab 8. Media Science Lab 9. 3D Printing Lab 10. Robotics Lab The labs are updated with the latest instruments and up-to-date software. The University has policies to support faculty members and students to carry out our research by providing them seed grants and engaging students in University Projects with fellowships. The University also provides funds for attending Seminars, Conferences, organizing Workshops and Training Programs for the updation of the latest technology.

| File Description  | Document                      |
|---|-------------------------------|
| URL of Policy document on promotion of research uploaded on website | <a href="#">View Document</a> |

**3.1.2 The institution provides seed money to its teachers for research (average per year, INR in Lakhs)**

**Response:** 1.05

**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).**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 2.25    | 1.5     | 1.5     | 0       | 0       |

| File Description  | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format   | <a href="#">View Document</a> |
| Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized | <a href="#">View Document</a> |

### 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:** 2.22

#### 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.

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 3       | 1       | 2       | 2       | 1       |

| File Description                              | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format       | <a href="#">View Document</a> |
| e-copies of the award letters of the teachers | <a href="#">View Document</a> |

### 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:** 27

#### 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.

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 8       | 8       | 2       | 3       | 6       |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |
| Any additional information              | <a href="#">View Document</a> |

**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
10. Any other facility to support research

**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 | <a href="#">View Document</a> |

**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:** 150

**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:** 45

| File Description                                    | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format             | <a href="#">View Document</a> |
| e-version of departmental recognition award letters | <a href="#">View Document</a> |

**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:** 41.25

**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).**

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 25      | 10      | 0       | 01      | 5.25    |

| File Description  | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format   | <a href="#">View Document</a> |
| e-copies of the grant award letters for research projects sponsored by non-government | <a href="#">View Document</a> |

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

**Response:** 2089.95

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

|         |         |         |          |         |
|---------|---------|---------|----------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19  | 2017-18 |
| 118.21  | 287.50  | 120.03  | 1511.395 | 52.81   |

| File Description  | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format   | <a href="#">View Document</a> |
| e-copies of the grant award letters for research projects sponsored by government | <a href="#">View Document</a> |

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

**Response:** 0.93

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

**Response:** 27

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

**Response:** 145

| File Description                          | Document                      |
|---|-------------------------------|
| Supporting document from Funding Agency   | <a href="#">View Document</a> |
| Institutional data in prescribed format   | <a href="#">View Document</a> |
| Paste Link for the funding agency website | <a href="#">View Document</a> |

### 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:

The University has created EKTA INCUBATION CENTER-TBI.

- About The Centre

Technology Business Incubation Centre is a space for new-age entrepreneurs and young minds to convert innovative ideas into feasible business propositions. EKTA Incubation ensures that incubates can access technological assistance generated through mentors with multidisciplinary expertise.

Presently, TBI MAKAUT has planned to adopt a three-way program (e.g., facilitation, incubation, and translation) for meaningful transfer of research output into successful technology and subsequent contribution towards economic growth.

The thrust areas for the incubation are chosen based on the local needs and the strengths of resources existing to the university. These preferred focus areas include.

- A. Technology Startups

With Focus on Intelligent systems, IoT, Micro and Nano Electronics, Biotech, clean tech, Edu tech, Fintech, Health tech, environmental tech, material science tech, sensor, and Food technology.

- B. Social Startups

With a focus on creating social impact.

- Vision of The Centre

To Build World Class, Self-Sustaining Business Incubation Facility & Innovation Ecosystem that will Foster Knowledge based, Technologically Distinguished, Socially Significant Ventures Creating Economic Impact on People in the Province, State and Nation at Large.

- Mission of the centre

- Promote Fear Free, Open, Collaborative Culture of Innovation within University Network.
- Develop Fair, Equality and Performance-based work culture driven by policy framework.
- Nurture bright minds for excellence in Science, Technology, and Commercializable New

Knowledge creation.

- Embolden Risk Taking with alternative Risk Mitigation Plans.
- Equity Partnerships with Incubatees to create mutual win -win situations.
- Team up with world class technical and commercialization experts and bring them on Stage through,workshops, awareness, trainings, coaching and mentoring programs.
- Building strong active partnerships with native Industry partners.
- Offer best in class Infrastructure, Advisory & Investment Support.
  
- Core Values
  - Entrepreneur Centric System
  - Spirit of Innovation, Collaboration and Entrepreneurship
  - Respect for Every Individual
  - Transparency, Honesty and Integrity in actions
  - Excellence & Accountability
  - Partner with technology services to provide useful tech infrastructure for the development of products and services
  - Leverage our academic background to channel research and expertise

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for additional information | <a href="#">View Document</a> |

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

**Response:** 77

#### 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.

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 43      | 21      | 9       | 2       | 2       |

| File Description                        | Document                      |
|---|-------------------------------|
| Report of the event                     | <a href="#">View Document</a> |
| Institutional data in prescribed format | <a href="#">View Document</a> |

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

**Response: 27**

**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.**

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 09      | 07      | 05      | 03      | 03      |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |
| e- copies of award letters              | <a href="#">View Document</a> |

### 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 | <a href="#">View Document</a> |

**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: D.** 1 of the above

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |
| e- copies of the letters of awards      | <a href="#">View Document</a> |

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

**Response: 7****3.4.3.1 Total number of Patents published / awarded year-wise during the last five years.**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 5       | 2       | 0       | 0       | 0       |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |
| Any additional information              | <a href="#">View Document</a> |

**3.4.4 Number of Ph.D's awarded per teacher during the last five years.****Response: 0.56****3.4.4.1 How many Ph.D's are awarded within last five years.**

Response: 25

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

Response: 45

| File Description                         | Document                      |
|--|-------------------------------|
| Institutional data in prescribed format  | <a href="#">View Document</a> |
| URL to the research page on HEI web site | <a href="#">View Document</a> |

**3.4.5 Number of research papers per teachers in the Journals notified on UGC website during the last five years****Response: 4.63****3.4.5.1 Number of research papers in the Journals notified on UGC website during the last five years.**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 140     | 80      | 75      | 39      | 41      |



| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |

### 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:** 1.41

#### 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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 49      | 29      | 15      | 11      | 10      |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |

### 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. Any other Government Initiatives
6. For Institutional LMS

**Response:** D. Any 2 of the above

| File Description                                     | Document                      |
|--|-------------------------------|
| Institutional data in prescribed format              | <a href="#">View Document</a> |
| Give links or upload document of e-content developed | <a href="#">View Document</a> |

### 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:** 8.08

| File Description   | Document                      |
|--|-------------------------------|
| Bibliometrics of the publications during the last five years | <a href="#">View Document</a> |

### 3.4.9 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution

**Response:** 34.5

| File Description   | Document                      |
|--|-------------------------------|
| Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution | <a href="#">View Document</a> |

## 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:**

Research & Consultancy is the foundation of knowledge that brings new energy, builds state of the art facilities, promotes research publications and develop collaborations. Research and Consultancy activities create and disseminate new knowledge and promote innovation that motivates better learning and teaching among faculties and students at MAKAUT. The Research & Consultancy Policy of MAKAUT is formulated to create and support a research culture among faculties and students. MAKAUT has set up a **Research and Consulting Promotion Committee (RCPC)** recently. The RCPC will enable the faculties and students to pursue research and participate in consultancy works. This document states the Research & Consultancy policy of MAKAUT so that individuals involved in these activities will abide by certain rules and regulations about research and consultancy.

### 1. Vision

To motivate, empower and enable faculties and students of MAKAUT in pursuing basic as well as application-oriented socially relevant multi-disciplinary research and innovation and promote collaboration with industry and users.

### 1. Mission

1. Ignition of innovative ideas on socio-economic problems
2. Facilitate industry-institute interaction, cooperation and collaboration.
3. Creation of opportunities for faculties, students and researcher to work on research and industrial consultancy projects.
4. Multimodal Support framework creation through incubation for innovators.
5. To create awareness of emerging technologies and industrial standards for socially relevant products and services and provide appropriate mentorship.

### 3.ObjectivesoftheResearch and Consultancy Promotion Policy

- To create an excellent ecosystem and ambience conducive of research, innovation and consultancy at MAKAUT.
- To set-up appropriate research infrastructure, laboratory facilities and support system at MAKAUT to support research, innovation and consultancy.
- To promote socially relevant multi-disciplinary research
- To promote and facilitate publications in Sci-indexed journals, international conferences of repute, filing of patents and copyrights, writing books, monographs and book chapters, incubation and commercialization of promising innovations and transfer of technologies to relevant industries.
- To continuously monitor, review and evaluate the research outputs for ensuring quality by appropriate Project Review and Steering (PRSG) Committees
- To create quality human resources for scientific research
- To recognize faculties and students of MAKAUT on their research achievements by promulgating an appropriate **research award scheme**.
- To aim to stand among the top-notch Research Universities across India and the globe
- To promote and support industry-institute collaboration.
- To promote national and international research collaboration.
- To facilitate and encourage the quality publications of the research work and share the results to the entire research community.
- To develop, prescribe and administer rules and regulations to ensure the compliance of all researchers to the research quality assurance framework and the research code.

### 4. Composition of Research and Consulting Promotion Committee (RCPC)

- 1) Hon'ble Vice Chancellor – Chairman
- 2) Prof. Raja Banerjee – Convener
- 3) Dr. Debashis De - Member
- 4) All Professors – Member
- 5) All Directors of Schools – Member

The University follows the Govt. Consultancy policy is as follows:

1. 70%-30% share between the individual and university if the entire work is done by the individual.
2. 60%-40% share between the individual and the university if the individual uses University manpower and infrastructure.

This is based on the Executive Council Meeting resolution dated 4.1.2012

| File Description   | Document                      |
|--|-------------------------------|
| Upload soft copy of the Consultancy Policy   | <a href="#">View Document</a> |
| Upload minutes of the Governing Council/ Syndicate/Board of Management related to consultancy policy | <a href="#">View Document</a> |
| Paste URL of the consultancy policy document   | <a href="#">View Document</a> |

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

**Response:** 18.34

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 2.70    | 4.26    | 11.38   | 0       | 0       |

| File Description  | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format   | <a href="#">View Document</a> |
| Audited statements of accounts indicating the revenue generated through consultancy | <a href="#">View Document</a> |

## 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:**

- 1.Face-to-face meeting with Schools administration and Students (Setu-Bandhan)
- 2.Plantation drive MAKAUT, W.B has taken the initiative to plant more plants
- 3.Career Counseling Program for School Students(Online and Offline), 2021
4. Program by luminaries from Ramkrishna Mission, Brahmakumaries, and Jain saints on Sorrow,

Depression, and Joy for mental well being

5.Briksha- Bandhu

6. World Environment Day

7.Bigyaner Dishari:Pushing students to research the various scientists to know their life and works

8.Tomader Katha:Students from various invited schools attended and shared their feeling during the lockdown

9. Training on Produce vegetables and fruits at your home without soil

10.Yoga Competition

11.Program on Great Icons:The philosophy of life of renowned personalities

12.Awareness of misuse of Mobile:To make the Student - Community aware of the true need - for base use of mobile phone

13.Learning with Earning

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for additional information | <a href="#">View Document</a> |

**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.**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 00      | 0       | 0       |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |
| e-copy of the award letters             | <a href="#">View Document</a> |

### 3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

**Response:** 86

#### 3.6.3.1 Number of extension and outreach programs conducted by the institution those through NSS/NCC, Government and Government recognised bodies during the last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 27      | 28      | 9       | 20      | 2       |

| File Description                        | Document                      |
|---|-------------------------------|
| Reports of the event organized          | <a href="#">View Document</a> |
| Institutional data in prescribed format | <a href="#">View Document</a> |

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

**Response:** 81.23

#### 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.

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 3410    | 1595    | 783     | 495     | 59      |

| File Description                        | Document                      |
|---|-------------------------------|
| Report of the event                     | <a href="#">View Document</a> |
| Institutional data in prescribed format | <a href="#">View Document</a> |

## 3.7 Collaboration

**3.7.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year****Response: 0****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.**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 00      | 00      | 00      | 00      | 00      |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |
| Copies of collaboration                 | <a href="#">View Document</a> |

**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: 50****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.**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 2       | 4       | 21      | 21      | 2       |

| File Description                                | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format         | <a href="#">View Document</a> |
| e-copies of the MoUs with institution/ industry | <a href="#">View Document</a> |

## Criterion 4 - Infrastructure and Learning Resources

---

### 4.1 Physical Facilities

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

**Response:**

The University presently has 4 major academic buildings with a built-up area of around 50,000 sq. mtr comprising 60 classrooms and 75 well-equipped laboratories. The University has several air-conditioned classrooms, all of which are equipped with ICT facilities. A number of classrooms have further been upgraded to high-end smart classrooms for conducting blended teaching-learning processes. Besides, the University is expanding its capacity with the construction of 6 more new Academic Buildings and vertical extension of existing buildings which will be completed within the next few months. The total estimated built-up area will thus be 100,000 sq. mtr. The University has dedicated Innovation and Incubation Centres, workshops, facility centers and other arrangements totaling around 1500 sq. mtr.

Separate rooms are available for Directors, HODs, Faculty Members, and group meetings. An adequate number of computers are available for different academic programs and central computer facilities also exist.

The University has Auditorium and multiple Conference Rooms for conducting different seminars, conferences, workshops, meetings, MDPs, EDPs and special lectures.

The University has a well-equipped Guest House for accommodating important visitors to the University.

The University has a big Central Library including Braille Section. The departments have their own departmental libraries. The University also created one Street Library for community reading purposes.

Many licensed and open-source software are made available for students, researchers, and faculty members. The University maintains its own in-house server and has licensed different Cloud Platforms for undertaking different digital activities. The University uses ERP and LMS for bringing efficiency and quality to academic and administrative processes.

Directors, HODs, Faculty members, and senior officials are provided with laptops and tabs to facilitate academic activities. The campus is provided with High-Speed Internet and Wi-Fi facility.

The University Boy's Hostel has facilities for around 600 boarders, which is being expanded further. The boarding facility in Girl's Hostel is around 300 which is also being upgraded.



| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |

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

##### Response:

Sports activities occupy a significant part of the curriculum of all courses running at MAKAUT, WB. Large playing fields (more than 13000 sq. mtr) support a wide variety of games, such as Cricket, Football, and Athletics. The playground is used for different sports competitions among students, teachers, and staff. There are arrangements for Indoor games, including Table Tennis, Badminton, Caroms, etc in the Girl's and Boys' hostel. Our University is also equipped with a large indoor gymnasium facility with a floor area of ~166 sq. mtr. There are dedicated areas marked for Yoga, Weight Training, and Cardio exercises in this gymnasium. The yoga area is used regularly for Yoga competitions as well as for the International Yoga day celebration which is celebrated on 21 st of June every year. Girls' common room and Boys' common room are the common places for the students to exchange their ideas and have social gatherings. The hostel buildings are equipped with 24hrs internet facility and all other amenities. Students with a passion for music and dance are encouraged to perform/take up training in these arts. A music corner has been established to encourage students to take music seriously. Faculty with skills in any of these arts ably support students through campus festivals and motivate them for competitions held outside. A large auditorium with a floor area of 240 sq. mtr and a seminar hall is there on the campus to organize various kinds of cultural programs where students, teachers, and non-teaching employees perform. University provides

generous support to the students who organize different cultural programs such as fresher's welcome, farewell to the outgoing students, and cultural and tech fest among others. A radio station (Radio MAKAUT) is also established to promote students' extracurricular activities. Birthday celebrations of eminent scientists and renowned authors are regularly organized at our campus. Recently University organized Netaji Subhas State Games in association with Bengal

Olympic Association. In addition to the existing auditorium with a capacity of ~200, University is currently in the process to build a large auditorium of 700 capacity which would definitely cater to both academic and cultural activities of the University in near future.

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |
| Geotagged pictures                | <a href="#">View Document</a> |

#### 4.1.3 Availability of general campus facilities and overall ambience

##### Response:

The main campus of our university is located on NH-12, Haringhata, Nadia, West Bengal covering an area of around 40 acres. The campus is well connected with Kolkata both by train and roadways. Apart from the classrooms and laboratories, the campus is well equipped with all the modern facilities to cater to students, teachers, and all other employees. The University is able to accommodate a large number (~1000) of students with hostel facilities for both boys and girls. Hostels are equipped with all modern amenities like spacious rooms, 24 hrs. internet facilities through WiFi/Lan, a canteen, Common rooms etc. A housing facility is also available for employees and teachers with staff quarters. A guest house with a floor area of ~2298 m<sup>2</sup> and 37 rooms with all modern facilities is also available. The guest house facility will be available to outsiders as well as to families of the students. The Campus is also furnished with multiple numbers of shops, small restaurants, and eateries that serve all the students, teachers as well as all visitors. The campus is having dedicated area for music corners to showcase the talent of music lovers. All the academic and administrative buildings on the campus are equipped with elevators and 24 hrs water and power backup. Facilities for differently able persons are also available in every block. The University campus is currently having a health center where doctors check all employees and students. Multiple beautiful gardens are also there on the campus which are maintained regularly. A unique street library is there at the heart of the campus to encourage the habit of reading. Here all the students, teachers, and employees even the visitors are welcome to read the books any time during the day as it is open all the time. The readers can even take the books home for reading. Regular initiatives are taken to increase the number of books as all the stakeholders are requested to donate books regularly. Campus cleaning drives are regularly conducted. Regular Hackathons, quiz competitions, music competitions, student conferences, poster competitions, and cultural programs are organized for the students as well as teaching and non-teaching staff. A mobile charging station is available within the campus to provide emergency support to all. All the academic and administrative buildings are connected by well-maintained, wide roads with sidewalks and seating arrangements all over the campus. Street lights, high mast lights, and 24 hrs security personnel throughout the campus make the University campus a beautiful and safe place for all.

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |

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

**Response:** 48.37

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 1146.19 | 1247.12 | 2953.77 | 2744.26 | 3001.84 |

| File Description                        | Document                      |
|---|-------------------------------|
| Upload audited utilization statements   | <a href="#">View Document</a> |
| Upload any additional information       | <a href="#">View Document</a> |
| Institutional data in prescribed format | <a href="#">View Document</a> |

## 4.2 Library as a Learning Resource

### 4.2.1 Library is automated using Integrated Library Management System (ILMS) and has digitisation facility

#### Response:

The library is using Koha-the open-source Integrated Library Management system. The university is the first academic institution to use the Koha ILS system in West Bengal. All the day-to-day library functions like cataloging, circulation, and barcode generation, are done through the ILS system Koha. The service is provided by a professional Koha cloud service provider. Users can access the OPAC 24X7 from anywhere within campus and beyond the campus using the url . Koha has two interfaces. OPAC interface for Users and staff interface for library staff to perform day to day work. This interface is password protected and only accessible by library staff. The URL is -<https://makaut-staff.libcarecloud.com/>

Koha gives the facility to reserve books through OPAC. Users need to log in to their library account to reserve books. There are predefined lending rules in Koha which control the issuing of books to a particular user. It also has an automatic fine calculation system. The ILMS software is a strong report generation system. Reports can be generated in almost all the modules like catalog, circulation, patron, and acquisition. There are some inbuilt widely used report generation queries based on the general requirements as well as the facility to create user-defined queries. The barcoding system is an inbuilt facility of Koha Integrated Library Management Software. Barcodes are used to track down each printed item in the catalog in the day-to-day transaction. e.g. Circulation. Accession numbers are used to create the barcodes. Barcodes are generated in-house using “Glabels” the dedicated barcoding software.

The library uses the university digitization facility provided by a third party. The University has a wide collection of born electronic e-books and e-journals.

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Paste link for additional information | <a href="#">View Document</a> |

### 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       | <a href="#">View Document</a> |
| Institutional data in prescribed format | <a href="#">View Document</a> |

#### 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:** 26.42

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)

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 39.13   | 42.62   | 0.29    | 00      | 50.04   |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |
| Audited statements of accounts          | <a href="#">View Document</a> |
| Any additional information              | <a href="#">View Document</a> |

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

**Response:** 3.32

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

Response: 118

| File Description  | Document                      |
|---|-------------------------------|
| Details of library usage by teachers and students (Library accession register, online accession details to be provided as supporting documents) | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

### 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:** 82.14

#### 4.3.1.1 Number of classrooms and seminar halls with ICT facilities

Response: 46

| File Description                        | Document                      |
|---|-------------------------------|
| Upload any additional information       | <a href="#">View Document</a> |
| Institutional data in prescribed format | <a href="#">View Document</a> |

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

**Response:**

From the very beginning, University maintains certain policies about the use and security of its computer systems, networks, and information resources. All users of these facilities, including technology developers, end users, and resource administrators, are expected to be familiar with these policies and the consequences of violation. MAKAUT, WB has initiated a new age of Digital Inspection of its affiliating colleges. About 200 colleges are now inspected digitally through Video Conferencing from the Digital Studio. AICTE has also appreciated this initiative. University has developed a Cloud-based Self Appraisal Report (SAR) system for digital inspection and the evaluation criteria include parameters from NAAC and NBA accreditation. In order to provide digital support and to maintain a continuous teaching-learning process for the students of both in-house and affiliated colleges, a server-based ERP system (<https://makaut.mastersofterp.in>) was procured in the year 2020 which provided great help to conduct examinations and declare results in record time during the period of COVID19 pandemic also. Due to the presence of this ERP system, University is able to implement four separate continuous assessment systems for the students for which University received international recognition. University also implemented artificial intelligence-based proctored examinations which make it possible to take examinations of the students at remote locations also. The ERP system is also implemented for other academic and administrative activities such as leave rules, file movements, and generation of pay slips among others. Every students, faculty, and non-teaching staff have their own account portal through which they can submit and view necessary files. The students' admission and registration data are also maintained with the ERP system. There is a separate test Online Exam Portal (<https://testprepadmin.liveexam.co.in>) where the end-semester question paper is uploaded and is made according to the assigned subjects of each faculty. The lecture materials of each such as PowerPoint, recorded video, animated video, and other learning resources are uploaded to <https://digitalcontent.makautwb.ac.in/> to keep track of the activity of each faculty. In its previous campus at Salt Lake campus, University only maintained internet connectivity of 150 Mbps and only have around 250 computers in the year 2017-18 whereas internet speed increases up to 1 Gbps at the main campus at Haringhata and around 1000 computers for the usage of students only. All the academic, and administrative buildings and even the hostels are provided with high-speed internet. Teachers and other employees are given desktops/laptops for academic and administrative purposes. This indicates the University is generous to spend a large amount to improve the IT and computing facility at a brisk pace. University also regularly conducts training programs, and workshops to improve the knowledge and working capacities of all employees including teachers. In order to develop the manuscript and thesis writing ability of the teacher and research scholar, University invested heavily to procure plagiarism

detection software “iThenticate.” Another software namely “Grammarly” is also procured to improve the writing ability of the students and teachers.

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Paste link for additional information | <a href="#">View Document</a> |

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

**Response:** 2.57

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |

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

**Response:** A. ?1 GBPS

| File Description   | Document                      |
|--|-------------------------------|
| Details of available bandwidth of internet connection in the Institution | <a href="#">View Document</a> |

#### 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                      |
|---|-------------------------------|
| Upload any additional information       | <a href="#">View Document</a> |
| Institutional data in prescribed format | <a href="#">View Document</a> |
| Links of photographs                    | <a href="#">View Document</a> |

## 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:** 51.32

**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)**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 3151.88 | 2059.71 | 2248.34 | 1582.12 | 2179.25 |

| File Description                        | Document                      |
|---|-------------------------------|
| Upload any additional information       | <a href="#">View Document</a> |
| Institutional data in prescribed format | <a href="#">View Document</a> |
| Audited statements of accounts          | <a href="#">View Document</a> |

**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:**

There are various facilities available on the University campus. The building in the new campus is also complete and functional. Currently, University has three academic/administrative buildings namely Biotech building, academic building, admin building which generally support the academic and administrative procedures. Apart from that University also has a guest house to accommodate visitors, housing facilities for employees including faculties, and hostel facilities for both boys and girls. However, due to the massive increase in academic departments and students in recent years, University already started construction of multiple new multistoried academic buildings and a new 700-capacity auditorium, and a bank building on the campus in order to provide world-class facilities for all the stakeholders of the university. The University possesses a robust maintenance system that comprises dedicated manpower who look after the facilities. University also employs a large number of security personnel and housekeeping to keep the university a clean and safe place for everyone. All the academic buildings are now having 24 hrs electricity, water, and internet facility. Dedicated power backups are also kept in place for all academic buildings to maintain a smooth running of academic, administrative, and research works. The workers and engineers of the civil and electrical engineering department are deployed to cater to the whole university. All the major infrastructures are maintained by annual maintenance contracts given to respective vendors. There is a diamond-shaped building constructed for the library to accommodate a large number of students, teachers, students, and researchers. The university library facility boasts more than 34000 books, including E-books. There are more than 2000 e-journals and more than 10000 e-journals available from consortia (e-Shodha-Sindhu). Recently University library procured the service of server-based software such as iThenticate and Grammarly in order to help researchers, students, and teachers to write their reports, grant, and manuscripts efficiently. Besides University has an adequate number of laboratories, workshops, smart, classrooms, and ICT-enabled classrooms and seminar rooms. The general practical labs and research labs are equipped with various high-end equipment which are purchased from the funds received from different Govt. funding agencies. University also provides generous funds to all the departments to maintain good

academic progress. A large number of faculties also receive their grant from different funding agencies. The major instruments are kept under annual maintenance contracts to keep them running condition for a longer time. The environment developed in the campus for state of the art teaching-practice. The Haringhata campus of the University has developed with very good infrastructure with around a thousand high-end PCs installed in different laboratories with a few numbers of dedicated computing facilities and individual PCs and laptops for all faculty members and officers as well as for all the staff of the University. The University has a commendable teacher-to-student ratio as per AICTE norms with a excellent 1 GBPS network connection. The campus is having several facilities like Staff Quarters, Gymnasium, hostels, Medical Centre, Sick Room, Playground, a Guest House, etc. The guest house has ample accommodation that includes 37 furnished rooms with internet and other amenities of international standards. The campus is equipped with its own electrical substation and power backup. The campus is equipped with a high-speed internet facility. There are elevators, ramps, and wheelchairs provided for differently-abled persons. University has also developed a rainwater harvesting and sewerage treatment plant and maintains beautiful well-maintained gardens.



## 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:** 17.12

**5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 923     | 366     | 150     | 48      | 38      |

| File Description   | Document                      |
|--|-------------------------------|
| Upload self attested letter with the list of students sanctioned scholarship | <a href="#">View Document</a> |
| Upload any additional information  | <a href="#">View Document</a> |
| Institutional data in prescribed format                                      | <a href="#">View Document</a> |
| Link for additional information  | <a href="#">View Document</a> |

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

**Response:** 13.21

**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**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 2253    | 0       | 0       | 0       | 0       |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |
| Any additional information              | <a href="#">View Document</a> |

**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:** A. All of the above

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |
| Any additional information              | <a href="#">View Document</a> |
| Link to Institutional website           | <a href="#">View Document</a> |
| Link for additional information         | <a href="#">View Document</a> |

**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                      |
|--|-------------------------------|
| Upload any additional information  | <a href="#">View Document</a> |
| Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee | <a href="#">View Document</a> |
| Details of student grievances including sexual harassment and ragging cases  | <a href="#">View Document</a> |

## 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:** 38.86

**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**

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 16      | 2       | 3       | 5       | 1       |

**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**

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 20      | 8       | 9       | 12      | 7       |

| File Description                        | Document                      |
|---|-------------------------------|
| Upload supporting data for the same     | <a href="#">View Document</a> |
| Institutional data in prescribed format | <a href="#">View Document</a> |

**5.2.2 Average percentage of placement of outgoing students during the last five years****Response:** 86.61**5.2.2.1 Number of outgoing students placed year - wise during the last five years.**

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 567     | 204     | 118     | 118     | 96      |

| File Description                        | Document                      |
|---|-------------------------------|
| Self attested list of students placed   | <a href="#">View Document</a> |
| Institutional data in prescribed format | <a href="#">View Document</a> |

**5.2.3 Percentage of student progression to higher education (previous graduating batch).****Response:** 7**5.2.3.1 Number of outgoing student progressing to higher education.**

| Response: 50                              |                               |
|---|-------------------------------|
| File Description                          | Document                      |
| Upload supporting data for student/alumni | <a href="#">View Document</a> |
| Institutional data in prescribed format   | <a href="#">View Document</a> |
| Link for additional information           | <a href="#">View Document</a> |

### 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: 33

**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.**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 23      | 3       | 3       | 3       | 1       |

| File Description                           | Document                      |
|--|-------------------------------|
| Institutional data in prescribed format    | <a href="#">View Document</a> |
| e-copies of award letters and certificates | <a href="#">View Document</a> |

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

Response:

Being a State Aided University, it functions as per the guidelines of the State Government from time to time. Accordingly, in every program of the university, there is a student representative who coordinates activities pertaining to student's participation. In Anti-ragging Committee and Student Grievance Cell, we have student representatives as per the norms. There is always nominated student representation in the Committee and when required. The participation of students in different academic and cultural programmes arranged by the university is coordinated by the student representative.

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |

**5.3.3 Average number of sports and cultural events / competitions organised by the institution per year****Response:** 7.8**5.3.3.1 Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 15      | 5       | 14      | 3       | 2       |

| File Description                        | Document                      |
|---|-------------------------------|
| Report of the event                     | <a href="#">View Document</a> |
| Institutional data in prescribed format | <a href="#">View Document</a> |

**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:**

The main objective of the Association is to bridge the gap between the university and alumni. The association has been responsible for keeping complete track of alumni with their required details, and informing them about the current changes and achievements of the institute. Alumni association meetings take place yearly and future plans are discussed in the meetings. Along with the association meeting, the annual alumni meeting is also organized at the institute level every year. Alumni contribution takes place in various non-financial forms such as alumni interaction week, alumni challenge competition, etc. On-campus alumnae are actively engaged in designing and executing programs towards the benefit of the juniors, viz. conducting webinars, workshops, short training program activities, mock personal interviews, discuss business, and entrepreneurship development opportunities. During such interactions, alumni have highlighted the importance of current trends in the market and guided the students about career opportunities in different fields. They have also shared their personal experiences with students. Alumni visit campus at regular intervals to support the existing batch of students in planning and organizing events and extend support and guidance for the functioning of various student clubs. Alumni who are entrepreneurs have been providing inputs on how to start a new venture and turning them into job providers. Some of the alumni are actively participating in social service combined with creative activities for rural area kids. These activities are quite motivational and they create enthusiasm among children resulting in awareness related to the importance of education among poor children. All these activities are carried out during weekends. Whenever these alumni visit the campus they motivate students to follow their path for the betterment of society. Alumni extend their support for campus placements and summer

and winter internships for various domains of students from time to time.

The association organizes alumni meets under the banner 'MAKAUT ALUMNI ASSOCIATION' every year. It is a formal function that consists of an inauguration, alumni interaction with students, and cultural programs by the present batch of students followed by dinner. During the program, alumni give insights into various specializations and industries to the existing batch of students. Alumni share their corporate experiences, guide the current batch of management students, and assures the students to be in continuous communication with them. The alumni association provides continuous support to students for summer internships, winter internships and placement assistance.

During the pandemic, we also organized a virtual meet of the alumni association. Link: <https://youtu.be/b6aCNeKZwV4>

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Link for additional information | <a href="#">View Document</a> |

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

**Response:** E. <5 Lakhs

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

## 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:**

Maulana Abul Kalam Azad University of Technology, West Bengal, (MAKAUT, WB), formerly known as West Bengal University of Technology, is a state-aided University under the administrative control of the Department of Higher Education, Govt. of West Bengal. MAKAUT, WB has a strong and committed institutional leadership with an established system of governance. It has provided affiliation to more than 200 Colleges spread throughout the state offering UG/PG level programs in Engineering & Technology, Pharmacy, Architecture, Management, Applied Sciences, and various professional courses

In order to improve the ranking of the University and offer professional, employment-oriented courses to the students, the University has set up various In-house Schools of Studies, viz. Engineering Science and Technology, Computer Science and Technology, Information Science and Technology, Applied Science and Technology, Biological Science and Technology, Management Science, Food Science and Technology, Pharmaceutical Science & Healthcare Technology, Humanities and Social Science, Media Science and Entertainment, etc. as well as several Departments and Centres under these Schools. All these initiatives have been undertaken in a technology-enabled ambience extensively leveraging Information and Communication Technologies.

The University has been organising regular seminars and webinars on each topic to create a sustained effect, publishing compendiums prepared by gleaning the knowledge evolving out of these translational and transdisciplinary interactions, as well as, by engaging in survey-based research to gather primary data from various areas. Through its School Connect and College Connect programmes, the University plans to achieve seamless integration of different levels of education ranging from the school category to the highest echelons of academics. The University is actively pursuing networking and collaboration with different reputed public and private sector / organisations possessing core competence in different domains and other skill partners to foster quality teaching-learning practices, complementing and supplementing its own infrastructural and human resources. The objective is to create internship and apprenticeship opportunities for the students, equip them with industry ready skill sets, and thereby improve their employability.

The University administration is in complete sync with these academic initiatives thereby clearly affirming its goal of achieving the stated vision and mission of the University.

#### VISION OF THE UNIVERSITY

To achieve the status of a globally ranked premier University in the field of Science, Technology, Pharmacy, Architecture, Management, and interdisciplinary areas for the creation of high-calibre professionals with environmental consciousness, social, moral, and ethical values along with the competency to face the new challenges of rapid technological advancements.

#### MISSION OF THE UNIVERSITY

- To create and disseminate knowledge both nationally & internationally towards the transformation of the civilization into a knowledge-based society,
- To institutionalize the extension and field outreach activities with a view to transform the university system into an active instrument for social change,
- To develop liaison and collaboration with the globally recognised academic institutions in order to inject new and fresh thinking in teaching, learning and research,
- To generate intellectually capable and imaginatively gifted professionals and successful entrepreneurs having environmental consciousness and ethics who can work as individuals or in groups in multi-cultural global environments for contributing significantly towards the betterment of quality of human life.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for additional information | <a href="#">View Document</a> |

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

#### **Response:**

The academic and administrative setup of the University is based on a “bottom-up” approach which ensures devolution of power and authority resulting in decentralization and participative management. Following are the evidences that support the above fact:

The University has set up several Schools of Study, as well as several Departments, and Centres under these Schools which have been given functional and financial autonomy. The schools and the departments under them, are involved during introduction of any new course, drawing up their syllabi, prepare the question papers and conduct the examinations as well. Such proposals, initially floated by a Department, are first approved by the Departmental Committee, then by the concerned School before being submitted to the Competent Authority. It is then placed before the Academic Council of the University helmed by Directors, HODs, eminent academicians for scrutiny and vetting. The introduction of the new courses is finally reported and recorded in the meeting of the Executive Council. The Controller of Examinations Section, while providing support to these Schools, in no way interferes with their functioning. The teaching learning process has thus been made completely decentralized in character. This was of immense help to the University Departments in gaining accreditation from the different regulatory bodies.

A similar practice is followed during the formulation of policies regarding evaluation and assessment processes, framing the academic calendar, purchase of equipment, infrastructural resources, library books and software, fixing/revising the course fees, etc. The Competent Authority of the University mandates that all proposals should first be drafted by a duly constituted committee and then assessed by different stakeholders either in open forums or by circulation before being accepted. These procedures are often iterative in nature thereby facilitating convergence of opinions to the maximum extent. All such decisions are finally presented and duly ratified in the statutory bodies of the University.



All these processes have eventually cultivated a strong sense of belonging among all the sections, enabling adequate ownership of all such decision-making and facilitating their quick and smooth implementation.

The University convenes meetings of its different statutory bodies, viz. the Executive Council, the Academic Council, the Finance Committee, etc. at regular intervals for detailed deliberations regarding different academic and administrative issues and approval of the decisions to be implemented by the executive management of the University. If some decision needs to be taken and implemented under conditions of exigency, a post facto approval is sought from these statutory committees. In these meetings, apart from the regular members other stakeholders are often requested to attend as invitees for offering their views. All such suggestions are considered before arriving at any decision and its subsequent implementation. Besides, the University has constituted several Councils, Committees, and Task Forces to support the different functional administrative Departments of the University, and deal with different issues following University mandate, respectively. This effort has made decision makings and implementation processes more broad-based and representative, while providing a sense of equity and better direction to the stakeholders of this public institution.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for Additional Information | <a href="#">View Document</a> |

## 6.2 Strategy Development and Deployment

### 6.2.1 The institutional Strategic plan is effectively deployed.

#### Response:

The Strategic Plan of the MAKAUT, WB forms an umbrella under which the goals of development of all the Schools, Departments and Centers are imbibed under integrated themes. It is believed that collective efforts of all the stakeholders will lead towards the implementation of the Strategic Plan falling in line with the strategic plan of the university.

Brainstorming sessions have been arranged with all Director of Schools and Heads of Departments for systematic analyses designed for the development of the external and internal environment of the University in the following manner: i) identifying and developing curricula, ii) designing thrust areas of research and consultancy, iii) promoting enterprising mindset, etc. which are all parts of the quality improvement initiatives.

As the Strategic Plan demands timely actions, its success is determined by the fulfilment of the targets and results achieved. Prioritization for implementation is essential to see that maximum outcome is achieved by focusing on crucial parameters. Recognizing the Vision, Mission, and Core Values of the institute, and analysing the current and expected future scenarios, and further SWOC analysis of the institution, the following have been developed.

Long-Term Plans (2018-2028):

1. To create Centres of Excellence through reputed Industry/University collaborations in Artificial Intelligence, Cybersecurity, Biotechnology, Pharmaceutical Technology, Geo-informatics, Robotics, Precision Farming, Additive Manufacturing, etc.
2. To attain Top Ranking in International Ranking Frameworks.
3. To create different innovation, incubation, and entrepreneurship hubs.
4. To have an Interdisciplinary Curriculum comprising of technology, science, management, humanities, law, etc.
5. To create competency in providing consultancy services to communities and industries.
6. To bring the University in front-row of Indian Universities by producing quality and socially relevant research.

Short-Term Plans (2018-2023):

1. To improve the Status of the Institution through attaining accreditations with commendable scores, and achieving Government Rankings, amongst top 100 Institutions. Adding new UG and PG programmes in emerging areas and having a strength of over 5000 students are also in the university's prioritized plans.
2. To maintain good governance in order to ensure transparency, accountability, progress evaluation through different regulatory Councils, and proper monitoring for quality assurance in all academic and administrative activities.
3. To augment the teaching-learning process through engagement of high-quality teachers having the potential to impart new knowledge and contribute much for research and classroom teaching.
4. To identify the thrust areas of Research in emerging areas of technology, aim for more collaborative, interdisciplinary, socially relevant, and industry-sponsored research through establishing networks with industry and Academia, focus on quality research publications by faculty members and students, and inspire faculties to expand consultancy knowledge, including patents, for practical implementation.
5. To enhance Placement and Training activities for the students, to promote specialized knowledge in the field of entrepreneurship development, innovation, incubation, and start-ups.
6. To strengthen the Alumni network.
7. To create an effective and strong financial management system.

8. To arrange training and development program for the staff and faculty members identifying the need for improving competency.
9. To establish centres for providing coaching and guidance for different competitive examination.

| File Description                                       | Document                      |
|--|-------------------------------|
| Any additional information                             | <a href="#">View Document</a> |
| Strategic Plan and deployment documents on the website | <a href="#">View Document</a> |

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

#### **Response:**

Maulana Abul Kalam Azad University of Technology, West Bengal, (MAKAUT, WB), formerly known as West Bengal University of Technology (WBUT), is a state-aided University under the managerial control of the Department of Higher Education, Govt. of West Bengal. The University has a strong and committed institutional management with an established system of governance. It is noteworthy that the University has provided affiliation to more than 200 Colleges spread throughout the state of West Bengal offering several UG/PG level programs in Engineering & Technology, Pharmacy, Architecture, Management, Applied Sciences, and various professional courses.

In order to improve the ranking of the University and offer professional, employment-oriented courses to the students, the University in-house has set up various Schools of Studies and all these initiatives have been undertaken in a technology-enabled ambience extensively leveraging Information and Communication Technologies.

The University operates in a highly democratic, decentralized, and transparent manner. The statutory bodies of the University meet at regular intervals to review and record the functioning of the different academic and administrative departments, through the Academic and Executive Councils, respectively. The Finance Committee, Examination Standing Committee, the Examination Council, the Inspection Council etc. also function likewise for policy formulation, administrative structuring, appointment rules, etc. both at the policy and the implementation levels, with adequate representation and participation of all stakeholders. The Departmental Committees, Departmental Research Committees, School Research Committees, Library Committee, Anti-Ragging Committee, Institute Innovation Cell, Purchase Committee, etc. function effectively and transparently, where all recommendations are finally vetted by the statutory bodies / Competent Authority of the University. The Internal Quality Assurance Cell (IQAC) periodically updates documented appointments and service rules that are duly ratified by the University statutory bodies.

The University has a well-defined administrative set up comprised of the following: The Vice Chancellor is the Chief Academic and Administrative Officer, ensuring the proper conduct of administrative, teaching-learning, research & consultancy, incubation and innovation, and outreach activities; the Registrar is the

custodian of the University and is responsible for all administrative activities along with other Principal Officers, viz. Finance Officer, Controller of Examinations, Inspector of Colleges, Information Scientist, Training and Placement Officer, etc. The planning, progress and monitoring of academic activities are done by the Directors of the different Schools, Heads of the Departments, Course Coordinators, and Centre Coordinators under the guidance of the respective Directors.

The power delegation and decentralisation of authority enrich the effective and efficient functioning of the University in all its spheres of planning, decision-making and implementation. Taken together, the management of the University, headed by the Hon'ble Vice-Chancellor and the Registrar, play a very crucial role in enriching the bottom-up approach in planning and execution of various academic activities.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for Additional Information | <a href="#">View Document</a> |

### 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   | <a href="#">View Document</a> |
| ERP (Enterprise Resource Planning) Document   | <a href="#">View Document</a> |
| Details of implementation of e-governance in areas of operation, Administration etc (Data Template) | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |
| Link for additional information   | <a href="#">View Document</a> |

## 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 Faculty Appraisal System is based on the Guidelines and Terms and Conditions towards Career Advancement Scheme (CAS) published by the Higher Education Department, Government of West

Bengal. The Career Advancement is subject to fulfilment of required ACADEMIC PERFORMANCE INDICATORS (API) scores as prescribed in the UGC Regulations for the teachers, librarians, and other Academic Staff of the State-aided Universities in West Bengal. The Academic Performance Indicators (API) for the Career Advancement Scheme (CAS) promotions for faculty members are based on the guidelines as set by UGC and the notification of Government of West Bengal on the following parameters: Direct teaching and teaching related activities; domain knowledge; participation in examination and evaluation; and contribution to innovative teaching, new courses etc., including professional development along with extra and co-curricular activities. However, the significant contribution of faculty members lies in their research and academic contributions. The minimum API score required by teachers from this category varies depending on different levels of promotion. The final evaluation henceforward is finalized by the screening cum evaluation / selection committee constituted for this purpose.

The performance of the faculty members as well as non-teaching employees of the University is evaluated through Self-Assessment Reports (SAR) by the University authorities. However, the design is different in case of teachers and non-teaching employees because of the different job descriptions, roles, and responsibilities. The employees are provided with opportunities for promotions through CAS. The entire activity is carried out under the aegis of the Internal Quality Assurance Cell (IQAC) of the University (through SAR Submission and Expert team's recommendations), that facilitates promotion / advancement of the employees by regularly monitoring their progress, and the results of the process are ratified in the Executive Council of the University.

The University has also set up several welfare schemes for the benefit of both teaching and non-teaching employees. These include transport services, medical facilities on the campus, wellness, gymnasium and sporting facilities on the campus and medical insurance schemes, to name a few. Welfare Measures, viz. Subsidised Medical benefit (for those who are not covered under West Bengal Health Scheme), Accident Insurance Policy, Free Transportation for staff from their designated places to the main campus at Haringhata, Insurance coverage, Staff Quarters (Housing) for both teaching and non-teaching staff on-campus, DCRB Cell (Death Cum Retirement Benefits) of the State Government for permanent employees against substantive post of the State Government, are available and have been implemented by the University.

In the recent past, the teachers were provided with free WIFI packs, laptops, and other teaching gadgets during the pandemic-induced lockdown to ensure an unhindered teaching learning environment. The University provides seed funding to young faculty members as well as substantial travel grants to different sections of employees.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for Additional Information | <a href="#">View Document</a> |

### **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:** 10.26

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 4       | 0       | 12      | 15      | 0       |

| File Description   | Document                      |
|--|-------------------------------|
| Details of teachers provided with financial support to attend conferences, workshops etc. during the last five years (Data Template) | <a href="#">View Document</a> |

**Other Upload Files**

|   |                               |
|---|-------------------------------|
| 1 | <a href="#">View Document</a> |
|---|-------------------------------|

**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:** 40.8

**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**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 137     | 19      | 48      | 0       | 0       |

| File Description   | Document                      |
|--|-------------------------------|
| Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template) | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |

**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:** 72.58

**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**

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 138     | 105     | 65      | 40      | 1       |

| File Description   | Document                      |
|--|-------------------------------|
| Details of teachers attending professional development Programmes during the last five years (Data Template) | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |
| Link for Additional Information  | <a href="#">View Document</a> |

**6.4 Financial Management and Resource Mobilization****6.4.1 Institutional strategies for mobilisation of funds and the optimal utilisation of resources****Response:**

Maulana Abul Kalam Azad University of Technology, West Bengal (MAKAUT, WB) has taken some long term strategic steps for mobilization and subsequent optimization of resources which are enumerated below in seriatim.

**1.** MAKAUT, WB has got into strategic partnership with various bodies for Off-Campus Short Courses with existing resources. The strategic partnerships have not only ensured inflow of funds but also enhanced the technical study into up-coming industry-oriented subjects. Such strategy has ensured revenue generation as well as optimization of existing resources.

**2.** MAKAUT, WB has implemented a long term internal strategy for implementing optimization of liquid funds (in the form of Fixed Deposits) by incorporating a regular practice, by selecting the highest bidding bank. Such strategy has been possible to implement only through time-to-time follow-ups and subsequent execution with existing resources.

**3.** MAKAUT, WB has implemented a long term strategy in the form of incorporation of new in-house courses with existing resources and limited modification(s) and optimization of existing infrastructures. This enables fund generation with the help of existing infrastructure or resources.

**4.** MAKAUT, WB is on the verge of implementation of a complete customized ERP Solution with existing resources. Training of existing manpower has also been provided in this regard.

**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:** 1948.44

**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).**

| 2021-22 | 2020-21 | 2019-20   | 2018-19    | 2017-18 |
|---------|---------|-----------|------------|---------|
| 0       | 0       | 279.15000 | 1469.28862 | 200     |

| File Description   | Document                      |
|--|-------------------------------|
| Details of Funds / Grants received from government bodies during the last five years (Data Template) | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |

**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:** 25

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 25      | 0       | 0       | 0       | 0       |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |
| Any additional information              | <a href="#">View Document</a> |

**6.4.4 Institution conducts internal and external financial audits regularly**

**Response:**

The Accounts of the University is subject to Audit by the Local Audit Department of the Comptroller and Auditor General (CAG). Transaction Audit has been completed by the team up to 2017-2018. The audit for the remaining period will be conducted by the same team as per their convenience. A Parallel Audit of the Accounts is conducted by the Independent Chartered Accountant Firms appointed by the Executive Council of the University. The Audit of Final Accounts of the university has been completed up to the



Financial Year 2021-2022. The Income Tax Return of the University for the year 2021-2022 has also already been submitted.

The Projects, funded by different Governmental Agencies are Audited from time to time as per requirement of the Granting Agency.

Apart from that an in-built internal control system is present in the ERP Software of the University where multiple level of Checks and approvals are required for each and every financial transactions.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Link for Additional Information | <a href="#">View Document</a> |

## 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:

Maulana Abul Kalam Azad University of Technology, W.B. established the Internal Quality Assurance Cell of the University on March 18, 2014, to address the guidelines set forth by NAAC. The University's Quality Assurance and Quality Enhancement operations are planned, supervised, and tracked by the IQAC, and suitable measures and course corrections are initiated as necessary. The major responsibility of the IQAC is to focus University activities and initiatives in such a way as to preserve strong internal governance mechanisms and realize higher academic achievements. It is a truism that quality is a journey and not a destination. In other words, it is a dynamic process. IQAC serves to propel this dynamic mechanism for continuous quality improvement.

Two practices institutionalized as a result of IQAC initiatives are:

### 1. Online Self-Appraisal System of Faculty Members and Staff

The online self-appraisal system of the University has been designed, and faculty members and staff are required to upload their achievements every year. The parameters for assessment are as follows:

#### Assessment Criteria & Methodology:

- TEACHING, LEARNING, AND EVALUATION RELATED ACTIVITIES (to earn a minimum of 100 points every year and 300 points in 3 year period)
- PROFESSIONAL DEVELOPMENT, CO-CURRICULAR, AND EXTENSION ACTIVITIES (to earn a minimum of 20 points every year and 60 points in 3 year period)
- Research & Consultancy Activities (to earn a minimum of 10 points every year and 40 points in 3 year period)

## 2. Academic and Administrative Audit of Departments in the University

The Academic Audit Committee of MAKAUT has been constituted under the aegis of the Internal Assurance Quality Cell(IQAC) to consider and review the University's and Department's mechanisms for monitoring and enhancing academic quality and standards necessary for achieving their stated aims and objectives. The Committee has administered academic audits every year of the academic session.

### *Process of Audit*

The audit process requires a self-review in which the University evaluates its progress toward achieving its objectives related to the areas of the audit and identifies areas for improvement. The Committee sits to discuss details of intended plans and strategies concerning enhancement initiatives and evaluate the measures practiced during the academic session.

The audit panel comprises Heads of Departments and external members. The panel visits the departments to check and verify the academic practices laid down by the committee for evaluation and drafts an Audit Report. The report commends good practice and makes recommendations intended to assist the University in its own program of continuous quality improvement. The audit report is put up to the Internal Quality Assurance Cell (IQAC) to monitor follow-up activities.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for Additional Information | <a href="#">View Document</a> |

**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:** A. Any 5 or more of the above

| File Description   | Document                      |
|--|-------------------------------|
| Upload e-copies of the accreditations and certifications                           | <a href="#">View Document</a> |
| Upload details of Quality assurance initiatives of the institution (Data Template) | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |
| Paste web link of Annual reports of University                                     | <a href="#">View Document</a> |

### 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:

Following the first cycle of NAAC accreditation in 2017, several measures were taken to improve the overall functioning of the University as follows:

- The 40-acre main campus of the University in Haringhata, Nadia, was made functional, and nearly all academic and administrative activities were migrated to the Haringhata campus 2018-19 academic session.
- Several vacant substantive faculty posts were filled up starting in 2018. All regular officer positions were filled up in 2019.
- Participation in NIRF Ranking with 157 and 158 ranks in Engineering; NBA Accreditation of B. Tech in Information Technology, B. Tech in Computer Science & Engineering for three years, and M. Tech in Biotechnology for six years.
- Several new Schools, Departments, and Centres were started, and appropriate manpower was recruited to run these units. Laboratories and workshops were set up to support these initiatives.
- Initiated Ph.D. research on emerging areas like Artificial Intelligence, Data Science, Cybersecurity, Geo-informatics, Forensic Science, and many more. Addition of new Undergraduate and Post Graduate programs in Emerging areas depending on industry demand. Interdisciplinary Post-Graduate programs such as M. Tech. by Research have been initiated.
- Several professional courses based on cutting-edge tools in technology and management were introduced to boost employability. With this, the number of in-house students increased substantially.
- Transparency by setting up E[1]Governance in the University through ERP by integrating the Academics and Administration
- Smart Classrooms and labs with ICT infrastructure and video conferencing facilities.
- Campus green measures like rainwater harvesting, plantation, recycling wastewater through Sewage Treatment Plants, installation of solar panels, etc.
- Collaboration and networking with reputed National and International Universities and Research Organizations for Research and Development, Training, and Certifications through MoUs.
- Emphasis was put on project-based, experiential, collaborative, and flipped learning models. The assessment process was strengthened through continuous evaluation. Learning resources were leveraged through different MOOCs platforms.
- The University made sustained efforts to awareness about entrepreneurship, innovation, and start-up through its Incubation Centre.
- Set up of cultural clubs, enhancement of outdoor and indoor sports facilities, state of the art gym facilities for boys and girls
- The University created a strong footprint by effectively using its social media handles.
- University excelled in its social responsibilities by manufacturing and distributing masks and sanitizers during the early days of COVID-19, starting a community kitchen and similar social work following the cause by Amphan in May 2020.

Post Accreditation Quality Initiatives are as follows:

- To create Centers of Excellence through reputed Industry/University collaborations in Artificial Intelligence, Cyber Security, Biotechnology, Pharmaceutical Technology, Geo-informatics, etc.

- To attain Ranking in International Ranking Frameworks.
- To create a Food Processing Hub, Information Technology Hub, and Technology-driven Sports Complex.
- To have an Interdisciplinary Curriculum with Technology blended with Social Science and Humanities and have courses in Law, Agriculture, and Medical Science.
- To have University Campuses at multiple locations.
- To be a hub for Local Entrepreneurs offering technology solutions

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for Additional Information | <a href="#">View Document</a> |

## 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:**

#### 1. Co-education facilities

| Program | M, 2021-22 | F, 2021-22 | M, 2020-21 | M, 2020-21 | M, 2019-20 | M, 2019-20 |
|---------|------------|------------|------------|------------|------------|------------|
| UG      | 1145       | 491        | 280        | 58         | 219        | 40         |
| PG      | 710        | 42         | 139        | 89         | 205        | 182        |

#### 2. Safety and Security

The University has Internal Complaints Committee (ICC) that ensures integrity and ethics and gender equity. There are women security guards at Girls hostels, and monitoring of campus is done by CCTV cameras and round the clock security.

#### 3. Counselling

? Medical Officer : Dr. Susil Chandra Biswas

? Gynaecology : Dr. Chanderalekha Biswas

? Psychological counsellor : Dr. Malabika Tripathi Ms. Swagata Charaborty Ms. Payal Biswas

? On Call Doctor : Dr. Shivaprasad Mondal

#### 4. Separate Common rooms

The University has designated separate common rooms for boys and girls

#### 5. Separate washroom facilities

The University has provided separate toilets for girls and boys, as well as availability of water.

#### 6. Day care center for young children

A day-care unit has been established in the University campus towards promotion of social empowerment of women employees in MAKAUT, WB.

#### *Existing and Proposed Recreational Facility at Day Care Centre*

1. Bed, Toys etc.
2. Digital display, Audio system etc.

#### *General Facility proposed at Day Care Centre*

1. Clean and hygienic environment
2. Health care Assistant
3. Security guard and surveillance under CCTV
4. On-call doctor and nurses

5. Basic facilities like purified drinking water, wash basin facility, washing machine, refrigerator, mixer grinder, induction stove etc.

6. Breast feeding room

## 7. Other Initiatives

Implementation of Govt. Schemes

The University has been facilitating eligible students with the following schemes

i. Kanyashree scheme, to economically backward families by the Government of West Bengal.

ii. Swami Vivekananda Merit cum Means Scholarship Scheme: Scholarships at different levels of higher studies by the Government of West Bengal.

iii. Aikyashree - West Bengal State Scholarships for minority students.

iv. Bihar Post Matric Scholarship: The Post Matric Scholarship Schemes of Govt. of Bihar.

v. Single Girl Child: Merit scholarships scheme for single girl child.

vi. National Scholarship Portal: All schemes, including North-East, SC/ ST students.

The University provides scholarship too.

## 8. Hostel facilities

The University provides separate hostel accommodation for girls and boys.

## 9. Facilities for under privileged students

The University has established a library for economically deprived students.

## 10. NSS activities

The University has NSS (<https://makautnaac.wordpress.com/2022/11/07/nss/>).

The participation of the students are- 16 boys at 49 Ben Bn NCC and 17 girls at 3 Ben Girls Bn NCC for girls. (<https://makautnaac.wordpress.com/2022/11/06/ncc/>)

## 11. Important Initiatives

The University has ensured participation of women in the decision making process and to the higher echelons of academic administration through the engagement of women faculty members as Directors, Departmental Heads, and Coordinators etc.

| Category            | Male | Female | Total |
|---------------------|------|--------|-------|
| Students            | 2091 | 1319   | 3410  |
| Teaching Staffs     | 107  | 53     | 160   |
| Non Teaching Staffs | 150  | 38     | 188   |

| File Description  | Document                      |
|---|-------------------------------|
| Specific facilities provided for women in terms of:<br>a.Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information | <a href="#">View Document</a> |
| Annual gender sensitization action plan   | <a href="#">View Document</a> |

### 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:** A. 4 or All of the above

| File Description               | Document                      |
|--------------------------------|-------------------------------|
| Geotagged Photographs          | <a href="#">View Document</a> |
| Any other relevant information | <a href="#">View Document</a> |

### 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**

The solid waste generated within campus due to various activities of the University is collected by the Haringhata Municipal Corporation.

#### **Plastic Waste:**

The Municipality takes away plastic waste. Further, to minimise waste generation the University has a plastic recycling unit, to transform PET/ PC bottles in smaller pieces, for training of students.

### **Paper Waste:**

To reduce waste generation, the University has digital information management system. Students submit e-assignments and the continuous assessments (CA) are done through e-portal. This practice has comprehensively reduced paper consumption.

### **Food Waste:**

Waste bins are kept in the canteen and hostels for collection of food waste.

The biodegradable decomposed non-toxic waste is used for gardening. Students and staff are advised to put the waste in bins and are advised to bring biodegradable carry bags.

### **Liquid waste management**

University has initiated a Green Practice to minimize the usage of water. The water treatment plant (STP) is used for reclaiming the water for gardening.

### **Biomedical / hazardous waste management**

Laboratory waste from biomedical, chemical etc facilities are collected in plastic bags and disposed of outside campus

### **Waste recycling system**

The University has 166 KLD capacity of waste water treatment facility.

### **Hazardous Chemical Waste**

- Disposal of chemical wastes is to be coordinated by the respective heads of the Department.
- Bottles/ containers with chemicals for disposal must have clear labels with details of the contents.
- Names of chemicals and quantity of the chemicals for disposal must be written in the register for record.
- Acid / Base chemical wastes are to be kept separately.
- Chemical bottles must be packed in cartons and sealed properly prior to disposal
- Flammable chemicals must be packed separately and sealed properly prior to disposal
- Date of collection of chemical wastes to be displayed and recorded into the register.
- Hazardous / toxic wastes collection and disposal mechanisms should be in accordance with the rules and guidelines of the State Pollution Control Board and the Central Pollution Control Board (CPCB)

### **Biohazardous / Biomedical Waste**

- Biohazardous / Biomedical waste disposals are to be co-ordinated by the respective heads of the Department.
- Biohazardous wastes of human and animal origin, microbial and biotechnological origin for incineration and / or disinfection by thermal or chemical treatment, are to be stored separately, with labels specifying the dates of generation / packaging and the incineration / sterilization procedure.



- Biomedical wastes, viz. waste sharps, to be discarded using guidelines as per the State Pollution Control Board.
- Hazardous / toxic waste collection and disposal mechanism are collected in accordance with the rules and guidelines of the State Pollution Control Board and the Central Pollution Control Board (CPCB).

#### E-Waste

- Electronic wastes or e-wastes may include personal computers, monitors, televisions, keyboards, printers, telephones, typewriters, calculators, copiers, fax machines and audio equipment etc.
- University ensures environmental conservation and protection from the effects of e- wastes and dispose e-wastes in a manner that is safe and sound with respect to its staff, students, and the Institutional operations.

| File Description  | Document                      |
|---|-------------------------------|
| Relevant documents like agreements/MoUs with Government and other approved agencies | <a href="#">View Document</a> |
| Geotagged photographs of the facilities   | <a href="#">View Document</a> |
| Any other relevant information  | <a href="#">View Document</a> |

#### 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:** A. Any 4 or all of the above

| File Description                                 | Document                      |
|--|-------------------------------|
| Geotagged photographs / videos of the facilities | <a href="#">View Document</a> |
| Any other relevant information                   | <a href="#">View Document</a> |

#### 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:** A. Any 4 or All of the above

| File Description   | Document                      |
|--|-------------------------------|
| Various policy documents / decisions circulated for implementation | <a href="#">View Document</a> |
| Geotagged photos / videos of the facilities                        | <a href="#">View Document</a> |

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

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

**Response:** A. Any 4 or all of the above

| File Description  | Document                      |
|---|-------------------------------|
| Reports on environment and energy audits submitted by the auditing agency | <a href="#">View Document</a> |
| Certification by the auditing agency                                      | <a href="#">View Document</a> |
| Any other relevant information  | <a href="#">View Document</a> |

#### 7.1.7 The Institution has disabled-friendly, barrier free environment

1. Built environment with ramps/lifts for easy access to classrooms.
2. Divyangjan friendly washrooms
3. Signage including tactile path, lights, display boards and signposts
4. Assistive technology and facilities for 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:** A. Any 4 or all of the above

| File Description   | Document                      |
|--|-------------------------------|
| Policy documents and information brochures on the support to be provided | <a href="#">View Document</a> |
| Geotagged photographs / videos of the facilities                         | <a href="#">View Document</a> |

**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:**

Maulana Abul Kalam Azad University of Technology, West Bengal is firmly committed to multilingual, multicultural environment for all stakeholders belonging to different cultural, linguistic, communal, socio-economic and other diverse backgrounds. The University ensures that any violation of these sacred principles is dealt firmly in a timely manner.

| Programme  | Male | Female | Economically Backward | Socially Challenged (SC + ST + OBC) | Full Tutition fees reimbursed from Central and State Government | Full Tutition fees reimbursed from Institution Fund |
|------------|------|--------|-----------------------|-------------------------------------|---|---|
| UG 3 Years | 782  | 420    | 30                    | 308                                 | 53  | 0   |
| UG 4 Years | 363  | 71     | 42                    | 170                                 | 40  | 7   |
| PG 2 Years | 710  | 42     | 115                   | 320                                 | 247   | 3   |

Students enjoy equal privileges in hostel allocation, participation in different events and in all consultative processes. The University organizes technology and cultural fests at different times of the year. The University has a dedicated Music Corner.

Selection of faculty and staff members is open for people belonging to all genders, communities, states, regions, religions and social and economic backgrounds. The University emphasizes gender neutral policies and facilities. It follows the reservation policy of the Government in the admission process and recruitment process. The University keeps a tab on the male-female ratio in different categories and tries to maintain a healthy and equitable ratio.

Scholarships are available to meritorious students, girl children and to those from the economically disadvantaged sections of the society. These scholarships are granted by the Government and own Institutional Funds.

The University showing compassion and inclusiveness through distribution of food items, hand sanitizers, clothing among the people in the surrounding village areas as well as in the Sunderban area during the Covid-19 period and also in the aftermath of the cyclonic storm Amphan (2020).

As an example of academic inclusiveness and to ensure a seamless integration in the academic ecosystem, the University has initiated the School Connect and College Connect programmes. To imbibe a spirit of harmony, compassion and groom our students as conscientious citizens, the University has introduced the Mandatory Additional Requirements in its curriculum.

Online motivational lectures (webinars series) titled “Sorrow, Depression and Joy” delivered by eminent personalities to provide a healing touch to all strata of the population during the dark days of the pandemic. The University also organizes the Science Talks “Bignaner Dishari” to inculcate scientific temperament among children. The series “Sadharon Manusher Asadharon Golpo” highlighting the indomitable spirit, courage and drive of the common people. The University launched social outreach programs in collaboration with Bharat Sebashram Sangha.

The University organized the Netaji Subhas State Olympic Games in its campus during May 2022 in collaboration with Bengal Olympic Association. The University has facilities for Yoga and Gymnasium activities on its campus and encourages pollution free transport through the usage of bicycles.

The University periodically observes different cultural events, functions and programs and invite the employees and their families to these programs to promote the spirit of inclusiveness and harmony in the MAKAUT family.

International Mother Language Day is celebrated to promote awareness of linguistic, cultural diversity and to promote multilingualism.

| File Description   | Document                      |
|--|-------------------------------|
| Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | <a href="#">View Document</a> |

**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:**

MAKAUT undertakes various programs at periodic intervals to sensitize the students and employees about their constitutional obligations, viz. values, rights, duties and responsibilities as citizens of the country. Induction and orientation programs are mandatorily organized for fresher students at the start of the academic session to apprise them about the facilities made available to them, the code of conduct that they should follow, and their duties and responsibilities towards their families, fellow students, faculty members, staff, the University as a whole and to society and country at large. Students are further tutored on their roles and responsibilities when they perform activities under the Mandatory Additional Requirements (MAR) scheme. As part of implementing these responsibilities they may do tree plantation,

organize blood donation camps, visit old age homes, take care of senior citizens in the locality, take classes for underprivileged children, create awareness about avoiding the use of plastic etc. The University also encourages its students to participate in the NSS and NCC activities.

The University celebrates Independence Day, Republic Day, International Yoga Day, Vigilance Week etc. with proper dignity and protocol and also encourages participation in activities like the Clean India Campaign with great zeal.

The University has introduced courses like Constitution of India, Essence of Indian Traditional Knowledge, Value Education, Values and Ethics, Sanskrit for Technical Knowledge, Personality Development through Life Enlightenment Skills, Environmental Science and Engineering etc in the UG and PG curriculum to provide emphasis on development of human values and professional ethics.

The University has introduced rigorous plagiarism checks for all Ph.D Thesis, Masters level dissertations, project reports etc.

During onboarding of newly recruited faculty and staff members they are also made aware of these issues. The University organizes programs to create awareness among the stakeholders about their constitutional rights, duties and responsibilities. The University encourages participation of students and employees in these sessions. Such sessions are addressed by people having sound knowledge of the constitution and law. These sessions were organized in 2019 and 2022. During the Covid period, the University organized a series of programs having similar underpinnings. One particularly engaging set of sessions was on “Great Icons” wherein the resource persons described the life, times, achievements and contributions of renowned personalities to encourage the student community to serve the society in a selfless manner.

The University has put in place an administrative structure to ensure that all stakeholders can exercise their rights and air their grievances. These include Complaint/Grievance box, Grievance Cell, Internal Complaint Committee, anti-ragging committee etc.

The University will commence a program on Masters in Law from the current academic year through which the University plans to further strengthen its role as a champion of values, rights, duties and responsibilities enshrined in the constitution.

University programs are circulated to students and interested learners through social media

<https://www.facebook.com/Makaut-183906109032533/>

<https://www.youtube.com/channel/UCQhp1Nvxj4r0Ehkuoc7X-zQ>

**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:** B. 3 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 | <a href="#">View Document</a> |
| Code of ethics policy document   | <a href="#">View Document</a> |
| Any other relevant information   | <a href="#">View Document</a> |

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

#### Response:

MAKAUT, WB. organizes and celebrates various National and International commemorative days, events, and festivals. MAKAUT, WB believes, as its motto says 'In pursuit of knowledge and excellence, the overall development of a learner is the only way to build a healthy society. In course of man-making and character-making, MAKAUT organizes a load of events.

Keeping in mind the worldwide pandemic situation most of those events were organized in online mode during 2020-22. In the other years, most of the programs are organized and celebrated in a befitting manner on campus. Commemorative national days like Teachers' Day, Independence Day, National Science Day, Gandhi Jayanti, National Statistics Day, National Unity Day, Republic Day, etc. have been celebrated with all dignity. Commemorative international days like International Day of Yoga, World Cancer Awareness Day, World Diabetes Awareness Day, World Environment Day, World Tourism Day, World Photography Day, etc. have also been celebrated.

Cultural events and celebrations like Rabindra Jayanti, Nababarsha, Agomoni, Bijoya Sammilani, etc. have been celebrated with the overwhelming enthusiasm and participation of the students.

Some other commemorative days like the Birth Anniversaries of Francis Harry Compton Crick and James Clerk Maxwell were also celebrated to pay homage to those great personalities.

Apart from all these, for school students throughout the state, various cultural events and competitions have been organized during the period. Quiz competitions, drawing competitions, essay writing competitions, photography competitions, and various other academic and non-academic events and competitions, specially designed for youngsters have also been organized by the university. The active and enthusiastic participation of the learning community has always been observed in all these events.

| File Description                            | Document                      |
|---|-------------------------------|
| Geotagged photographs of some of the events | <a href="#">View Document</a> |

## 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:

i. Creating a workplace for holistic support, professional development and wellbeing of faculty and staff members

#### Objectives of the Practice

The University aims to imbibe a sense of professional dedication and commitment in the existing staff members and those who will be onboarded, by creating a positive work environment. The process involves holistic support for both academics and non-academic professionals, while emphasizing the idelas ethics, equality and well-being.

#### The Context

The University has almost 180 teaching faculty and almost 3500 students in the campus. This vast pool of human engagement is an asset of the University. There is a need of professional developments, and academic members are encouraged and motivated to submit ideas and write innovative / market-worthy project grant applications to various funding agencies, e.g., DST, DBT, CSIR, BIRAC etc. The University has set up an Institution Innovation Council (IIC) as per the guidelines provided by the Ministry of Education (MoE) in the session 2018-19. Moreover, the University has also established its Technology Business Incubation Centre, the EKTA Incubation Centre, to encourage faculty, staff and student members to nurture innovative ideas and finally strive to turn them into products.

#### The Practice

The University maintains records and collects feedback through a digital system, which is transparent and decentralized. A bottom-up approach is followed in all decision-making endeavours to ensure involvement of all and create a sense of belonging among the stakeholders involved in the process. Academic and administrative audits, meetings of different committees including those of statutory bodies are held periodically to apprise the stakeholders of the work being undertaken get their inputs and initiate course corrections, as deemed necessary. Collection of feedbacks and suggestions is encouraged through group discussions, brainstorming activities and other feedback collection mechanisms.

University offers AICTE- PhD fellowship by admitting full time Research scholars and providing Research fellowship to carry out research in thrust areas of science and technology. The University has started publishing an interdisciplinary journal, Tech Vistas, to encourage dissemination of knowledge.

The University has set up a Centre for Collaborative Programmes, Training and Research (CCPTR), to provide better internship and apprenticeship opportunities to its students by collaborating with organizations having core competence in specific skill areas and possessing requisite infrastructure and laboratory facilities to offer training. The objective is to create skilled professionals having enhanced employment opportunities.

The University recruitment is done through open advertisements, and by a selection committee providing attractive facilities like:

? Research atmosphere by providing yearly seed grant to faculty members of each Department to motivate young researchers

? Lush green campus; Wi-fi network, gymnasium, play-ground, yoga class, pick up and drop facility, in-campus medical services etc

? Good library facility and online educational resources.

? Organising Conferences / Seminars / Workshops for dissemination of knowledge

? Cultural and extracurricular activities for academic and non-teaching staff members to nurture their talents

? Processes for succession planning and talent management are in place.

? Empowering women faculty members by appointing them as Departmental Heads and similar offices.

### **Evidence of Success**

During COVID and Post-COVID pandemic, the University has been successful in conducting examinations through its digital initiative and has declared results for all levels of students in the least possible time thereby helping students to pursue their career.

Teaching faculty members and staff, inspired by the vision of our Honourable Vice Chancellor, have been successful in getting funds and some consultancy and training programmes.

The University researchers have been successful in getting patent and copyright of their work.

Students are participating in Hackathon events, organised by the EKTA Incubation Centre and the Innovation Council of the University, with their innovative ideas. There were 25 teams that participated in the recently held Hackathon during September 2022. They are being encouraged to take support of the Incubation facilities to develop their ideas into working prototypes.

The University members have developed a bilingual Meteorological data providing App for common people using Artificial Intelligence and Machine Learning.

The Departments are organising Seminars and Conferences in which the in-house PhD fellows and Masters students are participating and presenting their own research work.

The young researchers are getting their research works published in reputed peer-reviewed journals thereby increasing credibility of their own work. The Tech Vistas Journal has been in regular publication.

Several faculty members of the University have been conferred the prestigious Shiksha Ratna Award by the Government of West Bengal.

Report available in the official Social Media of the University:

<https://www.facebook.com/Makaut-183906109032533/>

Tech Vistas Journal <https://techvistas.makautwb.ac.in/>

EKTA Incubation Centre <https://ektatbi.makautwb.net/>



CCPTR <https://ccptr.makautwb.net/>

## **Problems encountered**

Often student and staff wellbeing are treated as oppositional, with initiatives to support student wellbeing positioned as creating additional practical and emotional demands on staff time and resources.

## **2. Green Campus Initiative**

### **Objective of the practice**

To create a learning environment within the campus for generation of environmental awareness, promote the growth of biodiversity and to engage student communities in environment related projects.

### **The context**

Kalyani, in the District of Nadia, has industrial hub. Moreover, there is rapid expansion of urbanisation within Kalyani and its surrounding areas. This kind of human intervention has been deteriorating the green cover of the area. The University has therefore embarked upon a practice to promote growth of biodiversity, preserve greenery and increase tree cover by doing tree-plantation.

### **Practice**

The University has taken up plantation of tree species within campus and along the boundary. Moreover, the University is generating awareness through outreach activities conducted throughout the year in various e-platforms. The University has recently taken an initiative to adopt five (05) nearby villages and study the problems related to human environment and human practices.

The University has been putting utmost efforts towards energy conservation by

- i. replacing incandescent / fluorescent lamps with LED,
- ii. replacing old Air conditioners with more efficient machines
- iii. encouraging students to turn off the lights, fans, computers and laptops when not required.
- iv. promoting Bicycles as a means to commute inside the campus for the staffs, students and
- v. installing solar panels at building rooftop to harness energy from renewable sources.

The University has its own waste water treatment facility with a capacity 166 KLD. The treated water is being used for gardening thereby saving potable drinking water consumption.

The University has Rain water harvesting facility with storage pond to recharge groundwater thereby collecting surface runoff water.

### **Evidence of Success**

The awareness programme has been able to motivate young minds to think about causes of environment degradation and cautioned on environment pollution. The quote / banner / signage displayed within the campus have inculcated a feeling of creating a healthy environment for future. The faculty and staff members are keeping planters to create a soothing atmosphere in office space and common corridors. Several faculty members have taken following initiatives

- i. agglomerate plastic waste into a reusable form

ii. plantation of ornamental trees within campus

iii. creating poly-house and do high-end research on micro-farming

The electricity generated through the solar panels, and induction of energy efficient appliances has reduced the amount of electricity consumed from the State Electricity Board.

Students and staff members have been using bicycle within campus to a large extent.

| File Description                             | Document                      |
|--|-------------------------------|
| Best practices in the Institutional web site | <a href="#">View Document</a> |

## 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 major focus area of the University that emerges as the common denominator from the aspirations of the different stakeholders in the University system, is the holistic or all-round growth of the students. The University is striving to achieve this objective by deploying a number of initiatives. These include adoption of digital practices, pursuing Outcome Based Education (OBE) practices, nurturing of the students through a well-structured Mentoring system and encouraging the students to maximize their contribution in the sphere of Mandatory Additional Requirements (MAR), strong emphasis on incubation, innovation and entrepreneurship, networking collaboration and facilitating the usage of technology and technology enabled services to the largest extent possible.

One of the area, that is distinctive and in priority is the shift towards digitalization of education and learning atmosphere in the University.

1. The University has been championing the adoption of digital practices in preparing the curriculum, teaching-learning, evaluation and assessment and in different areas of governance since the beginning of 2017. This was long before many educational institutions were compelled to adopt the digital route in the aftermath of the Covid-19 pandemic. MAKAUT introduced Massive Open Online Courses (MOOCs) to its students and faculty members early on and was probably one of the first Universities to prepare a detailed credit mapping of the University curricula in a few programs to the courses available on the MOOCs platforms like NPTEL, Swayam, Coursera, edX, Udemy etc. Leveraging the flexibility available on these online platforms the University allowed credit transfer in case of some students. The University encouraged students to pursue such courses in both synchronous and asynchronous modes. During the pandemic induced lockdown, the University offered free Coursera and edX licenses to its students and faculty members so that they could complete credit courses from these platforms, enrich and update themselves with the latest pedagogical styles from some of the best Universities in the world and put these to practice in their own teaching process. The digital practices adopted by the University ensured minimum loss of teaching-learning when the pandemic induced lockdown led to closure of the University. The University adopted the digital assessment and evaluation model and was the first University in West Bengal to publish its final semester results in 2020 which helped the students in their career growth. The University was internationally recognized

2. The University adopted the practice of digital work system through a highly efficient ERP information management system, which led to seamless integration of the different academic and administrative Departments of the University. The entire student life cycle starting from admission, through teaching-learning and evaluation/assessment is documented in this ERP. This allows easy retrieval of data and helps in the process of Continuous Assessment that every student undergoes in the University.

3. The University has been practicing e-inspection for the affiliating institutes. This practice has benefitted both sides as it has reduced the use of manpower, human travelling and reduced paper-work for the institutes. Moreover, the unnecessary congestion by human beings and automobiles, within the campus has been reduced thereby reducing the overall carbon footprint.

The University website is designed to provide all information. <https://makautwb.ac.in/>

| File Description                             | Document                      |
|--|-------------------------------|
| Appropriate web in the Institutional website | <a href="#">View Document</a> |

## 5. CONCLUSION

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### **Additional Information :**

The then Indian Institute of Information Technology (IIIT), established by the Govt. of West Bengal was subsumed by the then WBUT and B. Tech program in Information Technology (IT) was started by the University. Subsequently, M.Tech program in Biotechnology commenced in the University under the ambit and with the support of the Department of Biotechnology (DBT), Govt. of India.

#### *Campus Migration:*

The University originally started functioning from the State Archives Building, Shakespeare Sarani, Kolkata, in 2000 and subsequently shifted to BF 142, Sector I, Salt Lake, Kolkata – 700064.

The University presently offers 64 UG and PG degree as well as 42 Ph.D programs under its eleven Schools of Studies, viz. School of Biological Science & Technology, School of Computer Science & Engineering, School of Information Science & Technology, School of Engineering Science & Technology, School of Energy & Environmental Engineering, School of Management Science, School of Applied Science & Technology, School of Food Science & Agro Technology, School of Pharmaceutical Science & Healthcare Technology, School of Humanities & Social Science and School of Media Science & Entertainment.

### **Concluding Remarks :**

The goal of the University is to create and successfully implement a strong quality system, to strive for excellence in all the University endeavors, including teaching, training, research, consultancy, innovation, incubation and entrepreneurship, and outreach activities, to stay focused on our core and support functions, and to hold ourselves accountable to all stakeholders (students, teachers, staff, guardians, employers and society at large) through integrated processes carried out through due diligence for self-evaluation and continuous improvement.

## 6.ANNEXURE

### 1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification  |         |         |         |         |         |      |      |      |     |     |         |         |         |         |         |      |      |     |     |     |
|-----------|--|---------|---------|---------|---------|---------|------|------|------|-----|-----|---------|---------|---------|---------|---------|------|------|-----|-----|-----|
| 1.1.2     | <p><b>Percentage of Programmes where syllabus revision was carried out during the last five years.</b></p> <p><b>1.1.2.1. How many Programmes were revised out of total number of Programmes offered during the last five years</b><br/>           Answer before DVV Verification : 27<br/>           Answer after DVV Verification: 27</p> <p><b>1.1.2.2. Number of all Programmes offered by the institution during the last five years.</b><br/>           Answer before DVV Verification : 64<br/>           Answer after DVV Verification: 64</p> <p>Remark : As per the actual number of programs number has been edited.</p>  |         |         |         |         |         |      |      |      |     |     |         |         |         |         |         |      |      |     |     |     |
| 1.1.3     | <p><b>Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years</b></p> <p><b>1.1.3.1. Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years</b><br/>           Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>2970</td> <td>2072</td> <td>1105</td> <td>478</td> <td>355</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1840</td> <td>1309</td> <td>887</td> <td>315</td> <td>292</td> </tr> </tbody> </table> | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2970 | 2072 | 1105 | 478 | 355 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 1840 | 1309 | 887 | 315 | 292 |
| 2021-22   | 2020-21  | 2019-20 | 2018-19 | 2017-18 |         |         |      |      |      |     |     |         |         |         |         |         |      |      |     |     |     |
| 2970      | 2072   | 1105    | 478     | 355     |         |         |      |      |      |     |     |         |         |         |         |         |      |      |     |     |     |
| 2021-22   | 2020-21  | 2019-20 | 2018-19 | 2017-18 |         |         |      |      |      |     |     |         |         |         |         |         |      |      |     |     |     |
| 1840      | 1309   | 887     | 315     | 292     |         |         |      |      |      |     |     |         |         |         |         |         |      |      |     |     |     |
| 1.2.1     | <p><b>Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.</b></p> <p><b>1.2.1.1. How many new courses were introduced within the last five years.</b><br/>           Answer before DVV Verification : 1937<br/>           Answer after DVV Verification: 1772</p> <p><b>1.2.1.2. Number of courses offered by the institution across all programmes during the last five years.</b><br/>           Answer before DVV Verification : 2970<br/>           Answer after DVV Verification: 1886</p>  |         |         |         |         |         |      |      |      |     |     |         |         |         |         |         |      |      |     |     |     |
| 1.3.2     | <p><b>Number of value-added courses for imparting transferable and life skills offered during last five years.</b></p> <p><b>1.3.2.1. How many new value-added courses are added within the last five years.</b><br/>           Answer before DVV Verification : 22</p>  |         |         |         |         |         |      |      |      |     |     |         |         |         |         |         |      |      |     |     |     |

Answer after DVV Verification: 22

| 1.3.3   | <p><b>Average Percentage of students enrolled in the courses under 1.3.2 above.</b></p> <p>1.3.3.1. <b>Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years.</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 430 1046 564"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>756</td> <td>554</td> <td>158</td> <td>0</td> <td>32</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 645 1046 779"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>528</td> <td>198</td> <td>165</td> <td>0</td> <td>0</td> </tr> </tbody> </table>   | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 756 | 554 | 158 | 0  | 32 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 528 | 198 | 165 | 0  | 0  |
|---------|---|---------|---------|---------|---------|---------|-----|-----|-----|----|----|---------|---------|---------|---------|---------|-----|-----|-----|----|----|
| 2021-22 | 2020-21   | 2019-20 | 2018-19 | 2017-18 |         |         |     |     |     |    |    |         |         |         |         |         |     |     |     |    |    |
| 756     | 554   | 158     | 0       | 32      |         |         |     |     |     |    |    |         |         |         |         |         |     |     |     |    |    |
| 2021-22 | 2020-21   | 2019-20 | 2018-19 | 2017-18 |         |         |     |     |     |    |    |         |         |         |         |         |     |     |     |    |    |
| 528     | 198   | 165     | 0       | 0       |         |         |     |     |     |    |    |         |         |         |         |         |     |     |     |    |    |
| 1.3.4   | <p><b>Percentage of students undertaking field projects / research projects / internships (Data for the latest completed academic year).</b></p> <p>1.3.4.1. <b>Number of students undertaking field projects or research projects or internships.</b></p> <p>Answer before DVV Verification : 972</p> <p>Answer after DVV Verification: 1235</p> <p>Remark : Input edited as per the clarification data provided by HEI.</p>   |         |         |         |         |         |     |     |     |    |    |         |         |         |         |         |     |     |     |    |    |
| 2.1.2   | <p><b>Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the last five years</b></p> <p><b>(Excluding Supernumerary Seats)</b></p> <p>2.1.2.1. <b>Number of actual students admitted from the reserved categories year wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1496 1046 1630"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>528</td> <td>349</td> <td>136</td> <td>76</td> <td>87</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1711 1046 1845"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>518</td> <td>341</td> <td>105</td> <td>59</td> <td>53</td> </tr> </tbody> </table> <p>Remark : Category wised seat admitted should be less than or equal to sear earmarked, edited accordingly.</p> | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 528 | 349 | 136 | 76 | 87 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 518 | 341 | 105 | 59 | 53 |
| 2021-22 | 2020-21   | 2019-20 | 2018-19 | 2017-18 |         |         |     |     |     |    |    |         |         |         |         |         |     |     |     |    |    |
| 528     | 349   | 136     | 76      | 87      |         |         |     |     |     |    |    |         |         |         |         |         |     |     |     |    |    |
| 2021-22 | 2020-21   | 2019-20 | 2018-19 | 2017-18 |         |         |     |     |     |    |    |         |         |         |         |         |     |     |     |    |    |
| 518     | 341   | 105     | 59      | 53      |         |         |     |     |     |    |    |         |         |         |         |         |     |     |     |    |    |
| 2.3.3   | <p><b>Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year )</b></p>  |         |         |         |         |         |     |     |     |    |    |         |         |         |         |         |     |     |     |    |    |

**2.3.3.1. Number of mentors ?????????????? ???????**

Answer before DVV Verification : 349

Answer after DVV Verification: 145

**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 : 487

Answer after DVV Verification: 494.48

Remark : Total number of experience as per the given number of full time teachers i.e. 145.

**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:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 5       | 3       | 5       | 5       | 2       |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 4       | 3       | 2       | 4       | 2       |

**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:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 2       | 0       | 3       | 2       | 2       |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 3       | 1       | 2       | 2       | 1       |

**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).**

**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).**

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 0       | 10      | 0       | 2.75    | 2.75    |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 25      | 10      | 0       | 01      | 5.25    |

Remark : Given clarification link not working. Documents check from website. There is no documental proof for Saikat Ghosh Dostidar Endowment Fund & Prof Chair for Sardar Jodh Sing, input edited as per the supporting documents available on HEI website.

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 129.08  | 388.21  | 32.847  | 1498.68 | 60.6    |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19  | 2017-18 |
|---------|---------|---------|----------|---------|
| 118.21  | 287.50  | 120.03  | 1511.395 | 52.81   |

Remark : The grant received from SERB is out of assessment period, input edited accordingly.

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

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

Answer before DVV Verification : 27

Answer after DVV Verification: 27

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

Answer before DVV Verification : 394

Answer after DVV Verification: 145

**3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property**



**Rights (IPR), entrepreneurship, skill development during the last five years.****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.**

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 48      | 28      | 24      | 3       | 3       |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 43      | 21      | 9       | 2       | 2       |

Remark : Input edited as per the given clarification documents given by HEI.

**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:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 18      | 11      | 14      | 3       | 5       |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 09      | 07      | 05      | 03      | 03      |

Remark : Input edited by eliminating repeated count of teachers for one year.

**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:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 7       | 3       | 1       | 0       | 0       |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 5       | 2       | 0       | 0       | 0       |

**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:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 189     | 80      | 67      | 45      | 51      |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 140     | 80      | 75      | 39      | 41      |

Remark : Input has been revised as per the given clarification by HEI.

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 2.70    | 4.26    | 10.75   | 0       | 0       |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 2.70    | 4.26    | 11.38   | 0       | 0       |

Remark : Input edited as per the given clarification documents provided by HEI.

**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:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 2       | 0       | 0       | 1       | 0       |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 00      | 0       | 0       |

Remark : Input edited as HEI has not provided any relevant documents related to metric.

**3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

**3.6.3.1. Number of extension and outreach programs conducted by the institution those through NSS/NCC, Government and Government recognised bodies during the last five years**

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 27      | 35      | 9       | 20      | 2       |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 27      | 28      | 9       | 20      | 2       |

Remark : Some of the extension activities conducted during CORONA period which will be not possible physically. Input edited accordingly.

**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:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 5531    | 50525   | 3659    | 49202   | 59      |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 3410    | 1595    | 783     | 495     | 59      |

Remark : Number of students participating in extension activities should be less than or equal to total number of students.

**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:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 20      | 3       | 41      | 3       | 3       |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 00      | 00      | 00      | 00      | 00      |

Remark : HEI has provided scan copies, given links are not accessible. Irrelevant data found input edited to zero.

**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.**

**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.**

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 8       | 4       | 24      | 20      | 2       |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 2       | 4       | 21      | 21      | 2       |

**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:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 1185.32 | 1289.74 | 2594.06 | 2744.26 | 3051.88 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
|         |         |         |         |         |

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 1146.19 | 1247.12 | 2953.77 | 2744.26 | 3001.84 |
|---------|---------|---------|---------|---------|

| 4.2.2   | <p><b>Institution has access to the following:</b></p> <ol style="list-style-type: none"> <li><b>1. e-journals</b></li> <li><b>2. e-ShodhSindhu</b></li> <li><b>3. Shodhganga Membership</b></li> <li><b>4. e-books</b></li> <li><b>5. Databases</b></li> <li><b>6. Remote access to e-resources</b></li> </ol> <p>Answer before DVV Verification : A. Any 4 or more of the above<br/>Answer After DVV Verification: A. Any 4 or more of the above</p>   |         |         |         |         |         |       |       |       |       |       |         |         |         |         |         |       |       |      |    |       |
|---------|--|---------|---------|---------|---------|---------|-------|-------|-------|-------|-------|---------|---------|---------|---------|---------|-------|-------|------|----|-------|
| 4.2.3   | <p><b>Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)</b></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="304 1122 1046 1256"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>54.21</td> <td>54.13</td> <td>54.51</td> <td>13.45</td> <td>13.72</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1335 1046 1469"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>39.13</td> <td>42.62</td> <td>0.29</td> <td>00</td> <td>50.04</td> </tr> </tbody> </table> | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 54.21 | 54.13 | 54.51 | 13.45 | 13.72 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 39.13 | 42.62 | 0.29 | 00 | 50.04 |
| 2021-22 | 2020-21  | 2019-20 | 2018-19 | 2017-18 |         |         |       |       |       |       |       |         |         |         |         |         |       |       |      |    |       |
| 54.21   | 54.13  | 54.51   | 13.45   | 13.72   |         |         |       |       |       |       |       |         |         |         |         |         |       |       |      |    |       |
| 2021-22 | 2020-21  | 2019-20 | 2018-19 | 2017-18 |         |         |       |       |       |       |       |         |         |         |         |         |       |       |      |    |       |
| 39.13   | 42.62  | 0.29    | 00      | 50.04   |         |         |       |       |       |       |       |         |         |         |         |         |       |       |      |    |       |
| 4.2.4   | <p><b>Percentage per day usage of library by teachers and students ( foot falls and login data for online access) during the latest completed academic year</b></p> <p>4.2.4.1. <b>Number of teachers and students using library per day over last one year</b><br/>Answer before DVV Verification : 45<br/>Answer after DVV Verification: 118</p> <p>Remark : Input edited as per the 5 days footfalls given by HEI.</p>  |         |         |         |         |         |       |       |       |       |       |         |         |         |         |         |       |       |      |    |       |
| 4.3.1   | <p><b>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)</b></p> <p>4.3.1.1. <b>Number of classrooms and seminar halls with ICT facilities</b></p>  |         |         |         |         |         |       |       |       |       |       |         |         |         |         |         |       |       |      |    |       |

Answer before DVV Verification : 47

Answer after DVV Verification: 46

Remark : In given geotagged photos, room no. 006 is having only projector, will not be considered as ICT facility room.

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

Answer before DVV Verification : A. ?1 GBPS

Answer After DVV Verification: A. ?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:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 3151.88 | 2008.86 | 2244.16 | 1618.74 | 2319.09 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 3151.88 | 2059.71 | 2248.34 | 1582.12 | 2179.25 |

**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).**

**5.1.1.1. Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 955     | 52      | 61      | 34      | 47      |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 923     | 366     | 150     | 48      | 38      |

Remark : Input edited as per the given clarification documents.

**5.1.2 Average percentage of students benefited by career counseling and guidance for competitive examinations as 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:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 2148    | 105     | 70      | 48      | 32      |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 2253    | 0       | 0       | 0       | 0       |

**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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

**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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

| 5.2.3   | <p><b>Percentage of student progression to higher education (previous graduating batch).</b></p> <p>5.2.3.1. <b>Number of outgoing student progressing to higher education.</b><br/>         Answer before DVV Verification : 60<br/>         Answer after DVV Verification: 50</p>   |         |         |         |         |         |    |   |   |   |   |         |         |         |         |         |    |   |    |   |   |
|---------|---|---------|---------|---------|---------|---------|----|---|---|---|---|---------|---------|---------|---------|---------|----|---|----|---|---|
| 5.3.1   | <p><b>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.</b></p> <p>5.3.1.1. <b>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.</b><br/>         Answer before DVV Verification:</p> <table border="1" data-bbox="304 786 1046 920"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>46</td> <td>5</td> <td>3</td> <td>4</td> <td>3</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 999 1046 1133"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>23</td> <td>3</td> <td>3</td> <td>3</td> <td>1</td> </tr> </tbody> </table> <p>Remark : Awards/medal given by own institution will not be considered.</p> | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 46 | 5 | 3 | 4 | 3 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 23 | 3 | 3  | 3 | 1 |
| 2021-22 | 2020-21   | 2019-20 | 2018-19 | 2017-18 |         |         |    |   |   |   |   |         |         |         |         |         |    |   |    |   |   |
| 46      | 5   | 3       | 4       | 3       |         |         |    |   |   |   |   |         |         |         |         |         |    |   |    |   |   |
| 2021-22 | 2020-21   | 2019-20 | 2018-19 | 2017-18 |         |         |    |   |   |   |   |         |         |         |         |         |    |   |    |   |   |
| 23      | 3   | 3       | 3       | 1       |         |         |    |   |   |   |   |         |         |         |         |         |    |   |    |   |   |
| 5.3.3   | <p><b>Average number of sports and cultural events / competitions organised by the institution per year</b></p> <p>5.3.3.1. <b>Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.</b><br/>         Answer before DVV Verification:</p> <table border="1" data-bbox="304 1491 1046 1626"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>45</td> <td>5</td> <td>3</td> <td>3</td> <td>2</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1704 1046 1839"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>15</td> <td>5</td> <td>14</td> <td>3</td> <td>2</td> </tr> </tbody> </table>  | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 45 | 5 | 3 | 3 | 2 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 15 | 5 | 14 | 3 | 2 |
| 2021-22 | 2020-21   | 2019-20 | 2018-19 | 2017-18 |         |         |    |   |   |   |   |         |         |         |         |         |    |   |    |   |   |
| 45      | 5   | 3       | 3       | 2       |         |         |    |   |   |   |   |         |         |         |         |         |    |   |    |   |   |
| 2021-22 | 2020-21   | 2019-20 | 2018-19 | 2017-18 |         |         |    |   |   |   |   |         |         |         |         |         |    |   |    |   |   |
| 15      | 5   | 14      | 3       | 2       |         |         |    |   |   |   |   |         |         |         |         |         |    |   |    |   |   |
| 6.3.3   | <p><b>Average number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the last five years.</b></p> <p>6.3.3.1. <b>Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five</b></p>  |         |         |         |         |         |    |   |   |   |   |         |         |         |         |         |    |   |    |   |   |



years

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 196     | 25      | 52      | 0       | 0       |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 137     | 19      | 48      | 0       | 0       |

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 ).**

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**

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 24      | 18      | 26      | 0       | 0       |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 138     | 105     | 65      | 40      | 1       |

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).**

Answer before DVV Verification : A. Any 5 or more of the above

Answer After DVV Verification: A. Any 5 or more of the above

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

|        |  |
|--------|--|
|        | <ol style="list-style-type: none"> <li>1. <b>Solar energy</b></li> <li>2. <b>Biogas plant</b></li> <li>3. <b>Wheeling to the Grid</b></li> <li>4. <b>Sensor-based energy conservation</b></li> <li>5. <b>Use of LED bulbs/ power efficient equipment</b></li> </ol> <p>Answer before DVV Verification : A. 4 or All of the above<br/>         Answer After DVV Verification: A. 4 or All of the above</p>  |
| 7.1.4  | <p><b>Water conservation facilities available in the Institution:</b></p> <ol style="list-style-type: none"> <li>1. <b>Rain water harvesting</b></li> <li>2. <b>Borewell /Open well recharge</b></li> <li>3. <b>Construction of tanks and bunds</b></li> <li>4. <b>Waste water recycling</b></li> <li>5. <b>Maintenance of water bodies and distribution system in the campus</b></li> </ol> <p>Answer before DVV Verification : A. Any 4 or all of the above<br/>         Answer After DVV Verification: A. Any 4 or all of the above</p>   |
| 7.1.5  | <p><b>Green campus initiatives include:</b></p> <ol style="list-style-type: none"> <li>1. <b>Restricted entry of automobiles</b></li> <li>2. <b>Use of Bicycles/ Battery powered vehicles</b></li> <li>3. <b>Pedestrian Friendly pathways</b></li> <li>4. <b>Ban on use of Plastic</b></li> <li>5. <b>landscaping with trees and plants</b></li> </ol> <p>Answer before DVV Verification : A. Any 4 or All of the above<br/>         Answer After DVV Verification: A. Any 4 or All of the above</p>   |
| 7.1.6  | <p><b>Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:</b></p> <ol style="list-style-type: none"> <li>1. <b>Green audit</b></li> <li>2. <b>Energy audit</b></li> <li>3. <b>Environment audit</b></li> <li>4. <b>Clean and green campus recognitions / awards</b></li> <li>5. <b>Beyond the campus environmental promotion activities</b></li> </ol> <p>Answer before DVV Verification : A. Any 4 or all of the above<br/>         Answer After DVV Verification: A. Any 4 or all of the above</p> |
| 7.1.10 | <p><b>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</b></p> <ol style="list-style-type: none"> <li>1. <b>The Code of Conduct is displayed on the website</b></li> <li>2. <b>There is a committee to monitor adherence to the Code of Conduct</b></li> <li>3. <b>Institution organizes professional ethics programmes for students, teachers, administrators and other staff</b></li> <li>4. <b>Annual awareness programmes on Code of Conduct are organized</b></li> </ol>            |

Answer before DVV Verification : A. All of the above  
 Answer After DVV Verification: B. 3 of the above  
 Remark : Input suggested as per the clarification documents provided by HEI to justify the input 1,2 & 4

## 2.Extended Profile Deviations

| ID      | Extended Questions   |         |         |         |         |         |      |      |     |     |     |         |         |         |         |         |      |      |     |     |     |
|---------|--|---------|---------|---------|---------|---------|------|------|-----|-----|-----|---------|---------|---------|---------|---------|------|------|-----|-----|-----|
| 1.1     | <p><b>Number of programs offered year-wise for last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>64</td> <td>56</td> <td>38</td> <td>13</td> <td>13</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>64</td> <td>57</td> <td>39</td> <td>14</td> <td>14</td> </tr> </tbody> </table>                            | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 64   | 56   | 38  | 13  | 13  | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 64   | 57   | 39  | 14  | 14  |
| 2021-22 | 2020-21  | 2019-20 | 2018-19 | 2017-18 |         |         |      |      |     |     |     |         |         |         |         |         |      |      |     |     |     |
| 64      | 56   | 38      | 13      | 13      |         |         |      |      |     |     |     |         |         |         |         |         |      |      |     |     |     |
| 2021-22 | 2020-21  | 2019-20 | 2018-19 | 2017-18 |         |         |      |      |     |     |     |         |         |         |         |         |      |      |     |     |     |
| 64      | 57   | 39      | 14      | 14      |         |         |      |      |     |     |     |         |         |         |         |         |      |      |     |     |     |
| 1.2     | <p><b>Number of departments offering academic programmes</b></p> <p>Answer before DVV Verification : 45<br/>           Answer after DVV Verification : 30</p>  |         |         |         |         |         |      |      |     |     |     |         |         |         |         |         |      |      |     |     |     |
| 2.1     | <p><b>Number of students year-wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>3410</td> <td>1709</td> <td>783</td> <td>495</td> <td>460</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>3410</td> <td>1709</td> <td>783</td> <td>495</td> <td>460</td> </tr> </tbody> </table>                   | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 3410 | 1709 | 783 | 495 | 460 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 3410 | 1709 | 783 | 495 | 460 |
| 2021-22 | 2020-21  | 2019-20 | 2018-19 | 2017-18 |         |         |      |      |     |     |     |         |         |         |         |         |      |      |     |     |     |
| 3410    | 1709   | 783     | 495     | 460     |         |         |      |      |     |     |     |         |         |         |         |         |      |      |     |     |     |
| 2021-22 | 2020-21  | 2019-20 | 2018-19 | 2017-18 |         |         |      |      |     |     |     |         |         |         |         |         |      |      |     |     |     |
| 3410    | 1709   | 783     | 495     | 460     |         |         |      |      |     |     |     |         |         |         |         |         |      |      |     |     |     |
| 2.2     | <p><b>Number of outgoing / final year students year-wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>711</td> <td>227</td> <td>138</td> <td>132</td> <td>107</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>714</td> <td>227</td> <td>138</td> <td>132</td> <td>108</td> </tr> </tbody> </table> | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 711  | 227  | 138 | 132 | 107 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 714  | 227  | 138 | 132 | 108 |
| 2021-22 | 2020-21  | 2019-20 | 2018-19 | 2017-18 |         |         |      |      |     |     |     |         |         |         |         |         |      |      |     |     |     |
| 711     | 227  | 138     | 132     | 107     |         |         |      |      |     |     |     |         |         |         |         |         |      |      |     |     |     |
| 2021-22 | 2020-21  | 2019-20 | 2018-19 | 2017-18 |         |         |      |      |     |     |     |         |         |         |         |         |      |      |     |     |     |
| 714     | 227  | 138     | 132     | 108     |         |         |      |      |     |     |     |         |         |         |         |         |      |      |     |     |     |
| 2.3     | <p><b>Number of students appeared in the University examination year-wise during the last five years</b></p>   |         |         |         |         |         |      |      |     |     |     |         |         |         |         |         |      |      |     |     |     |

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 2806    | 1638    | 691     | 484     | 454     |

Answer After DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 2745    | 1595    | 643     | 451     | 375     |

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 138     | 96      | 30      | 0       | 0       |

Answer After DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 00      | 00      | 30      | 99      | 138     |

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 2970    | 2072    | 1115    | 478     | 355     |

Answer After DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 1886    | 1407    | 902     | 397     | 350     |

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 145     | 107     | 79      | 42      | 21      |

Answer After DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 145     | 112     | 83      | 44      | 21      |

3.3 **Number of sanctioned posts year-wise during last five years**

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 285     | 235     | 209     | 62      | 59      |

Answer After DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 286     | 191     | 108     | 66      | 59      |

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:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 1812    | 1255    | 852     | 185     | 122     |

Answer After DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 1812    | 1486    | 852     | 185     | 122     |

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

Answer before DVV Verification : 58

Answer after DVV Verification : 56

4.4 **Total number of computers in the campus for academic purpose**

Answer before DVV Verification : 1043

Answer after DVV Verification : 1325

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 4337.20 | 3298    | 5198    | 4363    | 5370.97 |

Answer After DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 4337.20 | 3295.21 | 5202.40 | 4326.38 | 5231.13 |