



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

MAULANA AZAD COLLEGE

MAULANA AZAD COLLEGE 8, RAFI AHMED KIDWAI ROAD
700013

<https://maulanaazadcollegekolkata.ac.in>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

August 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Founded in 1924 with the foundation stone laid by H.E. the Earl of Lytton, the Governor of Bengal, the College Main Building is a symbol of heritage and history, boasting nearly a century-old legacy. Classified as a Grade I Heritage Building by the Municipal Corporation, it features Indo-Saracenic architecture, embodying the ethos of unity in diversity. Located centrally in Kolkata, the college is well-connected by various modes of transportation and is affiliated with the University of Calcutta, operating under the Department of Higher Education, Government of West Bengal. The college has Baker Government Boys' Hostel which is also a grade I heritage building with year of establishment 1910. It has a state of art museum commemorating Banga Bandhu Sheikh Mujibur Rahman, former boarder of the hostel.

The college offers a diverse range of programs, including 21 undergraduate courses across Science, Arts, and Commerce streams, along with three postgraduate programs. Notable alumni include Banga Bandhu Sheikh Mujibur Rahman, the Father of the Nation of Bangladesh, along with eminent poets, scientists, scholars, and Padma Shri Awardees.

Transitioning to a co-educational institution in the early 1990s, the college has since maintained a balanced gender ratio, underscoring its commitment to inclusivity. It was awarded an 'A' grade by NAAC in 2016 and has been recognized as a 'College with Potential for Excellence' by the UGC in 2010 and a 'DBT Star College' by the Government of India in 2018. The 5-acre campus features hostels for both boys and girls and modern facilities, including ICT-enabled smart classrooms, a language lab, state-of-the-art laboratories, and a central library housing approximately 100,000 books, including rare manuscripts and access to international digital repositories.

In its pursuit of sustainability, the college implements green initiatives such as a Green Campus, waste management practices, paperless communication, and sensor-based technology. Embracing the NEP 2020 curriculum since the 2023-24 sessions, the faculty has actively participated in NEP Orientation & Sensitization programs, with the Principal serving on the Academic Advisory Committee of MMTTC.

The college's commitment to educational excellence, social responsibility, and cultural preservation has made significant contributions to society. Through extensive research, skill enhancement, environmental initiatives, and community engagement, the college continues to foster intellectual growth and societal benefit.

Vision

Vision: Achieving excellence in imparting Quality Education, fostering Diversity & Inclusion, and adopting Sustainable Practices conducive to students and environment.

The College is dedicated to achieving excellence in providing quality education that empowers students to excel academically and professionally. It actively promotes diversity and inclusion, ensuring a welcoming and supportive environment for students from all backgrounds. In addition, the College is committed to adopting sustainable practices that not only enhance the learning experience but also contribute positively to the environment. By integrating these values into its core mission, the College aims to develop well-rounded

individuals who are equipped to make meaningful contributions to society and the world.

Mission

In alignment with our vision, our mission is shaped by following three core values, with our primary focus on attaining a gold standard in higher education.

Quality Education

- Holistic & Multidisciplinary Education based on IKS
- Academic Leadership, Governance & Management
- Focus on Skill Development, Entrepreneurship and Start-ups
- Focus on Research & Development and Consultancy

Diversity & Inclusion

- Activities towards societal benefits
- Inclusive infrastructure development
- Provisioning financial support
- Focus on gender equality

Sustainable Practices

- Paperless e-office and ICT & AI assisted infrastructure
- Focus on plastic-free, 5-star rated green infrastructure towards achieving net zero
- Outreach programs and extension activities
- Solar Panel and rainwater harvesting initiatives

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

A Hub of Diversity and Excellence: The College offers a unique blend of nominal fees, a peaceful academic environment, and a rich heritage, attracting a diverse student body from various socio-cultural, religious, and ethnic backgrounds.

Continuous Financial Assistance: We ensure educational accessibility through extensive financial support programs, with a significant emphasis on the state's 'Kanyashree' scheme.

Optimal Faculty Research, Innovation and Student Engagement: Our College maintains a healthy student-teacher ratio of 20:1, fostering personalized mentorship. Faculty research, innovation, and student engagement are central to our academic excellence, with numerous research projects and publications.

Linguistic Excellence and Global Perspective: Linguistic diversity is celebrated through our School of Languages, offering honours courses in Arabic, Persian, Sanskrit, English, Bengali, and Urdu, along with certificate courses in Spanish and French, equipping students with global communication skills.

Cutting-Edge Research Infrastructure: Our advanced infrastructure, including a Central Instrumentation facility and state-of-the-art laboratories, supports cutting-edge research, particularly under the DBT STAR College program.

Collaborative Research and Industry Partnerships: We have forged extensive collaborations with top academic institutions, research centers, and industry leaders, providing joint research opportunities, specialized training, and valuable internships, ensuring our students are industry-ready.

Inclusive and Comfortable Living Spaces: Additionally, we offer well-maintained, affordable accommodation for boys and girls, fostering a safe and inclusive living environment.

Infrastructure for 21st Century Learning: Our infrastructure supports 21st-century learning with ICT-enabled classrooms, campus-wide Wi-Fi, cloud-based LMS, and digital tools for dynamic virtual classrooms.

Library: The Central Library, housing nearly 100,000 volumes and rare manuscripts, integrates modern technology for easy access to e-resources.

Green Initiatives: We are committed to sustainability through green initiatives like paperless communication, rainwater harvesting, waste management, and clean energy solutions.

Comprehensive Auditing Practices: The college ensures transparency and accountability with rigorous audits across all key areas, achieving ISO certification.

Commitment towards Inclusivity: Inclusivity is central to our mission, with facilities for students with disabilities, the LGBTQ+ community, and economically disadvantaged students.

Grievance Redressal Mechanism: Our robust grievance redressal mechanism ensures a safe campus environment,

Societal Benefits and Contributions: while our societal contributions focus on community outreach and uplifting the lives of those around us.

Institutional Weakness

- **Space constraints:** Situated in the congested heart of the city with no additional campus, our institution faces challenges in introducing new disciplines and courses required by NEP-2020. The college building's "Kolkata Heritage Grade I" status restricts any structural alterations, limiting expansion options.
- **Auditorium:** Another proposal for construction of a large auditorium, which is required for smooth functioning of various regular activities of the college, is also pending for approval.
- **Lift facilities:** Installation of lift facilities is a dire necessity particularly for specially challenged students and other stakeholders. Our proposal for the same is also pending for approval.
- **Hostel Facilities:** The hostel facilities for male students are currently available only for Minority students. We need another hostel for male general category students and annex of girls' hostel.
- **Staffing challenges:** Teaching vacancies are a major concern due to staff transfers and retirements, with the college unable to hire part-time or guest faculty due to government controls.
- **Administrative gaps:** The College lacks the posts of a Vice Principal, Controller of Examinations,

Placement Relations Officer and Accounts Officer cum Bursar resulting in serious administrative shortcomings.

- **Loss of academic hours:** The loss of class hours due to University examinations is worrisome. The University's allocation of seats for various undergraduate semester-end examinations each year causes constraints on academic pursuits.
- **Sole dependence on Government funds:** The College relies entirely on government grants; delay and insufficiency of which often disrupt daily operations and hinder its ability to keep up with rising costs of evolving educational needs.
- **Lack of Extramural Research projects:** Lack of regular maintenance contracts and UGC research grants leave scientific instruments in various departments without proper upkeep.
- **Limited participation of Alumni Members:** Despite having a strong alumni network, the institute struggles with their limited participation, and minimal charitable contributions.
- **Inadequate Games and Sports Facilities:** The playground situated in Maidan requires prior permission from University as well as Defence Authority for usage. Moreover, we do not have any full-time physical instructor/coach for our students.

Institutional Opportunity

- **Opportunities in the School of Languages:** The College offers six honours courses in languages and two certificate courses in Spanish and French. This provides ample opportunities to expand and explore the avenues within the School of Languages. Specifically, special attention is needed for cross-linguistic knowledge production, implementation of translation projects, and opening of more certificate courses in languages.
- **Encouraging students' research:** Introduction of four-year Honours with Research Courses under CCF of NEP 2020, and with existing highly potential qualified teaching faculties together, the institute has started giving emphasis on student research starting from the graduation level. The college believes that this will have a positive influence over the research activities in the college.
- **Seeking collaborative partnerships:** The College has established many collaborative partnerships with Universities, industries, and NGOs to enhance student engagement in research, internships, experiential learning, hands-on training, and socio-economic and health-related survey-based programs. The institution further seeks social outreach and environmental awareness campaigns to encourage a sustainable research and innovation.
- **Government funded projects:** The postgraduate and undergraduate departments of the college have successfully executed or are currently executing government-funded research projects. The college seeks out for such projects as these provide them with established position as strong candidates for recognition as Ph.D. degree pursuing centres.
- **Open to Outreach Activities:** The enthusiast NSS unit has the capacity and looking forward to several outreach initiatives. These encompass health awareness campaigns, heart-warming visits to orphanages and elderly care homes, and empowering women through gender equity programs.
- **Seamless connectivity:** The comprehensive Wi-Fi expansion initiative has transformed our academic landscape, creating a seamless digital ecosystem. This upgrade is required for providing high-speed internet access throughout the campus, empowering students and faculty and fostering advanced academic pursuits.
- **Open access to library:** Our library provides open access to all the external users through digital connectivity and database which provides access to rare archival documents.

Institutional Challenge

- **Socio-Economic Challenges:** A significant population of students originates from underprivileged socio-economic backgrounds. Despite support programs, external influences from their communities and society can hinder their pursuit of higher education. A unique challenge arises from our diverse student body, which includes many first-generation learners from underprivileged backgrounds. This is especially true for female students. Addressing the prevailing mindset within these communities remains a real challenge.
- **Challenges Facing Faculty at the Institute:** Due to limited space, time constraints, and faculty members' extensive involvement in year-round examinations, the institute faces challenges in completing the university curriculum on time. However, faculty members have consistently engaged to overcome these difficulties by implementing flipped teaching/ blended teaching methods, even during holidays and vacation periods.
- **Acquirement of New Campus:** Acquiring a new campus is a major challenge for the college. The transfer of land at 33, Gorachand Road from the Ministry of Higher Education to the Ministry of Minority Affairs has hindered the college's ability to introduce new courses, such as Geography, Food & Nutrition, and Library & Information Science, and to upgrade existing undergraduate programs to postgraduate levels in Microbiology, Chemistry, Economics, and Political Science, as recommended by the NAAC Peer Team and NEP 2020 requirements.
- **Students Placement challenges:** Various industries from diverse sectors express their interest in conducting on-campus and off-campus recruitment drives for our graduating students. Additionally, students from other educational institutions often seek summer internships and learning opportunities at our institute. Managing these requests is challenging, highlighting the need for a dedicated Skill Development Centre.
- **Preserving rare books & manuscripts:** The library holds a valuable collection of rare books and manuscripts on Arabic, Persian, and Urdu literature. Maintaining and digitizing these important resources poses a significant challenge.
- **Filling up the Vacancies:** The vacancies in teaching and non-teaching positions arise due to different factors- superannuation, and transfers and that often present a significant challenge for the college administration.
- **Maintaining a Green Campus:** The College is surrounded by dense residential and commercial areas with heavy traffic, thus, making it a challenge to maintain a green and clean campus.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

UG & PG courses: The College offers 21 undergraduate courses in Arts, Commerce, and Science: 20 are 4-year Honours programs (including Honours with Research), and one is a 3-year B.A. Multidisciplinary course introduced in 2023-2024 under NEP 2020. We also offer 2-year postgraduate courses in English, Urdu, and Zoology under CBCS, which were autonomous until 2019 and are now managed by the PGEC and PGBoS. Additionally, 3-year Honours programs in 20 subjects and a 3-year B.A. General Course continue under CBCS for students of the 2021-2022 and 2022-2023 academic years. Our faculty contribute to curriculum design for both UG and PG programs at the affiliating University.

Certificate Courses and Add-on Courses: The College offers various 36 hours certificate courses, such as

Spanish, Communicative English, Arabic, Urdu, Bengali, French, Financial Accounting with GST-Tally ERP 9, Basic Computing, STATA, and Printing and Publishing, developed in collaboration with certification bodies. Additionally, all departments offer add-on courses to equip students with diverse skills for the competitive job market.

Curriculum enrichment for Societal Benefits: The institute organizes programs regularly on various cross cutting issues such as gender sensitization, professional ethics, environment and sustainability, human values and human rights, women empowerment etc. adhering to the given curriculum and also beyond the curriculum so that the institute may create an epitome of amity and unity among substantial diversity.

NSS orchestration and outreach programmes: NSS organizes character-building activities such as Swachh Bharat, tree planting drives, Environment Day celebrations, water conservation initiatives, dengue awareness, and programs on plastic hazards and AIDS awareness. These activities foster a holistic understanding of our environment among future citizens of India.

Field work/Project work/ Internships/hands-on training/ publications: Our College encourages students to engage in projects, fieldwork, internships, hands-on training, and journal publications, boosting their academic and professional growth. These efforts have led to high success rates in national competitive exams for institutes like IITs, IISERs, and ISI. Additionally, the college organizes educational tours to various locations, including Darjeeling and Madhya Pradesh, for subjects like Botany, History, and Microbiology.

Fulfilment of Recommendations of NAAC Cycle-2:

- Structured feedback system introduced.

Teaching-learning and Evaluation

Teaching: The College maintains a strong student-teacher ratio of about 20:1, ensuring quality education. The teachers' profiles include full-time teachers recruited by the WBPS and SACT appointees. Significant percentage of faculties holds Ph.D. degree. The college encourages faculty to engage in research alongside teaching. In addition to traditional methods, the college offers experiential and participatory learning, ICT-enabled teaching, smart classrooms, and online learning. Remedial, tutorial classes and special mentoring are provided for slow learners identified through students' profile mapping. Advanced learners benefit from seminar lectures and are encouraged to present on advanced topics. The academic calendar is prepared by the IQAC inline with the norms of the University of Calcutta and the Government of West Bengal.

Learning: The students engage in projects, field studies, excursions, and visits to industries and research labs, educational tours and visits to historical sites apart from hybrid classes. These experiences enhance their skills in data collection, analysis, and inference, preparing them for careers in academia and industry. The students also participate in various seminars, symposiums, and workshops, presenting their papers.

Evaluation: Teachers offer mentoring and counselling, ensuring a strong mentor-mentee ratio and effective student-teacher interactions. Evaluations follow university regulations, with weekly tests, internal assessments, and exams conducted by Examination Committees. Regular parent-teacher meetings keep parents informed of student progress. The college uses Outcome-Based Education (OBE), with departments defining Course Outcomes (CO), Programme Outcomes (PO), Programme Specific Outcomes (PSO) and CO-PO mapping. Marks are uploaded via an online portal, and student performance helps to evaluate these outcomes.

Fulfilment of Recommendations of NAAC Cycle-2:

- Filling up of vacant teaching and non-teaching posts have been partially achieved.
- Creation of more posts of Professors has been initiated and proposal sent to higher authority.
- Proposal for opening more PG courses has been sent to higher authority.

Research, Innovations and Extension

Research Innovation: The College promotes an entrepreneurial mindset and research collaboration, receiving five major research grants from ICMR, UGC, WBDSTBT and others. A UGC-DAE CSR-funded project is ongoing in the Department of Microbiology. The college has received total grant of 70.85 lakhs from 2018 to 2023 and an additional 159 lakhs from DBT for STAR College status (Phase 2). The college supports innovation in areas like preserving ethno-medicinal plants from the Indian Eastern Himalayas, conducting karyotype analysis of traditional Indian food crops through molecular cytogenetics and promoting AYUSH to raise awareness of affordable traditional treatment options, particularly in rural India, under the National Rural Health Mission.

Upgrades include advanced research instruments in the Central Instrumentation Facility and a number of Computer Laboratories. Faculty and students have published 161 research papers and 130 books/book chapters in the past five years, including a patent. The college has hosted 65 seminars, workshops, and training events in Research Methodology and Intellectual Property Rights awareness programs, including the Regional Science and Technology Congress in 2022, and received a DBT-CTEP grant for science popularization.

The college hosts an Innovation & Creativity Hub in the library, encouraging idea generation among students. An Incubation Cell for the Indian Knowledge System supports innovation and entrepreneurship, helping students develop and explore business ideas.

Extension and Outreach Activities: The College has actively engaged in extension and social outreach activities, with 54 events conducted under NSS, ICC, and IQAC. Notably, it achieved the prestigious STAR College status from the Department of Biotechnology. The institution has 23 active MoUs, 10 linkages, and 12 collaborations with various academic institutions, NGOs, government agencies, and non-profits. Additionally, three MoUs with industries focus on imparting job-oriented skills.

Societal Benefits: The NSS unit of the college is highly active and has taken several measures to benefit the society like conducting biodiversity survey work for a National Green Tribunal project, undertaking plantation projects under NKDA, lung cancer awareness programme, reaching out to a village for dental check-up and study livelihood of the area demographic pattern. The college has also distributed in-house manufactured sanitizers to local community during Covid period.

Infrastructure and Learning Resources

The College is well-equipped with 54 classrooms, 30 laboratories, and 12 research labs. It features a Central Instrumentation Facility with advanced instruments like Spectrofluorimeter, FT-IR and Thermal cyclers machines. Additional facilities include a Research and Development Cell, Incubation Cell, Bio-safety Lab, and Language Laboratory. It is supported with physical facilities for Sports, games, and cultural activities. It has separate hostels for boys and girls. The ICT infrastructure includes at present 208 computers, 34 ICT-

enabled classrooms (11 smart classrooms), and robust connectivity with 200-300 Mbps internet via LAN/Wi-Fi. The student-computer ratio is about 10:1 and online classes use G-Suite and Zoom. It provides inclusive facilities for Divyangjan and LGBTQ+ individuals, including accessible toilets, a BRAILLE and NVDA-equipped desktop, ramps with tactile paths, and gender-neutral toilets. Eco-friendly features include solar panels, rainwater harvesting, motion-sensing lights and green appliances.

Optimal use of Infrastructure: The College uses its infrastructural resources optimally by conducting UPSC examinations like Indian Civil Service Examinations, NDA and Civil Service Examination under WBPS during Sundays, holidays and lean sessions. It has the largest centre of IGNOU in Kolkata. It is planning to introduce its operations during evening.

Learning Resources: It has a large Central Library, with a blend of old and new infrastructure. There is a Rare Books & Manuscripts section. The library is automated using ILMS and provides access to e-resources through INFLIBNET, DELNET, OPAC kiosk and D-Space cloud for OER. There is an LMS platform on the website (AIMES cloud), multiple G-Suites, Google Classroom and Zoom as well as social media presence on YouTube, X.com, Instagram and Facebook.

Fulfilment of Recommendations of NAAC Cycle-2:

- Proposals for separate campus placed to the Government which is under consideration.
- State of art sophisticated instrument facility centre (CIF) created.
- The central library of the College upgraded with full automation, and addition of more e-resources, reference books and journals achieved.
- School of Languages as multilingual hub created.
- More smart rooms with ICT facility created.

Student Support and Progression

Student Support: Our College, charges a nominal tuition and hostel fees and supports economically challenged students through various scholarships, freeships, and a Student Aid Fund. During the COVID-19 pandemic, the college provided relief to prevent study discontinuation. Financial aid is also offered for study tours, and meritorious students are recognized and rewarded, including those who achieve top ranks or are selected by prestigious institutes. The college promotes wellness through counselling and has a Zero Tolerance policy towards ragging and sexual harassment, managed by Anti-Ragging, Internal Complaints Cell, and Disciplinary & Grievance Cell. Additionally, the Career Counselling and Placement Cell support students' career growth and progression.

Student Progression: Significant percentage of students pursue higher studies in India and abroad, join professional institutes, or sit for competitive exams like State Govt. services and Central Govt. services, JAM, NET, GATE, SET, CUET-PG, GMAT, GRE, TOEFL, and IELTS etc with significant success rate. They also excel in athletics and cultural events, earning medals and trophies. The college administration led by the Principal and supported by the Teachers' Council, Governing Body, and faculty, makes decisions on programs and policies while maintaining stakeholder communication. E-governance is used for Admissions, Student Support, Finance, Administration, LMS, and Examinations, ensuring transparency and efficiency.

Governance, Leadership and Management

Governance: Our College is committed to providing quality education to all students, regardless of background. As a government college affiliated with the University of Calcutta, it receives funds from the state government, UGC, DBT, MP LAD, IGNOU and private organizations. The college uses e-governance for admissions, student support, finance, administration, LMS, and examinations to ensure transparency and efficiency. The IQAC has implemented quality measures including ISO 14001:2015 and 9001:2015 certifications, N-List membership for online resources, and seminars on IPR, NEP, CO-PO attainment and gender equality.

Leadership: The institution equips students with the tools and resources needed for future independence, prioritizing high-quality teaching and learning through stakeholder input. The college administration, led by the Principal with input from the Teachers' Council, Governing Body, and faculty, makes decisions on programs and policies while ensuring effective communication with stakeholders and proper implementation of plans.

Management: The organization encourages faculty to present papers and participate in seminars, conferences, and professional training, aligned with state government policies. Faculty services are regulated by WBSR. The college maintains detailed records of faculty and staff self-appraisals. The college manages its financial resources efficiently both from government and other sources thereby mobilising it efficiently through its well designated internal finance team supported by internal and external audits by reputed CA firm. CAG audit is also conducted at regular intervals.

Fulfilment of Recommendations of NAAC Cycle-2:

- Multi-skill development programmes for non-teaching and teaching staffs have been organized from time to time.

Institutional Values and Best Practices

Values and Social Responsibilities: The College promotes gender equity and inclusivity, and is committed to a green campus with modern equipment. Its outreach programs include creating a People's Biodiversity Register with Kolkata Municipal Corporation, testing micro-plastics in local water bodies, and cleaning Kolkata Maidan and Mallick Ghat along the Hooghly River. During the pandemic, the Statistics Department of the College partnered with other Kolkata colleges in association with All India Institute of Hygiene and Public Health to survey households with college students about social, economic, educational, and health issues. It conducts annual infrastructure audits and fosters an environment of tolerance and harmony across diverse backgrounds. It has implemented policies for energy management, green campus initiatives, and waste management. Efforts include cultivating a medicinal plant garden, using energy-efficient devices, adopting solar power technology, and implementing rainwater harvesting.

Best Practice I - Online remote learning & Green Digital initiatives: The College has seamlessly integrated online learning into its education system over the years. This started even before the Pandemic through online admission, uploading exam marks digitally, sharing study materials via email and social media, etc. The pandemic accelerated this process through LMS portal (AIMES-cloud) in college website, Google Workspace for Education (G Suite), ICT-enabled and Smart Classrooms, automation using e-governance software, digitisation of library, online and hybrid courses, etc. Such exercises have solidified the college's position in blended digital teaching-learning.

Best Practice II - Student Profile Mapping: The College witnesses differing levels of students' skills,

attributes, emotions, and behaviour. Student Profile Mapping offers a systematic assessment and helps the college in such a context. The mappingportal generates scores through a well-defined formula and determines the individual strengths and weaknesses. The final result enables the college to take a customised approach towards meeting the educational requirements of slow and advanced learners.

Institutional distinctiveness: The College prides itself on diversity and inclusivity, welcoming students from various linguistic, communal, and socio-economic backgrounds, exemplifying India's unity in diversity. Housed in a heritage building, the College's Library boasts an archive of old and rare manuscripts and books, including the famous 16th-century Ain-e-Akbari by Abul Fazl.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MAULANA AZAD COLLEGE
Address	MAULANA AZAD COLLEGE 8, RAFI AHMED KIDWAI ROAD
City	KOLKATA
State	West Bengal
Pin	700013
Website	https://maulanaazadcollegekolkata.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	SUBHASIS DUTTA	033-22493737	9433563658	033-22493737	maulanaazadcolleg ekolkata@gmail.co m
IQAC / CIQA coordinator	SHAMPA DATTA GUPTA	033-22650170	9038310083	033-22493737	iqac.mac@maulana azadcollegekolkata. ac.in

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
West Bengal	University of Calcutta	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	03-03-1956	View Document
12B of UGC	03-03-1956	View Document

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

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	Yes
If yes, date of recognition?	15-10-2010
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	DBT STAR COLLEGE By Government of India
Date of recognition	29-06-2017

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	MAULANA AZAD COLLEGE 8, RAFI AHMED KIDWAI ROAD	Urban	1.5	2449

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Arabic,Four Year Honours and Honours with Research under CCF and Three Year Honours under CBCS	48	HIGHER SECONDARY	Bengali	68	38
UG	BA,Bengali, Four Year Honours and Honours with Research under CCF and Three Year Honours under CBCS	48	HIGHER SECONDARY	Bengali	43	18
UG	BA,English,Four Year Honours and Honours with Research under CCF and Three Year Honours under CBCS	48	HIGHER SECONDARY	English	61	49
UG	BA,History,Four Year Honours and Honours with Reserach under CCF and Three Year	48	HIGHER SECONDARY	English,English + Bengali	53	39

	Honours under CBCS					
UG	BA, Islamic History And Culture, Four Year Honours and Honours with research under CCF and Three Year Honours under CBCS	48	HIGHER SECONDARY	English, English + Bengali	61	49
UG	BA, Persian, Four Year Honours and Honours with Research under CCF and Three Year Honours under CBCS	48	HIGHER SECONDARY	Urdu	62	21
UG	BA, Political Science, Four Year Honours and Honours with Research under CCF and Three Year Honours under CBCS	48	HIGHER SECONDARY	English	71	61
UG	BA, Philosophy, Four Year Honours and Honours with Research under CCF and Three Year Honours under CBCS	48	HIGHER SECONDARY	English	37	17

UG	BA,Sociology,Four Year Honours and Honours with Research under CCF and Three Year Honours under CBCS	48	HIGHER SECONDARY	English	53	40
UG	BA,Sanskrit, Four Year Honours and Honours with Research under CCF and Three Year Honours under CBCS	48	HIGHER SECONDARY	Sanskrit	24	3
UG	BA,Urdu,Four Year Honours and Honours with Research under CCF and Three Year Honours under CBCS	48	HIGHER SECONDARY	Urdu	110	105
UG	BA,B A Multidisciplinary And B A Gen In Arb Per Urd Bng His Ihc Eng Phi Pls Eco,Three Year BA Multidisciplinary CCF and BA Gen CBCS subjects Arb Per Urd Bng His Ihc Eng Phi Pls Eco	36	HIGHER SECONDARY	English + Bengali	144	118

UG	BSc,Chemistry,Four Year Honours and Honours with Research under CCF and Three Year Honours under CBCS	48	HIGHER SECONDARY	English	55	22
UG	BSc,Economics,Four Year Honours and Honours with Research under CCF and Three Year Honours under CBCS	48	HIGHER SECONDARY	English	71	34
UG	BSc,Mathematics,Four Year Honours and Honours with Research under CCF and Three Year Honours under CBCS	48	HIGHER SECONDARY	English	55	27
UG	BSc,Microbiology,Four Year Honours and Honours with Research under CCF and Three Year Honours under CBCS	48	HIGHER SECONDARY	English	37	31
UG	BSc,Physics, Four Year Honours and	48	HIGHER SECONDARY	English	55	22

	Honours with Research under CCF and Three Year Honours under CBCS					
UG	BSc,Statistics,Four Year Honours and Honours with Reserach under CCF and Three Year Honours under CBCS	48	HIGHER SE CONDARY	English	37	26
UG	BSc,Zoology ,Four Year Honours and Honours with Research under CCF and Three Year Honours under CBCS	48	HIGHER SE CONDARY	English	49	34
UG	BCom,Com merce,Four Year Honours and Honours with Research under CCF and Three Year Honours under CBCS	48	HIGHER SE CONDARY	English	86	82
UG	BSc,Botany, Four Year Honours and Honours with Reserach under CCF and Three	48	HIGHER SE CONDARY	English	31	21

	Year Honours under CBCS					
PG	MA,English, Two Year MA under CBCS	48	GRADUATION	English	27	27
PG	MA,Urdu,Two Year MA under CBCS	48	GRADUATION	Urdu	37	37
PG	MSc,Zoology,Two Year M.Sc. under CBCS	48	GRADUATION	English	28	26

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	8				41				69			
Recruited	3	0	0	3	31	10	0	41	31	25	0	56
Yet to Recruit	5				0				13			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				69
Recruited	33	7	0	40
Yet to Recruit				29
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	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.	3	0	0	25	7	0	21	13	0	69
M.Phil.	0	0	0	2	0	0	5	2	0	9
PG	0	0	0	4	3	0	5	10	0	22
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	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

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
		18	17	0	

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	447	6	0	0	453
	Female	393	10	0	1	404
	Others	0	0	0	0	0
PG	Male	37	0	0	0	37
	Female	52	0	0	0	52
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	53	62	54	40
	Female	24	38	39	28
	Others	0	0	0	0
ST	Male	7	4	9	7
	Female	3	2	4	4
	Others	0	0	0	0
OBC	Male	90	88	92	72
	Female	64	54	58	47
	Others	0	0	0	0
General	Male	254	337	379	318
	Female	314	356	296	285
	Others	0	0	0	0
Others	Male	0	0	1	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		809	941	932	801

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The National Education Policy (NEP) represents India's forward-looking vision for its education system. It emphasizes delivering high-quality education to empower students with the skills needed to excel as global citizens. To embrace NEP's principles, our college initiated faculty discussions focusing on diversity, equal access, holistic development, and assessment reforms outlined in the policy. We already prioritize NEP's core tenets such as inclusive learning environments and student-centered education. Affiliated with the University of Calcutta, we offer cutting-edge courses designed to enrich our students' educational journeys. Since the 2017–2018 academic years, we have adopted the</p>
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Choice Based Credit System (CBCS). Looking ahead, we aim to expand subject combinations in humanities and sciences, fostering interdisciplinary and multidisciplinary approaches. This strategic initiative aims to empower students to make informed educational choices, potentially enhancing academic performance, job satisfaction, and career opportunities. The college has introduced Library & Information Science as one of the Interdisciplinary Courses under NEP 2020 under the initiation and supervision of the Librarian at Central Library. The college offers three 2-year postgraduate programs in Arts (English and Urdu) and Biological Science (Zoology) under the CBCS. It also provides 3-year Honours and General BA courses, which began in the 2017-18/2018-19 sessions, though no new admissions are being taken after the implementation of NEP 2020. The current programs include 4-year Honours and Honours with Research courses, along with a 3-year multidisciplinary BA course, catering to students from West Bengal, neighbouring Indian states, and Bangladesh. These programs offer flexibility, allowing students to select subjects across disciplines. Additionally, the college has implemented several 24-week certificate courses, such as Financial Accounting with GST-Tally ERP 9, Spanish, Communicative English, Basic Computing, R-Programming, and Stata. Alongside, it offers 49 Add-on and Value-Added courses to enhance students' skills. These courses aim to equip students with knowledge beyond their core curriculum, promoting holistic development. The college also fosters interdisciplinary learning through seminars, workshops, hands-on training, and science congresses, encouraging students to engage, share ideas, and broaden their knowledge.

2. Academic bank of credits (ABC):

The Academic Bank of Credits (ABC) is a progressive initiative designed to simplify the process of managing college course credits for students. It facilitates seamless integration of courses offered across different colleges and universities, allowing students to explore diverse combinations and select the most suitable options for their academic goals. ABC ensures that students can transfer credits between institutions efficiently, preserving the quality of their academic achievements while saving time and costs. In alignment with the new ABC

regulations, our institution is promoting blended learning and facilitating credit accumulation from various accredited Higher Education Institutions (HEIs). Our objective is to enhance accessibility to higher education for all students in accordance with the directives of our affiliating university. The institute has actively advanced the NEP 2020 framework by implementing the Academic Bank of Credits (ABC) through its affiliation with Calcutta University. This system enhances flexibility and promotes a learner-centric approach in higher education. With ABC, students can accumulate credits for completed courses regardless of the semester, enabling personalized learning at their own pace. Key features of ABC include flexibility in course selection, credit accumulation, transparent academic records, and interdisciplinary learning. It also allows for the transfer of earned credits across universities, facilitating seamless transitions between departments or campuses. This system broadens personalized learning opportunities, allowing students to develop diverse skill sets. The institute, following Calcutta University's guidance, is encouraging students to embrace this innovative approach.

3. Skill development:

At the heart of the college's mission is preparing students effectively for future opportunities. BESC currently provides fourteen short-term courses under "Career Connect," fostering a culture of inclusive learning. These courses aim to equip students with essential skills beyond traditional classrooms through interactive sessions with industry experts and hands-on training during industry visits. This approach ensures a smooth transition from campus to workplace. With guidance from experienced faculty and industry mentors, tailored programs enable students to excel in critical domains required in the workforce or confidently pursue entrepreneurial ventures. The college, primarily focused on undergraduate education with a range of postgraduate programs, is dedicated to creating a dynamic learning environment. Its mission is to nurture students' curiosity and passion, encouraging them to explore new ideas and apply their knowledge to future projects, especially as we recover from the challenges of the COVID-19 pandemic. In collaboration with the Internal Quality Assurance Cell (IQAC), the

institution has enhanced the teaching-learning environment. The college has implemented a strategy to boost students' skills through regular courses, workshops, and seminars, including ongoing computer literacy and Spoken/Functional English courses. Soft Skill Development Workshops are overseen by dedicated subcommittees, ensuring effective implementation. An Incubation Centre has been established to foster innovation and entrepreneurship, supporting students in exploring business ideas, with a focus on areas like mushroom cultivation and prototype development for indigenous agricultural tools. The institution emphasizes holistic education, combining academic excellence with practical skills and an entrepreneurial mindset. Additionally, various departments offer Add-on courses to further enhance students' skills and promote comprehensive development.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):

Integrating Indian arts and culture into our academic framework is a powerful avenue for discovery, celebration, and promotion. While English serves as the primary language of instruction, our faculty is proficient in delivering curriculum in Hindi, Bengali and Urdu as needed, enriching students' learning experiences and reinforcing national identity. Urdu language courses are tailored for Urdu-speaking students, fostering deeper understanding and appreciation of their cultural heritage. Additionally, Bengali language studies are integrated into the Humanities Program, attracting local Bengali-speaking students. In the era of globalization, preserving cultural heritage is crucial, reflected in our college's observance of events like Matri Bhasha (Mother Language), dedicated to promoting India's diverse cultural tapestry, languages, and heritage. The institution's curriculum, aligned with NEP 2020 and the Choice-Based Credit System (CBCS) under UGC guidelines, offers a comprehensive exploration of India's heritage with flexibility for regional concerns. It covers disciplines like Sanskrit, Bengali, History, Philosophy, and Political Science, blending Indian values with global perspectives. Key components include traditional knowledge in culture, arts, literature, life sciences, biodiversity conservation, Ethno-Zoology, and Ayurveda. Departments regularly organize seminars, cultural programs, and events to uphold and promote cultural values,

	reflecting the institution's steadfast commitment throughout the academic year.
5. Focus on Outcome based education (OBE):	<p>Outcome-based education (OBE) is a learning approach and educational philosophy that centres around clearly defined learning outcomes, shaping the entire academic curriculum and instructional strategies accordingly. These outcomes encompass a blend of knowledge, skills, abilities, attitudes, and understanding that students are expected to achieve through their successful participation in specific higher education experiences. To effectively implement this approach, our institute has conducted a dedicated workshop focusing on the fundamental principles of Outcome-Based Education. This initiative integrates various learning methods to foster skills development and nurture potentials, thereby preparing students with the capabilities to thrive in a competitive global environment. Our college is dedicated to fostering a student-centric education system that addresses both curriculum needs and teaching-learning challenges effectively. Our experienced faculty and cutting-edge resources ensure a high-quality educational experience for students. We implement Outcome Based Education to maximize student success, with detailed Programme Outcomes and Course Outcomes available on our website and regularly communicated to students. Teaching and learning strategies are continuously updated to meet current knowledge standards and specified learning objectives. Through ongoing formative assessments, we monitor student progress and maintain educational quality. Additionally, our college enhances the affiliating University's curriculum by offering a range of add-on courses aimed at developing cognitive, employable, and socially relevant skills among our students.</p>
6. Distance education/online education:	<p>The importance of online digital learning has been highlighted, especially during crises like the COVID-19 Pandemic. Even as the educational landscape returns to normal, the ongoing use of online methods for distributing study materials and communicating messages remains crucial. This approach facilitates rapid information exchange, aligning with the trend of efficient information sharing. Furthermore, the college hosts a well-established Distance Learning centre, namely the Indira Gandhi National Open University (IGNOU –</p>

Study Centre Code 2810), established on 8th May, 1991, which enables numerous students to pursue education flexibly and remotely. This reflects the institution's dedication to embracing diverse learning modes, catering effectively to the varied needs and preferences of its student community. Amid the pandemic, our college swiftly embraced ICT best practices, enabling a seamless shift to a fully online platform. Utilizing G-Suite and LMS Platform, we created an interactive and engaging learning environment where students accessed online study materials, digital repositories, and tools for online examinations. This digital approach remains integral as teachers and students continue to utilize Google Classrooms for ongoing teaching and learning activities. Supported by advanced technology and skilled faculty, our college maintains a blended mode of education, ensuring a robust educational experience for all students.

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>In 2019, Maulana Azad College established the Electoral Literacy Club (ELC) to enhance electoral awareness among students and encourage their active participation in the democratic process. This initiative is part of a broader effort to foster a deeper understanding of electoral responsibilities and engagement.</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>Maulana Azad College has established a structured leadership for the Electoral Literacy Club (ELC), including a student coordinator and several faculty members. The student coordinator is responsible for managing daily activities, organizing events, liaising with faculty, and engaging students in the club's initiatives. This role is filled by a student selected for their enthusiasm for electoral matters and leadership abilities. A team of faculty members, led by Prof. Samrat Roy, serving as President of ELC, provides supervision and support. These faculty members mentor the student coordinator, design and implement the club's programs, and ensure that activities align with the club's objectives. The ELC aims to be inclusive and representative, comprising students from diverse academic fields and</p>

	<p>backgrounds. This diversity ensures that the club's initiatives address the interests and concerns of the entire student body, positioning it as a key organization for advancing electoral literacy.</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>The Electoral Literacy Club (ELC) at Maulana Azad College has introduced several innovative programs to enhance electoral understanding and engage students:</p> <ul style="list-style-type: none"> • Mock Elections: The ELC organizes on-campus mock elections, allowing students to experience the electoral process by acting as voters and candidates. This simulation includes speeches, campaigns, and real voting procedures, helping students understand the complexities of elections and the importance of participation. • Interactive Workshops and Seminars: These sessions, featuring guest speakers like election officials and civic educators, offer insights into the electoral system and democratic processes. Topics include voter registration, electoral laws, and the impact of voting, with an interactive format encouraging student engagement. • Voter Registration Drives: In collaboration with local election officials, these drives help students register to vote by setting up registration stations and assisting with forms, ensuring eligible students are prepared to participate in elections. • Awareness Campaigns and Social Media Engagement: The ELC conducts outreach through social media, campus bulletins, and posters, using educational content, info graphics, and quizzes to raise awareness about electoral literacy and voting rights. • Collaboration with Local Election Authorities: Partnering with local election commissions, the ELC organizes workshops led by election officials, providing students with in-depth knowledge of election management and the electoral process. • Participation in the Youth Parliament Competition & Quiz: Maulana Azad College actively participated in the West Bengal Youth Parliament Competition in 2019 and 2022, demonstrating its commitment to fostering political awareness and civic engagement among students. The college excelled in both the Youth Parliament and Quiz Competitions, securing second Prize in 2019 and third Prize in 2022 in the Quiz Competition. <p>Educational and Developmental Outcomes: Participating in the West Bengal Youth Parliament Competition provided students with practical</p>

knowledge of parliamentary procedures, deepening their understanding of democratic systems. The challenging aspects of both the Youth Parliament and Quiz Competitions sharpened their critical thinking, public speaking, and research skills, contributing to their academic and personal growth. Maulana Azad College's active involvement and successes in these competitions have fostered a culture of civic engagement and intellectual curiosity, underscoring the college's commitment to promoting educated citizenship.

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.

Maulana Azad College is actively engaged in several socially impactful projects, collaborating with government schemes and other initiatives:

- Kanyashree Prakalpa: A scheme aimed at improving the status and well-being of the girl child in West Bengal by the Govt. of West Bengal.
- West Bengal Student Credit Card Scheme: Provides financial support to students at nominal interest rates. A scheme initiated by the Govt. of West Bengal.
- SVEEP (Systematic Voters' Education and Electoral Participation): A flagship program of the Election Commission of India for voter education, spreading awareness, and promoting voter literacy.
- Environmental Sustainability Projects: Includes water conservation, renewable energy, waste management, and go-green initiatives.
- Health and Wellness Programs: Features psychological counseling, mental health support, and wellness programs including yoga, health check-up camps, and policies fostering work-life balance.
- Community Outreach and Social Service: The College NSS Unit has conducted various impactful activities, such as:
 1. Dengue & Vector-Borne Disease Prevention Awareness Rally and Survey with Kolkata Municipal Corporation
 2. Angdaan Mahotsav (Organ Donation) Awareness Rally as part of a central government campaign
 3. AIDS Awareness Rally
 4. Socio-Economic Survey Program
 5. Women's Health & Hygiene Awareness Program
 6. Lung Cancer Awareness Program
 7. Waste Management Awareness Program with Garbage Free India
 8. Free Dental Check-up Camp with Dr. R Ahmed Dental College
 9. Save Green Keep Clean Rally with Kolkata Police
 10. Save Water Save Life Rally with Kolkata Municipal Corporation
 11. Swachh Bharat Mission Initiative – Clean-up Drive in local residential areas, Maidan

	<p>Ground, and Mallick-Ghat 12. Ek Per Maa K Naam – Tree Plantation outside the college campus 13. Saplings Distribution to local residents The societal benefits achieved for the above noted outreach activities are:</p> <ul style="list-style-type: none"> o Improved Health Understanding: Enhanced community knowledge through regular visits and surveys. o Disease Reduction: Decreased incidence of vector-borne and water-borne diseases through awareness and prevention. o Health Assistance: Encouraged community members to seek help for health-related issues. o Stigma Reduction: Helped diminish stigma associated with mental health, HIV/AIDS, and other conditions. o Environmental Awareness: Increased community awareness about environmental issues and the importance of conserving natural resources. o Eco-Friendly Practices: Promoted the adoption of eco-friendly practices and reduced plastic use. o Community Participation: Mobilized community involvement in cleanliness drives and conservation efforts. o Sustainable Practices: Implemented effective waste management strategies and promoted sustainable practices like renewable energy and organic waste composting.
<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>To address the issue of students over 18 who have not yet enrolled as voters, the Electoral Literacy Club (ELC) of the Maulana Azad College have initiated several strategies to institutionalize voter registration mechanisms:</p> <ul style="list-style-type: none"> • Awareness Campaigns: The ELC frequently conducts awareness campaigns, workshops, and seminars to educate students about the significance of voting and the need for voter registration. • Voter Registration Drives: Regular voter registration drives are organized by the ELC at the start of each academic session, specifically targeting newly admitted students who have recently turned 18 or are approaching that age. • Online Registration Assistance: The ELC provides help desks and online tutorials to assist students in completing their voter registration online.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1931	2282	2177	1961	2069
File Description		Document		
Upload Supporting Document		View Document		
Institutional data in prescribed format		View Document		

2 Teachers

2.1

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

Response: 123

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
101	102	105	107	94

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
196.7785	80.07186	126.7735	380.8240	259.8274

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

The college strives for sustained institutional excellence and compliance with the National Education Policy (NEP). The college ensures effective curriculum planning and delivery through a well-planned and documented process including the Academic Calendar and the conduct of continuous Internal Assessment. Our faculty actively participate in curriculum development through representation on university boards and councils.

Institution Level Planning:

- Setting an Annual Plan incorporated into the college's Academic and Examination Calendar.
- Master Timetable prepared to ensure effective curriculum implementation.
- Detailed information on academic programs and facilities is disseminated through the Annual Prospectus.
- Program Outcomes (PO), Program Specific Outcomes (PSO), and Course Outcomes (CO) are prepared and displayed on the college website.
- Certificate and Value-added Courses are designed at the beginning of the academic year to enhance students' skills.
- IQAC reviews syllabus completion, conducts remedial classes, and oversees mid-term tests, final internal examinations, and university examinations.

Department Level Planning:

- Semester Wise Plans are prepared at the beginning of the academic year.
- Faculty members create course plans for different semesters.
- Conducting midterm tests, Remedial Classes, final internal examinations, and review syllabus completion.
- Departmental Meetings are held at the end of each semester to discuss students' performance, mentoring, remedial classes, certificate courses, and departmental activities.

Curriculum Delivery: Curriculum delivery is systematically executed to meet the diverse needs of learners.

- Outcome-Based Education: Communicate PO, PSO, and CO to students.
- Remedial Coaching: Enhance learning outcomes for slow learners and provide advanced learning experiences for high achievers.
- Bridge/Value-added Courses: Promote inclusiveness among students from different disciplines.

- Programme Plan: Share learning outcomes with students.
- Teaching Methods: Utilize lectures, tutorials, experiential learning, ICT-enabled tools, flipped classrooms, and blended learning.
- Supplementary Learning Materials: Provide textbooks, reference books, LMS e-content, and question banks.
- Experiential Learning: Facilitate practical sessions, projects, field visits, and internships.
- Skill Enhancement: Offer coaching for JAM, CUET, NET, competitive exams, and personality grooming.
- Faculty Development Programs (FDP): Organize FDPs to keep faculty updated on the latest advancements.
- Library and INFLIBNET: Provide extensive physical and digital academic resources.
- Laboratories and Incubation Centres: Maintain well-equipped computer labs, science labs, language labs, and incubation centres.
- Encourage students to enroll in MOOCs/SWAYAM/NPTEL courses.

Continuous Internal Assessment (CIA): CIA is conducted throughout the academic semesters to monitor and enhance student performance.

- Examination Calendar: Prepared at the start of the academic year.
- CIA Policy: Publish and conduct outcome-mapped internal exams each semester through a centralized system.
- Outcome-based Assessments: Assign seminars and assignments based on learning outcomes.
- Attainment Mapping: Identify attainment levels and conduct exit surveys each semester.
- Examination Cells: Semester-wise examination cells for efficient examination management.
- Practical/Tutorial Components: Incorporate practical and tutorial components, including projects, assignments, presentations, and viva voce.
- PTA Meetings and Feedback: Conduct PTA meetings and gather feedback to support the internal assessment process.

Learning Resources: We provide a wealth of academic resources to support curriculum delivery.

- Textbooks, reference books, and e-content in the library and through INFLIBNET.
- Well-equipped laboratories (computer, science, language) and incubation centres.
- Learning Management Systems (LMS) like Google Workspace for efficient content delivery

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

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM,

NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 50

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

Other Upload Files

1	View Document
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1.2.2

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

Response: 54.71

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

2022-23	2021-22	2020-21	2019-20	2018-19
1586	1385	682	873	1175

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

The institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum

The institution recognizes the importance of curriculum enrichment by integrating issues relevant to professional ethics, gender, human values, environment, and sustainability. This integration is seamlessly incorporated into the teaching-learning process.

Under Choice Based Credit System (CBCS) curriculum, all second-semester students are required to take a compulsory course on Environmental Studies (AECC2). Students from various disciplines, including English, Philosophy, Political Science, Sociology, Economics, Sanskrit, Botany, and Zoology are required to take courses on Professional Ethics, Gender, Human Values, Environment and sustainability.

- The English department offers courses on Women's Writing, Women's Empowerment, and Human Values.
- The Philosophy department includes courses on Human Values, Environmental Philosophy, and Feminist Philosophy.
- The Political Science department offers courses on Gender and Politics.
- The Economics department includes courses on Environmental Economics, Sustainability, and Gender Issues.
- The Zoology department incorporates environmental sustainability in various courses such as Ecology, Developmental Biology, Evolutionary Biology, Animal Behaviour and Chronobiology, Ecological Theories, Conservation Biology, Environmental Biology, Toxicology, Wildlife, and Conservation Biology, Animal Behaviour, Evolutionary Biology, and Perspectives of Environmental Science.
- The Botany department includes environmental issues in courses on ecology, community ecology, biodiversity, psychology, mycology, plant ecology, ecosystem dynamics, and environmental pollution.
- The Sociology department includes courses on the Sociology of Religion, Gender and Sexuality, Gender Sensitization, and Environmental Sociology.
- The Sanskrit department covers Human Values, Ethics, Gender, Environment, sustainability, and Professional Ethics.

Apart from these, all departments organize seminars, webinars, lectures, and other co-curricular activities that focus on these issues. The institution also has a Human Rights Cell that provides a platform for students to understand, express their opinions, and engage with issues related to human values.

While there may be limited scope for introducing additional programs as an affiliated college, our institution is open to adapting to new knowledge ecosystems envisioned in NEP. We remain committed to continuously enriching the curriculum and providing students with a holistic educational experience that addresses these crucial issues.

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

1.3.2

Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)

Response: 46.97

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

Response: 907

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

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 76.61

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

2022-23	2021-22	2020-21	2019-20	2018-19
809	941	932	801	808

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1124	1124	1124	1124	1105

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list as published by the HEI and endorsed by the competent authority	View Document
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.1.2

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

Response: 46.33

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

2022-23	2021-22	2020-21	2019-20	2018-19
242	248	257	198	210

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

2022-23	2021-22	2020-21	2019-20	2018-19
504	504	503	503	479

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.2 Student Teacher Ratio

2.2.1

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

Response: 19.12

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

Response:

Experiential and Participative Learning:

- Laboratory visit in Research Institutes by Science Faculties, Field trips to Biodiversity Parks, Botanic Gardens, and Zoological Parks by Bioscience Departments are regularly arranged, where the students come face to face to real life situations and problems that help them build basic concepts and better understanding of the subjects.
- Visit to Heritage Sites are arranged for the students of Arts and Social Science to show and demonstrate them of the Historical, Scientific and Sociological development of that region and their linkage with other regions that has shaped the development of India from historical perspective.
- Besides the respective departments Research and Development cell of the college helps the students in Data Analysis and Report Writing.
- Seminars, Special Lectures by Researchers, Scientists, and Personnel from Academia, Industry and Administration in relevant subjects are very often arranged for the students to motivate them to go for higher studies or to show them the career opportunities.
- Students are assigned with projects, specifically for laboratory based subjects and Environmental Science. To some extent Arts faculties assign projects on surveying and social issues.
- Students are encouraged to take part in Group Discussion, Role-Play, Subject Quiz, News Analysis, and Problem Solving on current issues which makes learning interactive and help them build the overall skills and equip them with current affairs.
- Annual Function, Annual Sports, Yoga Competition, Quiz Competition, Students Seminar, Debates, Display and Fair of the products by the students like Art and Craft, Painting, and culinary are arranged to stimulate the creative ability inherent in the students and provide them a platform to showcase their abilities as a part of participative learning.
- Several Add-on Courses are arranged to learn new subject beyond syllabi.
- Wall Magazines are published by several departments.
- NSS unit is very active providing the experience of Community Engagement and Extension Activities.
- Students are encouraged to participate in awareness programmes and National/International day celebrations.

Problem Solving Methodologies:

- Tutorial And Problem Solving Classes, Remedial Classes, and Doubt Clearing Classes are arranged for the students in need.
- Project and Dissertation are arranged by different faculties.

ICT Enabled Teaching-Learning

- Besides traditional chalk and talk method, the modern techniques of ICT based learning are used effectively by almost all the faculties. To aid it, some of the class rooms and laboratories are equipped with Computer and LCD Projector.
- High-speed Ethernet-based internet facility and WiFi facility is in force.
- Each of the Science Departments are equipped with their own Computer Laboratory.

- KOHA Library-Management software is used for the management and circulation of books.
- Student can access Online Open-Source E-Learning Resources like National Digital Library, JSTOR, NPTEL through College website.
- Students are encouraged to take part in MOOC, NPTEL, Sodhganga and other online courses.
- Virtual platforms such as Google Meet, Google classroom, Zoom etc. are used in need.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 87.91

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

2022-23	2021-22	2020-21	2019-20	2018-19
118	118	118	118	107

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2

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

Response: 78.98

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

2022-23	2021-22	2020-21	2019-20	2018-19
80	82	83	83	74

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Response:

Mechanism of Internal/ External Assessment

Internal Examination

- In each semester the university provides the time slot for the conduction of **Internal Examination** and Academic Calendar is prepared accordingly by the college.
- Each faculty conducts internal tests of their students strictly following the academic calendar with proper notification, and evaluation of result followed by analysis and discussion is made within the stipulated time slot.
- The continuous assessment of a student is made by the evaluation of assignments and tutorials provided to him/her.

End-semester (External) Examination

- The **End-semester (External) Examinations** is conducted by the university itself.
- The related Enrolment Notifications, Admit Cards, Schedules, Centre allocation lists as published

by the University are circulated through college notices in the website and also put in students' notice board.

- Single blindfolded evaluation is done by a pool of examiners appointed by the university for each of the courses.
- As per the guideline of the affiliating University 20% marks is scheduled for internal assessment of which 10% marks is rated for attendance and regularity in class and 10% marks is rated for assessment through internal examinations for core courses and assessment of project works in case of discipline specific courses. The rest 80% marks is assessed through external examination conducted by the affiliating university.
- Thus, the performance and progress of a student is based on partly from continuous evaluation and primarily through internal and university examination at the end of a semester.
- A record of a student's performance is maintained at the departments to evaluate his/her progress and due attention is provided to him/her through individual counselling and mentoring. Individual faculty member track the performance of the students for the course he is conducting and modulates his teaching-learning methods for the betterment of the students.
- College has a good Examination committee comprising of the teachers for each semester for the conduction of internal and university examinations. The conduct of the examination process of each semester following the university norm is strict and fair through proper scheduling and invigilation.
- IQAC, and Academic Sub-committee assists individual faculty to assess and analyse the result and make strategy for the improvement of teaching-learning process of the students. Accordingly, individual attention is provided to the slow learners and remedial classes are arranged for them.

Mechanism of examination related grievance redressal

- Students can approach the respective Departments and Examination Committee as well with rescheduling request of internal examination for specific reason. It is properly judged for the benefit of the student.
- The faculties address rightful grievance of students pertaining to internal assessment. The evaluated answer scripts and assignment sheets are discussed with the students with proper suggestions for improvement.
- Grievance related to external examination is forwarded to the Controller of Examinations of the affiliating University through the Principal of the college for review/re-examination process.
- Proper mentoring is done for any kind of examination related grievance by the respective faculties.

Some sample copy of examination notices of the college end and example of Grievances Redressal is attached.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Response:

Specific rules as framed by the University regarding the strict compliance of the norms and objectives of the Outcome Based Learning, the Program Outcomes (POs), Program Specific Outcomes (PSOs) and Course Outcomes (COs) are designed by each faculty following the concept and definition described in Bloom's Taxonomy with a clear view of the objectivity, scope and Syllabi, and helps IQAC for wide circulation among the stakeholders through various means:

- College Website
- Departmental and college Notice Boards
- Academic Calendar
- Class room/Laboratory interaction
- Student evaluation through internal/university examinations
- Parent meet
- Faculty meetings
- Alumni meetings
- Academic committee, Teachers' Council, IQAC meetings

After admission, in the first day orientation programme of the students, Head of the Department and other Faculty Members of each faculty address the students on the programme outcomes (POs), programme specific outcomes (PSOs) and course outcomes (COs) to aware them of their courses, its objective and prospect, and the method to be adopted in the teaching-learning processes to attain the outcomes.

PSOs are the descriptions about specific skill requirements and accomplishments to be fulfilled by the students. POs incorporate many areas of interrelated knowledge, skills and personality traits that are to be acquired by the students during their graduation period. COs describe the essential and enduring course specific knowledge/abilities to be attained by the students.

Following the guidelines of the University of Calcutta, attainment of POs and PSOs are assessed with the help of COs of relevant programs through direct evaluation process. This is normally done through Internal/University Examinations, assignments, and class tests and from the assessment of project reports. The results at the end of each semester is provided by the gazette notification of the university, and at the end of the programme, final mark-sheet and completion certificate of UG/PG programme is given to the students by the university. The performance/result of each student are recorded and preserved at individual departments and students' section of the college.

Students enrolled to add on/certificate courses offered by the institution are evaluated by the institution itself.

A very important parameter to measure the attainment of POs, PSOs and COs is through smooth

progression of students to higher studies in educational institutions across the globe. All the faculties try to maintain the track of pass out students pursuing higher education. The Alumni group keeps a record of the students who have advanced academically or professionally. Also, a record of the students engaged in academic, industrial, administrative or other kind of jobs is maintained at the departments and at the career counselling and placement cell. The employment of the students after the completion of UG /PG programme is a good measure of the attainment of the PO.

The collected feedback from students, Alumni & Employers and its analysis reflects a measure of the attainment level of the students and helps to understand the impact of teaching-learning process.

Teachers are often encouraged to participate in seminars, conferences, orientation programmes on teaching methodology to increase their learning level for the benefit of the students.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The Attainment of COs and POs is evaluated to assess the effectiveness of the learning objectives of a Course or Program. It helps the institution to design specific rules for teaching-learning processes in the path towards continuous improvement.

The attainment level is analysed and evaluated in proper scientific and comprehensive manner. Apart from **Direct Evaluation** through performance in the Examinations, **Indirect Evaluation** from the analysis of students progression to higher studies or placement provides the true attainment level of POs and Cos.

The method of **Direct Evaluation** –

1. End-Semester Examination

Based on the performance of a student in the end-semester examinations he/she is provided with a mark-sheet showing the marks obtained in each course taught in that semester, and at the end of the programme, student is provided with a pass/completion certificate with the grade mentioned over there. It is a direct measure of the attainment of POs, PSOs, COs.

Detailed analysis of the results is attached here.

2. Internal Examination

It is a part of continuous assessment of a student. Each faculty holds the departmental meeting to analyse the results after the mid-semester Internal Examinations. Based on it, a planning is made for the evaluation of teaching-learning process and mentoring of the student for remaining span of the Semester.

4. Students Performance and Attainment Mapping

A Web-portal based software is used for mapping the Courses to PSOs and for grading all the passed-out students in an academic session. The software uses a well-defined Algorithm for computing the attainment score of each Student based on his/her CGPA and teacher's own assessment.

Attainment Score = 80% of CGPA + 20% of teacher's assessment

This score gives a true picture of the learning level of a student towards his/her path of progression and job prospect.

5. Progression to Higher Education

Progression of students to Higher Education is an important metric in the process of evaluation of Attainment of PSOs.

The list of students progressing to Higher Education is attached.

6. Placements of the students

Another important metric of the attainment level is the Placement and Job Assignment of the passed-out students.

The list of successfully placed students is attached.

7. Internships and Placements:

Students are encouraged to take up internships, projects, fieldworks, etc. The Placement Cell of the College helps the students by giving information to them about different job advertisements/ higher education opportunities through display of these in the students' notice board and in college website.

The method of **Indirect Evaluation** –

At the end of a programme, Student Feedback is taken to know their views and level of satisfaction about the infrastructure facility and teaching-learning methodology adopted in the college. It is properly

analysed to plan for betterment. Feedback from other stake holders is also taken to assess the academic environment of the college and the step towards the improvement.

Attainment evaluation process and the supporting documents are attached.

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

2.6.3

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

Response: 87.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
508	626	620	677	533

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

2022-23	2021-22	2020-21	2019-20	2018-19
687	689	630	692	697

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.7 Student Satisfaction Survey

<p>2.7.1</p> <p>Online student satisfaction survey regarding teaching learning process</p> <p>Response: 3.93</p>	
File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 49.21

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

2022-23	2021-22	2020-21	2019-20	2018-19
5.81	2.57	0.81	0.5	39.52

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

Maulana Azad College has its full-fledged Research Advisory Council (RAC) framed as per guidelines of UGC, MHRD with four subcommittees a) Finance and Infrastructure, b) Research Program and Policy Development, c) Collaboration and Community and d) IPR, Legal and Ethical Matters to ensure holistic development of the research wing. At present, there are 10 PhD students (1 yet to register) in the college and 5 more have been awarded in the period of report. The RAC holds regular meetings and disseminates information about new project opportunities to teachers. The college has inculcated the culture of developing student research aptitude through the support of **DBT Star Status award** with a generous grant of Rs. 159 lakhs to augment the well-equipped **Central Instrumentation Facility** through a formal Memorandum of Agreement. The Zoology Dept. also maintains an **Animal house** with an **Institutional Animal Ethical Committee**. In addition, the college has dedicated computer laboratories to carry out dry lab research. The college embraces Indian Knowledge System (IKS), IPR and Innovation-Start-up programmes through the following activities under the RAC.

1. **In-campus medicinal plant garden:** The medicinal plant garden has approx. 50 out of the 74 total documented medicinal plants in the campus.
2. **Research on Ethnomedicinal plants:** Dr. Subhasis Panda, Associate Professor of Botany has been involved in identification and protection of critically endangered ethnomedicinal plants from the Indian Eastern Himalaya which are on the verge of extinction. He received a project from Dept. of Science and Technology and Biotechnology entitled “Phenological Diversity, Altitudinal variation. Quantitative ethnobotany and pollinators of the Genus Rhododendron L. (Ericaceae) in West Bengal”.
3. **Research on AYUSH:** Dr. Samit Kar, Associate Professor, Sociology, received a major project entitled “Mainstreaming AYUSH with modern health delivery system in India: a sociobehavioural study in 4 blocks in 2 states of India” from ICMR, Govt. of India to increase awareness on the traditional treatments under the National Rural Health Mission.
4. **Research and Consultancy** Dr. Timir Baran Jha, Retd. Professor of Botany works on karyotyping of Indian lentils and lends his expertise to agribusiness farms in the form of consultancy.
5. **Central library facility:** The college library has close to 1 lakh books including rare manuscripts in ancient Indian languages.
6. **Yoga and Vedic mathematics-** The college organizes workshops time-to-time on these two pillar stones of IKS.
7. **Constitution of an IPR cell and establishment of an incubation hub-** The IPR cell has been formed under the umbrella of the Research Advisory Committee. The innovation and incubation cell has started functioning at the Dept. of Botany
8. **Faculty Training-** Faculty members were trained as Innovation Ambassadors under the Institute’s Innovation Council.
9. **Start-up activities by students:** A prototype for indigenous gel-electrophoresis apparatus developed by the students of Microbiology was selected for evaluation by e-Yuva scheme of BIRAC. The college also initiated a MoU for mushroom cultivation as entrepreneurship opportunity for students.

Impact of DBT STAR Status support- Science popularisation programmes, seminars, workshops, peer-meet programmes as well as short research projects are organized resulting in student publications as original research papers and book chapters

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

3.2.2

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

Response: 50

3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on

Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
08	07	14	11	10

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

3.3 Research Publications and Awards**3.3.1**

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

Response: 0.54

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

2022-23	2021-22	2020-21	2019-20	2018-19
21	13	16	9	7

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Link to re-directing to journal source-cite website in case of digital journals	View Document
Links to the papers published in journals listed in UGC CARE list or	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.3.2

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

Response: 0.72

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

2022-23	2021-22	2020-21	2019-20	2018-19
47	16	11	10	4

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4 Extension Activities**3.4.1**

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

Response:

Educational Institutions have a pivotal role to play for the benefit of the community and the society at large beyond their primary responsibility of catering for the academic growth of its students. Maulana Azad College with its strategic location at the heart of a bustling cosmopolitan of Central Calcutta with the ever-growing din of traffic, people and slums has a societal responsibility to contribute in a meaningful way towards the socio-economic and cultural growth of its people. Accordingly, the college has been regularly conducting extension and outreach programmes with a social face primarily through but not limited to its dedicated National Service Scheme Unit comprising 100 volunteers and five faculty members. The flagship programmes that are conducted by the NSS Unit regularly in this regard are as follows

1. "Save Green Keep Clean Rally" to increase environmental awareness.
2. "Save Water Save Life Rally" to foster the sense and necessity of water conservation amongst the masses.
3. "Thalassemia Awareness Program" for proper scientific orientation of the people regarding the disease and the necessity of premarital counselling to combat the disease allele.
4. "Angdaan Awareness Rally" in the local community as a part of the nationwide "Angadaan Mahotsav", to promote the virtues of organ donation.
5. In-campus and off-campus cleaning drives as a part of the Nationwide "Swachh Bharat Mission" to promote clean and hygienic sanitation practices involving proper collection, segregation and disposal of waste organized in collaboration with Garbage Free India, an NGO.
6. Awareness rallies for prevention of Dengue and other vector borne-diseases for augmentation of community health and reduce the burden of communicable diseases.
7. Tree plantation drives to safeguard the environmental interest and reduce carbon footprint.
8. Organization of programmes in collaboration with Kolkata Traffic Police South Guard to raise awareness of women's comfort and safety while commuting in public transport.
9. Encouraging the practice of Yogasanas through the program titled "Har Ghar Yoga-Ghar Ghar Yoga" campaign for promoting holistic-mental and physical wellness. The campaign highlights the value of yoga in preserving resilience and health, encouraging harmony and happiness among college students despite the pandemic's restrictions.
10. Awareness programmes to encourage blood donation and disseminate the necessity and safety of blood donation amongst the masses.

Apart from the above-mentioned NSS activities, the college also organizes time-to-time several other societal welfare programmes such as

1. Gender sensitization programmes and programmes on "Women's Rights and Human Rights," "Steps towards Equality," and "Ardhek Manusher Apochoy-Misuse of half-a-Human" to spread awareness on human rights and women's rights
2. Production and distribution of sanitiser and organization of COVID-19 vaccination camp in collaboration with Kolkata Municipal Corporation.
3. Conduction of a survey to prepare People's Biodiversity Register of KMC Ward No 522, a joint initiative with Kolkata Municipal Corporation and a part of the National Green Tribunal's agenda to prepare the Biodiversity landscape of the entire country.
4. Collaboration with All India Institute of Hygiene and Public Health and other colleges to conduct an online Students' situation assessment survey during COVID inflicted lockdown-

Through all these activities Maulana Azad College is committed to work for society.

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

3.4.2**Awards and recognitions received for extension activities from government / government recognised bodies****Response:**

Maulana Azad College has collected few significant feathers in its cap in its untiring effort towards striving for excellence

1. Recipient of DBT STAR status in 2018 with a grant of Rs 159 lakhs for infrastructure augmentation in Biotechnology.
2. Selected to organize Science popularisation programme of DBT under the CTEP scheme with a grant of Rs 2,00,000/- in the year 2020.
3. Chosen to participate in preparation of People's Biodiversity Register of Kolkata Municipal Corporation, Ward No. 52 under National green Tribunal, 2020.
4. Chosen as a partner college with All India Institute of Hygiene and Public Health for carrying an online assessment survey on Students Household during the COVID-19 lockdown in 2020.
5. As a DBT-STAR college, chosen as a Mentor Institute of other colleges including Bijoy Krishna Girl's College, Howrah and Dhruva Chand Halder College, South 24 Pgs in their preparation for the STAR College Scheme.
6. Selected as the host institute for organization of the 5th Regional Science and Technology congress (Region 4) jointly with Department of Science and Technology and Biotechnology, Govt. of West Bengal.
7. Received recognition for practising environmental sustainability measures including recycling of waste.

In addition, the students and faculty members also received several accolades

1. A visually challenged student from English, named Megha Chakraborty has had podium finish in several National level Chess Championships including 1st prize and a bronze in Women's team B2/B3-Chess in Asian Para Games, 2018, Indonesia
2. Md. Yaseen Firoz has been awarded the first position in a National level kickboxing tournament.
3. Shreya Ghosh, Chemistry 2018, won the first prize in National level online quiz competition.
4. Saifullah, Bengali, won the best red-ribbon club volunteer from the Department of Family and Health Welfare, Govt. of West Bengal
5. Several other awards and medals have also been won in different sports and cultural events by students.
6. Dr. Subhasis Dutta, Principal, Maulana Azad College was awarded Shiksharatri by the Govt. of West Bengal, Outstanding Teacher award by Presidency University and many other prestigious awards.
7. Prof. Subir C. Dasgupta, Zoology, has received numerous honours and recognitions including Advisory member of Academic Support group of West Bengal State Council of Higher Education, Member of Screening cum Review Committee under Star College Scheme, DBT, DBT representative in the Institutional Biosafety Committee of Cooch Behar Panchanan Barma University, West Bengal.
8. Dr. Dabir Ahmed, PG Dept. of Urdu had won several awards for promoting literary activities

- across the nation including the Nazir Akbarabadi award, Karnataka Urdu Children Acedemy..
- 9.Sri Parimal Bhattacharya, PG Dept. of English received the prestigious speaker invitation from the Danish Pavilion, Giardini di Castello, Venezia and many others.
 - 10.Sri Ujjwal Chattopadhyaya, Economics, an eminent playwright and theatre personality, won numerous awards including nomination as a member of the Bengal advisory Board of the Sahitya Academy.
 - 11.Dr. Debalina Bhattacharyya, is in the editorial board of prestigious international journals Frontiers in Fuel and Frontiers in nanotechnology.
 - 12.Several other faculty members across science, language and humanities had won recognition for their social work, literary activities and scientific contributions.

The entire list of awards is attached

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

3.4.3

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

Response: 32

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	02	02	12	4

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.5 Collaboration

3.5.1

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

Response: 29

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The Institution aims at providing adequate infrastructural, instrumental and logistic support to the students by planning for sustainable expansion to academic growth.

a) Facilities for teaching-learning:

- **Classrooms:** 54 in number; 34 ICT enabled. All classrooms are optimally used by different departments.
- **Laboratories:** 30 in number for PG /UG courses equipped with latest instruments and 12 well-equipped Research Laboratories.
- **Computing equipment:** 198 computers (desktops + laptops) till 2022-23 session. 10 more desktops were added during 2023-24 session with 208 computers at present.
- **Computer Laboratories:** 6 Computer Laboratories exclusively dedicated for use of Students.
- **Networking & Wi-Fi Connectivity:** College campus has high speed (200/300 Mbps) internet through both LAN and Wi-fi.
- **Library:** Well-stocked, fully automated Central Library. Additionally, Libraries of Muslim Institute, Urdu Academy and Departmental Seminar Libraries are used by students and Faculty Members.
- **Central Instrumentation Facility:** The modern, spacious facility is well equipped with sophisticated instruments used by students, faculty members and research scholars. There is also an **Incubation cell & R & D Cell**.
- **Language Laboratory:** It has 25 sitting capacity, fitted with audio-video facility, run by English Department.
- **Medicinal Plant Garden, Mushroom culture facility and Herbarium,** maintained by Botany Department.

- **Cell/tissue culture laboratory, Animal House** and a **Museum** with three Display units, maintained by Zoology Department.

b) ICT-enabled facilities:

- **Smart classroom** – 11 classrooms are fully equipped with either interactive smartboard, WACOM pen tablet or smartboard. Additionally, 23 classrooms are fitted with overhead LCD Projectors.
- **LMS** – An online platform AIMS Cloud is available on the website, where both teachers and students can Log in to access study materials. Online classes are taken through GSuite and Zoom platforms.

Facilities for cultural and sports activities:

- **Cultural Activities** : The College has a Heritage Auditorium named Raza Ali Wahshat Memorial Hall with a sitting capacity of nearly 200. Cultural activities are also held in the plush, air conditioned, fully ICT-enabled Seminar Hall with a sitting capacity of 70.
- **Sports** : The playground at the Calcutta University Ground, and the playground at Subodh Mallick Square are made available to the students. In addition, College has a playground located at Gorachand Dutta Lane with provisions for indoor and outdoor games like Soccer, Cricket, Athletics.
- **Common Rooms** : The College has one Boys' Common Room and one air-conditioned Girls' Common Room, both fitted with indoor games' (badminton, table-tennis, Carom, Chess etc.) facilities.
- **Gymnasium** : One gymnasium in boys' common room. Also, gymnasium facilities at the Muslim Institute (estd. 1902), are used by the students of the college. College has MoU with the institution.
- **Yoga room** - The College has a room for conducting yoga sessions.
- **Hostel facility** – Accommodation of 600 beds in Boy's Hostel (Baker Boy's Hostel, estd. 1910) and 72 beds in Women's Hostel (inaugurated in 2022).
- **For green campus** - Solar panels, rain water harvesting, **Air-Quality and Noise Monitoring system with display board**, LED & motion-sensing lights, BLDC fans etc.
- **For inclusive campus** - Divyangjan cubicle, washroom, wheelchair, ramps, tactile pathways; gender neutral washrooms, purified drinking water facilities etc.

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

4.1.2

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

Response: 49.85

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

2022-23	2021-22	2020-21	2019-20	2018-19
53.58358	32.37213	66.92475	271.5237	96.17269

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.2 Library as a Learning Resource**4.2.1**

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

Response:

Maulana Azad College Central Library was founded in 1926, alongside the establishment of Islamia College, by Sri A.K. Fazlul Haq, (the Bengal Government's education minister at that time). The Library began with a modest collection of about 2,200 books in a small space. Since then, it has expanded

significantly to cover over 7,000 square feet and now holds approximately 100,000 books and journals. The Library serves a diverse community, including undergraduate students from arts, science, and commerce disciplines, as well as postgraduate students, teachers, and research scholars. It is also open to anyone seeking academic support.

Library automation :

- The Library functions are automated with Integrated Library Management Software (ILMS) KOHA (version : 22.05.04.000).

Library Collections :

- **Books** (Textbooks and Reference books)- 1,00,000 (approx)
- **E-resources :**
- Available through 'N-LIST' programme of 'UGC-INFLIBNET'.
- Digital Library (Open Educational Repository) of Maulana Azad College using DSPACE software.
- Open Educational Resource Repositories (links available in college website) - DOAB, DOAJ, SWAYAM, E-Gyankosh, CEC, e-Yantra, FOSSEE, Internet Archive, LibriVox, VIDYA-MITRA, e-PG Pathshala, National Knowledge Network, Spoken Tutorial, etc.
- **Archival Section:** Separate areas for **Rare Books** and **Rare Manuscripts**. More than 2000 books in English, Arabic, Persian, Urdu and Bengali languages and more than 100 manuscripts in Persian, Arabic and Urdu language are present like **Ain-i-Akbari**.
- **Multilingual Hub:** The School of Languages has been set up inside the library.

Facilities :

- Library front Office room.
- Circulation area with automated '**RFID**' based circulation system to users, with '**Self-touch kiosk**', '**Book-drop box**' and '**Anti-theft gate**'.
- '**Automated Attendance System**' to keep the records of foot-falls in the library.
- Stack Rooms
- Reading Room cum browsing centre / Creativity and Innovation hub.

- **Divyangjan Cubicle cum Teacher's Corner** inside the Hub.
- PCs with Arabic, Persian, Urdu software installed
- **'Electronic Display unit'** for 'books on new arrival'.
- Journal Display Units
- **'Web-OPAC KIOSK'**
- ICT enabled reading room
- Fumigation chamber
- Institutional Repository
- 'Institutional membership' with 'American Centre Library' and 'British Council Library', offering access to their educational resources for lending, online searching, downloading, and printing.
- Personalized career counseling and guidance, as when required.
- Quality measurement through 'Feed-back' form from students.

Library Services at a glance :

- Lending Service
- Reference Service with books, journals, other documents and newspapers.
- Reprographic service
- Lamination Service
- Documentation Service for teachers on demand.
- Internet surfing facility under wi-fi environment.
- Quick and personal services to Divyangjan users (1 computer specially assigned for visually impaired users, using Braille software '**NVIDIA**').
- **Career counseling and Guidance** is provided on individual basis.
- **Library Extension services** are frequently provided to outside scholars and academicians.

Development of library during the last five years :

- Installation of 'RFID' based library circulation system and Security in the library.
- Starting of 'Digital Library' using 'DSpace' software.
- Transfer of library data of 'KOHA' software (local server) to 'Cloud server'.
- Introduction of automated attendance system.
- Introduction of book drop box and self check-in kiosk.
- The college has introduced **Library & Information Science** as one of the Interdisciplinary Courses under NEP 2020 under the leadership of the Librarian at Central Library.

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

4.3 IT Infrastructure**4.3.1****Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection**

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

Response:

Maulana Azad College prioritizes IT facilities in enhancing teaching-learning process, providing each department and library with an adequate of computers, LCD projectors, scanners, and printers with high-speed internet, fulfilling the target towards paperless communication.

- **Computers** – At present, the college has 208 desktop PCs and laptops with addition of 10 desktop PCs in 2023-24.
- **Softwares** are extensively used by different Departments and Office administration. NVIDIA software is installed at the Divyangjan cubicle of the Library.
- **ICT enabled and SMART classrooms** – The college features gradually 34 classrooms equipped with overhead LCD projectors including 5 with smartboards and 11 with interactive whiteboards.
- **Network connectivity and hardware** - The college LAN has been upgraded from CAT-6 to

optical fibre network connectivity with gradual addition of 4 high speed BB connections. The campus is fully equipped with Wi-Fi accessibility, that also extends to the Boys' and Womens' hostels.

- **Upgradation in LMS** - A new cloud based Learning Management System platform was developed and GSuite accounts and Zoom platform were provided to conduct online classes, webinars and examinations.
- **CCTV monitoring system** - HD-DVR surveillance systems, along with CCTV, were gradually installed at college campus, including the central library, office, boys' and girls' hostels.
- **E-office** - The Principal's Office strives for a paperless system, disseminating notices and circulars to all departments through email and WhatsApp group messaging.

At a glance: Date-wise updation of IT Facilities and description of nature of updation

Sl. No.	Item	Date	Count	Nature of Updation
1.	Desktop PC	1.7.2018	99	Existing
		14.9.2018	119	20 Added
		23.10.2019	128	9 Added
		18.09.2020	132	4 Added
		25.03.2022	151	19 Added with CCF hub
		26.12.2022	166	15 Added
2.	Laptop	7.12.2023	176	10 Added
		1.7.2018	20	Existing
		14.9.2018	30	10 Added
3.	LAN Facility	22.08.2020	32	2 Added
		1.7.2018	-	Existing
		12.6.2019	-	Extension to IQAC and Staff Room
		15.6.2019	-	24 port Switch Replacement
		20.8.2019	-	CAT6 Module Work at Staff Room
		27.2.2023	-	Replacement with Optical Fibre and DLINK Rack Installation, Load balancer and others
4.	Internet/Wi-Fi	13.03.2023		4GB RAM & SSD Drive Installed
		1.7.2018	100 MBPS	BSNL Broadband
		1.12.2018	BSNL 100 MBPS + Alliance 100 MBPS	Alliance BB Provider Added
		1.3.2020	BSNL 200 MBPS + Alliance 100 MBPS	BSNL bandwidth increased high speed G-Phone
	1.3.2022	BSNL 200 MBPS +	BSNL New BB	

			Alliance 100 higher bandwidth MBPS+ high speed G-Phone
		1.3.2023	BSNL 300 MBPS BSNL 200 MBPS + Airtel Xtreme BB added Airtel Xtreme 200 MBPS+ BSNL 300 MBPS
		1.3.2024	BSNL 200 MBPS + Additional BSNL high speed BB added Airtel Xtreme BB added 200 MBPS+ BSNL 300 MBPS + BSNL BB 100 MBPS
5	CCTV	1.7.2018	43 Existing
		1.7.2019	45 2 CCTV added
		1.3.2022	58 13 CCTV added
		1.7.2023	64 6 CCTV added
6.	Software	4.2.2020	Windows 10 Purchased
		1.3.2020	Google Workspace for education fundamentals Subscribed
		1.3.2020	LMS portal Cloud based Purchased
		1.3.2020	ERP Database Management Software purchased
		1.3.2024	Teaching Learning Upgrade for multiple GSuite Account
7.	LCD Projectors and Smart Boards	1.7.2018	18 Existing
		16.07.18	28 10 purchased
		1.07.23	34 6 purchased

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

4.3.2**Student – Computer ratio (Data for the latest completed academic year)****Response:** 11.16**4.3.2.1 Number of computers available for students usage during the latest completed academic year:**

Response: 173

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4 Maintenance of Campus Infrastructure**4.4.1**

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

Response: 26.67**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
90.01181	8.02122	45.93741	36.10336	98.43246

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 78.36

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

2022-23	2021-22	2020-21	2019-20	2018-19
1471	2028	1802	1707	1157

File Description

Document

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

[View Document](#)

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

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 59.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
1589	1401	1258	1042	899

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

5.1.4

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

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

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2 Student Progression

5.2.1

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

Response: 63.43

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

2022-23	2021-22	2020-21	2019-20	2018-19
396	432	377	317	358

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

2022-23	2021-22	2020-21	2019-20	2018-19
508	626	620	677	533

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

5.2.2

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

Response: 24.91

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

2022-23	2021-22	2020-21	2019-20	2018-19
86	59	32	56	37

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 42

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

2022-23	2021-22	2020-21	2019-20	2018-19
13	9	6	4	10

File Description**Document**

Upload supporting document

[View Document](#)

list and links to e-copies of award letters and certificates

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.3.2

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

Response: 26.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
37	31	12	29	24

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

5.4 Alumni Engagement

5.4.1

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

Response:

Academic sessions: 2018-19 to 2022-23

Name: Maulana Azad College Alumni Association Kolkata

Establishment Year: 2010

Reg No. S/1L/77219 of 2010-2011

PAN No.: AASAM1633L

Executive Committee members

President- Dr. Subhasis Dutta (Ex-officio member)

Working President- Mr. Md. Nizam

Vice President- Dr. Md. Mansoor Alam & Dr. Gholam Sarwar

General Secretary- Mr. Tanweer Ahmed Khan

Assistant General Secretary- Mr. Md. Mozammil Hossain, Mr. Santosh Jaiswal, Debkalpa Basu Das

Treasurer- Dr. Jamil Ahmed

Members- Dr. Dabir Ahmed, Mr. Nishat Alam, Mr. Nisar Ahmed, Dr. Amajit Basu, Mr. Jainul Abedin, Mr. Debkishore Mukherjee, Mr. Imtiaz Belal, Mr. Shakil Ahmed Khan, Mr. Hasnain Imam, Mr. Manzar Hussain & Mr. Atique Shah

Vision of the alumni association:

Our vision is to foster a vibrant community that enhances member and institutional relationships, supports alumni through networking and mentorship, and instills pride and loyalty toward the institution.

Mission statement

- Assistance in improving students' educational experience.
- Encourage industry connections,
- Job-orientated and life skills training.
- Impart knowledge–cum-expertise to the current students in order to help them become better citizens and agents in their socio-economic environment.
- Foster the secular, multicultural and inclusive environment.
- As a think tank, develop and suggest better organizational, academic, outreach, and extracurricular strategies for the college.

Various Awards and Donation by Maulana Azad College Alumni Association (MACAA)

- A.K. Fazlul Huq Award (1st in B. Sc. 2500/-)
- Maulana Abul Kalam Azad Award (1st in B.A. 2500/-)
- Bishnu Dey Award (1st in B.Com. 2500/-)
- Reza Ali Wahshat (1st in M.A. Urdu 2500/-)
- Begum Rokeya Award (1st in M.A. English 2500/-)

Mr. Abhijit Pathak (Alumnus of 1978) has donated Rs. 100,000 (one lakh) to endow student welfare.

Additional initiatives taken by Maulana Azad College Alumni Association

- 1.The ground breaking trilingual magazine *Alma Matter* features diverse articles that highlight contributors' research and MACAA's commitment to intellectual exchange and scholarly discourse.
- 2.The upkeep of **Medicinal-plant Garden** of the college.
- 3.MACAA hosts an annual extension lecture honouring Maulana Abul Kalam Azad on his birthday (November 11th - National Education Day).
- 4.Felicitation programmes to honour alumni's outstanding achievements.

Future Plans:

- Strengthening its role as a valuable partner and resource for the college, fostering lasting relationships and mutual benefits
- Utilizing advanced web tools and applications (e.g., webinars, virtual events) to streamline alumni networking.
- Building a global alumni network by fostering worldwide connections.
- Certificate courses and on-going education programs geared toward job progress.
- Creating focused fund-raising campaigns and projects to boost alumni involvement in funding

infrastructure, research, and scholarships.

- Contributing to the corpus of funds for students from financially weaker section of the society.
- Enhancing avenues of contact to deliver information about events, updates, and engagement opportunities to alumni.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Governance & leadership

Vision:

- Achieving excellence in imparting Quality Education, fostering Diversity & Inclusion, and adopting Sustainable Practices conducive to students and environment.

Mission:

- In alignment with our vision, our mission is shaped by following three core values, with our primary focus on attaining a gold standard in higher education.

Quality Education

- Holistic & Multidisciplinary Education based on IKS
- Academic Leadership, Governance & Management
- Focus on Skill Development, Entrepreneurship and Start-ups
- Focus on Research & Development and Consultancy

• Diversity & Inclusion

- Activities towards societal benefits
- Inclusive infrastructure development
- Provisioning financial support
- Focus on gender equality

Sustainable Practices

- Paperless e-office and ICT & AI assisted infrastructure
- Focus on plastic-free, 5-star rated green infrastructure towards achieving net zero
- Outreach programs and extension activities
- Solar Panel and rainwater harvesting initiatives

NEP Implementation:

- Aligned with NEP 2020, we are redefining our vision and mission to enhance evaluation methods with continuous assessments like tests, assignments, presentations, and projects.
- This will enable students to achieve an 'Honours with Research' degree after four years. To boost enrollment and diversify our student body, we are introducing new UG and PG courses, short-term certificates, and value-added courses.
- Effective governance supports curricular development, teaching methods, research, infrastructure, student support, and institutional values. We foster a participative administrative environment, with sub-committees and councils promoting holistic development, and are expanding e-governance and digitizing academic and administrative processes.

Sustained institutional growth and governance:

- Grounded in academic rigor, innovation, and inclusivity, we foster holistic development through activities benefiting society, developing inclusive infrastructure, providing financial support, and emphasizing gender equality.
- A dedicated committee, along with teaching and non-teaching staff, ensures our infrastructure is accessible to students from all socio-economic backgrounds.
- We offer various scholarships and financial aid programs for economically disadvantaged students.
- The college actively promotes gender inclusivity, creating a safe environment for female staff, students and the LGBTQ community. Initiatives include gender-neutral toilets, accessible toilets with ramps and tactile paths, divyangjan cubicles with Braille and NVD software, wheelchairs, and special help desks to encourage participation from disabled students.

Decentralization:

- The institution functions through various academic and administrative committees under the guidance of the Principal in a decentralized manner. The hierarchy of the decentralized strata is Higher Education Dept., Higher Education Directorate, Governing Body, IQAC, Teachers' Council, Departmental Councils and various sub-committees. Policy decisions are taken in GB meetings.

Institutional Perspective Plan:

- Our college is committed to societal transformation by instilling a sense of sustainable responsibility through Paperless e-office and ICT & AI assisted infrastructure, focusing on plastic free, 5 star rated green infrastructure towards achieving net zero, engaging in various outreach programs and extension activities and installing solar panel and undertaking rainwater harvesting initiatives. The college has integrated various eco-friendly initiatives into its operations, aligning with the global sustainability goals and fostering environmental responsibility among its students and staff. Engaging with local communities and forming partnerships, we strive to make a positive impact on Kolkata and beyond, addressing social, economic, and cultural challenges.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Administrative setup:

- The college operates under the Department and Directorate of Higher Education, Govt. of WB, adhering to their guidelines and those of the UGC.
- Under the **West Bengal Education Service (WBES)**, the administrative setup involves the **Principal Secretary** to the Govt. of WB as the **appointing authority**, Director of Public Instructions (**DPI**) acts as the controlling authority and **Principal** of the college functions as the reporting authority and DDO of the teaching and non teaching staff.
- For non-teaching staff : DPI , the appointing authority and Principal as the controlling authority.
- Faculty members are categorized into WBSES, WBES and SACT.
- The college manages various academic and administrative functions through institutional bodies like the Governing Body, IQAC, Teachers' Council(TC), Departmental Councils, Sub-committees, Alumni Association and Students' Union.
- TC is formed as per G.O.4188-Edn.(A), dated 26.11.1970, with sub-committees handling admissions, examinations, student and staff support, cultural activities, anti-ragging measures, and ICC compliance.
- IQAC follows UGC /NAAC guidelines to monitor internal quality and develop strategies viz., constructing Girl's Hostel, setting up a common instrumentation facility, monitoring staff CAS, preparing reports like AQAR, SSR, Annual Reports etc.
- Governing Body (constituted per G.O. 304-Edn(A) 10M-44/95, dated 22.05.1995) approves holiday lists, recommends development proposals (e.g., second campus, lifts), and address grievances of students and staff.
- Students Union (formed by students as per G.O. No. 168 -ILC/OM-34L/2017, dated 07.06.2017), organizes cultural programs, sports competitions, and other activities like campus monitoring etc.
- Alumni Association (established under the WBSRA) fosters relationships between alumni and current students, and contribute to college development projects like garden maintenance and installing water purifiers.

Appointment:

- Recruitment for teachers under WBES and WBSES is conducted by the WBPSCT following UGC norms, with appointments made by the Dept. of Higher Education, Govt. of WB upon

recommendation.

Service rule:

- Service rules for both teaching and non-teaching staff follow the WBSR, while pay scale revisions, including CAS, are governed by ROPA19 and UGC regulations.

Procedure of service:

- The Principal of the college forwards documents like ACR, SAR, SCR for service regularization, confirmation and CAS promotion of the faculty & staff, to the HE Department, GoWB for final approval.
- The college authority prepare documents for pay fixation & service book.

Effective deployment of perspective/ strategic plan:

- The institution deploys certain strategic development plans which are visible from the implementation of the following:
- We offer a multidisciplinary education with enriched co-curricular activities and cultural events, grounded in Indian Knowledge Systems. Our Teaching-Learning plans include structured curricular implementation, digital library cataloging with e-resource accessibility, LMS integration, Hands-on trainings and workshops, Central Instrumentation Facility, Computer and Language Laboratory, Student Mentoring, Add-on and Certificate Courses for students and readiness for effective implementation of NEP 2020.
- A dedicated committee, alongside teaching and non-teaching staff, ensures accessibility for students from diverse socio-economic backgrounds fostering holistic development through societal activities, inclusive infrastructure, financial support, and gender equality including Divyangjan and LGBTQ through innovation and inclusivity.
- Our college has embraced e-governance for efficiency, featuring online admissions, ERP, LMS, WBIFMS, PFMS, a dynamic website, and online student services for fee payment, registration, and enrollment. Committed to sustainable transformation, we aim for NET ZERO with paperless e-offices, ICT & AI infrastructure, plastic-free green campus, solar panels and rainwater harvesting, etc.

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies**6.3.1**

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

Response:

Teachers' Performance Appraisal:

- Teachers' appraisal is based on two approaches - Career Advancement Scheme (CAS) and Teachers' daily performance register.
- Being a fully Government Institution, the performance of each faculty member is assessed according to the Annual Self-Assessment for the Performance Based Appraisal System (PBAS) which is checked and verified by the Heads of the Departments, the IQAC Coordinator and the Principal. Additional duties and responsibilities of the faculty members gets appropriate weightage in overall assessment.

Non-Teaching Staff Appraisal:

- They are also assessed through annual performance appraisal. Appraisal of the non-teaching staff is done by the Principal. Laboratory assistants and attendants are appraised by the respective Departmental Heads of the departments/and the Principal and the library staff are appraised by

the Librarian and the Principal of this institution.

- The principal meets with the teaching and non-teaching staff on a regular basis for corrective measures and improvements in performances of the institutional functioning. The college has effective welfare measures for its teaching and non-teaching staff:

Financial welfare measures:

- Being a Govt. college, financial assistance is provided to teaching and non-teaching staffs as per Govt. rule. **Bonus, festival advance, loan from GPF** is also provided.
- Pension as well as invalid pension on medical ground for incapacitated employee,
- Gratuity and Leave Encashment, Group insurance facilities are available as provided by the govt. of West Bengal.
- LTC and STC are available as per WBSR.
- In addition Medical Leave, Earned Leave, Maternity Leave, Child Care Leave etc. are provided as per govt. rule. WB Govt.
- Health Scheme facilities can be subscribed by willing employees and their dependent family members.

Professional/ career development welfare measures:

- Teachers regularly participate in Professional development programmes for skill up-gradation and training are organized for both teaching and non-teaching staffs.
- Permission is duly granted to participate in Refresher Courses/ Orientation Programmes/ Short Term Courses to the teaching staff for professional development.
- All the non-doctoral staff members are encouraged to get enrolled for Ph.D. program.
- NOC for attending research related activities in abroad. Faculty Improvement Program (FIP) is available as per Govt. rules and subject to fulfilment of certain conditions.
- Employment opportunities on compassionate ground (died in harness) is provided to the next of kin of employees as per Govt. Service Rules (WBSR).

Recreational welfare measures:

- Annual sports day is organized for both teaching, non-teaching staffs and students.
- Annual get together, Food festival, Felicitation of superannuated teachers and non-teaching staffs are organized in appreciation of the service they had rendered.
- Staffs and students were administered Covid 19 vaccines during pandemic period.
- Gymnasium facility is available; Yoga day is celebrated every year.

Others welfare measures:

- ICT Facilities Wi-Fi enabled college campus. The college provides infrastructural support in science laboratories to facilitate research.
- Computers, Laptops and LCD projectors for ICT enabled smart classrooms and seminar halls.
- Solar power panels set up on roof top area.
- Water purifier for drinking water.
- Refrigerator and microwave.
- Facilities such as wheelchair ramp for differently abled people.
- Student's Identity cards provided.

- Instrumentation facility for dissertation work and practical courses
- Paperwork has been minimized and E-office facilities is encouraged.
- Use of Braille and KOHA software in college library.

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

6.3.2

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

Response: 4.13

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

2022-23	2021-22	2020-21	2019-20	2018-19
13	00	00	06	02

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3.3

Percentage of teaching and non-teaching staff participating in Faculty development Programmes

(FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Response: 49.58

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

2022-23	2021-22	2020-21	2019-20	2018-19
109	70	32	68	75

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

2022-23	2021-22	2020-21	2019-20	2018-19
41	41	41	41	41

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Financial management

Resources and funds:

- The college manages its budget through a detailed process involving components such as **Plan-Head, Non-Plan Head, and Infrastructure Development** etc.
- **Government funds** originate from various sources including the Higher Education Department of the Government of West Bengal (GoWB), UGC, DBT, DST, ICMR, MPLAD, IGNOU under the Government of India (GoI), and **non-governmental funds include** alumni contributions, CSR initiatives, private research and development fund consultancy etc.

Resource Mobilization

Optimal utilization & mobilization of funds:

- Accumulated Fees collected from students at the time of admission has three components, namely, Govt. fund, University fund and Non-Govt. fund; forwarding the first component as deposits to the Govt. Ex-chequer, second one deposited to the affiliating University and the third one deposited to the respective bank accounts of the college for usage towards the welfare of the students and development of the college.
- After grants are allocated, funds are managed according to annual strategic plans and budgets.
- The college ensures efficient fund utilization by reviewing priorities through the Purchase Advisory Committee, comprising department heads.
- The purchase advisory committee's convener schedules meetings based on departmental requisitions, prepares budgets aligned with IQAC recommendations, incorporates inputs from the Principal's Office, and submits them for approval by the Principal.
- The Principal's Office initiates tender invitations through both paper advertisements and website as well as e-bidding via Govt. of India e-Marketplace (GEM) <https://gem.gov.in/>.
- Proposals, including budget details, quotations, comparative charts, resolutions, and justifications, are then submitted to the H.E. Dept., GoWB for administrative approval.
- Upon approval, work orders are issued, and supplies received from vendors are accompanied by challans, tax invoices, and installation certificates.
- These documents, along with Geo-Tagged pictures of installed resources, are forwarded to the H.E. Dept. for financial sanction.
- Payments to vendors are processed via WBIFMS portal, with stock entries logged to manage distribution among departments.
- UC, based on sanctioned grants, are promptly prepared and submitted for review and approval by relevant authorities, who oversee the initiation of new projects.
- The college office ensures timely submission of IT and GST returns, playing a pivotal role in financial accountability.

Regular financial audit:

- The college undergoes rigorous internal and external audits of funds received from governmental and non-governmental sources.
- These audits ensure **effective financial management**, evaluate financial systems for compliance

with norms, and identify areas for process improvement.

- External audits are conducted by the Office of the **Principal Accountant General (A&E), WB, under the CAG**, in coordination with the Directorate and Dept. of HE, GoWB up to FY2022-23.
- Internal audits of non-government funds are performed by a trusted Chartered Accountant firm in collaboration with the Internal Audit and Accounts Assessment subcommittee, concluding with the preparation of UC up to FY2023-24.

Strategies for resource mobilization:

- Resource mobilization at our college involves gathering and efficiently managing diverse resources to support academic, social, and extracurricular activities.
- Financial resources from grants and donations are dedicated to college development.
- Human resources, including teaching and non-teaching staff and students, actively participate in academic, developmental, and welfare initiatives.
- Physical resources are utilized for academic and examination purposes, while informational resources facilitate academic research and learning.
- Networking and partnerships are fostered to attract opportunities for both the college and its students.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

Institutionalization of quality assurance strategies and processes:

- In order to enhance the quality of the institution in all spheres, various quality assurance strategies have been initiated by the IQAC of the institution.

Regular monitoring and review of the Teaching Learning process:

- There are interactions with all the Departments to ascertain the degree of attainment of the course outcomes (CO) and programme outcomes (PO).
- With the introduction of the CBCS Courses and newly introduced NEP system, there were active

engagements with faculty members in order to ensure proper implementation of the new Course Structure.

- All the faculty members are encouraged and supported to participate in Orientation (OP), Refresher Courses, FDP's, Workshops, Seminars and conferences related to the teacher-learning process and research. This is done with the intention of renewing skills of the teaching faculty so that the entire teaching process is enhanced in quality.
- Non teaching Staff are also encouraged to participate in administrative training\ programmes including computer training for the smooth and efficient running of the office and administration.

Incremental improvement in various activities:

- Faculty members are constantly inspired for service promotion (CAS) by IQAC.
- Encouragement is given to teachers to attend workshops relating to NAAC and the feedback given by the participants is worked upon.
- There have been talks in the College by experts in the field of NAAC assessment which have helped in streamlining the preparation of AQARs and the SSR.
- The IQAC promotes Research among faculty members and to this end Research Methodology workshops have been arranged.
- Teachers are encouraged to complete their Ph.D. degree and those with Ph.D. are motivated to act as research guides for the research scholars.
- Several skill enhancement ability courses along with Certificate / Add On Courses have been introduced for various subjects and students are free to choose any one as per their will. This helps the students to bridge the rigid confines between various disciplines and move towards a multi-disciplinary form of education.

Review at periodic intervals:

- Regular meetings of IQAC are conducted under the chairmanship of the Principal with the fixed agenda and suggestions are taken from all the members of IQAC for improvement and better implementation of curriculum along with various other quality improvement measures.
- The college also has quality management certification like ISO 9001:2015, ISO 14001:2015, ISO 5001:2018 valid up to 03.01.2027.
- Constant and ceaseless efforts are undertaken to foster a sustainable living and the IQAC continuously attempts to better the humane-academic environment harmony within the College.
- The college in collaboration with IQAC undertakes various academic, administrative, financial as well as multilingual courses.
- The college has arranged several foreign language based certificate courses.
- A total of 45 MOUs, Linkage and Collaborative ventures have been signed in the field of with other institutions.
- The IQAC works with every section of the College to ensure overall quality enhancement of the institution.

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

6.5.2**Quality assurance initiatives of the institution include:**

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

Response: B. Any 3 of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
NIRF report, AAA report and details on follow up actions	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Historical context:

Maulana Azad College was initially a boys' college. Induction of girl students in various courses started in the early 1990s and at present this is the only co-educational Government General Degree college operational under University of Calcutta. Over the years, female participation in various fields have increased manifold and one of the primary goals of the college has always been to provide a safe and secure environment for effective teaching-learning to its academic community.

Infrastructural facilities:

In connection to this, a fully functional Girls' (air conditioned) Common Room with all basic facilities has been operational since 2008 to safeguard the need for separate space and privacy of girls. Several students here are from districts or other states. Thus, to solve the problem of safe and affordable accommodation, a girl's hostel has been established in the year 2021 at nominal charges that are waived in special cases. Both these facilities were already available for the boys for a long time.

Grievance redressal:

A fully functional Internal Complaints Cell unit in the college has been operating since 2015. In case of issues related to sexual abuse, discrimination or maltreatment of any kind, prompt action on the matter is taken up by the ICC unit maintaining appropriate rules and regulations. Gender sensitization and awareness programmes are part of the yearly activity schedule of the ICC and NSS unit. In the last 5 years, several seminars and webinars were organized by Internal Complaints Cell, Anti-ragging cell and a Grievance Redressal Cell on topics like 'Steps towards Equality', 'Women's Safety in Public Transport', 'Students Psychological counselling', 'Importance of Yogasana amid Covid-19', 'Cyber Offense Awareness seminar' and many more. International Women's Day is also celebrated every year by conducting workshops and talks by eminent personalities.

Awareness programs:

Apart from this, regular gender sensitization is done through orientation programs with students

from time to time. Psychological counselling is also provided to students, as and when needed. To ensure that gender sensitivity is ingrained deep in our value system, gender related topics are incorporated in the curriculum of various subjects taught in the college like English, Bengali, Sociology and History. Through regular discussions on topics like domestic violence, gender rights, feminism, eco-feminism, inequality and women empowerment, students are expected to become more responsible as human beings. Apart from various State sponsored Students schemes like Kanyashree Prakalpa, SVMCM, Aikyashree, the needy students of this college are benefitted by different freeships as per their requirements from the end of the college authority.

Security measures:

There are about 64 CCTV cameras, dedicated security guards and a robust redressal structure present both in the main college campus and the two hostels ensuring out-and-out surveillance for safety and security of stakeholders. Since its inception, the college has crossed several milestones and the increasing ratio of females in the college indicates the forward-thinking heterogeneous approach towards gender inclusivity and empowerment of the weaker sections including both binary and non-binary individuals.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

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

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

Response: A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document
Certificates of the awards received from recognized agency (if any).	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of

students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

Inclusive environment and tolerance towards diversity:

Maulana Azad College, a premier government co-educational institution located in central Kolkata, attracts students from different regions of Bengal, North East India, Jammu & Kashmir, Bangladesh and other places every year. These students belong to various communities including minorities like Muslims and Christians with varying socio-economic and cultural backgrounds. The college, founded a century ago as Islamia College for Muslim boys, has embraced diversity since then and taken a range of measures to usher in an inclusive environment. Rechristened after India's first education minister Maulana Abul Kalam Azad, the college now represents a microcosmic representation of India, with a quite large number of students from various reserved categories and nearly 46 % girl students.

The linguistic diversity of the college is reflected in its initiative to establish a 'School of Languages' with interdisciplinary programs organised by the six language departments. It caters to students from different linguistic backgrounds who opt for their respective choice of subject and subsequent career path. Certificate courses are offered in Communicative English, Urdu, Persian and Arabic and two foreign languages - French and Spanish.

The college charges nominal tuition and hostel fees. The Students' Support Cell processes different government scholarships, freeships, and students' credit card scheme. Financial assistance is extended to economically underprivileged students from the Student Aid Fund and by the Alumni Association, benefiting more than 70% of students. The college provides hostels for both girls and boys coming from remote areas enabling them to fulfil their dreams of pursuing higher studies in a metropolis like Kolkata and help them integrate with the mainstream.

Different festivals like Sarawati Puja, Iftar, Holi, Milad-un-Nabi and Christmas Eve are celebrated in the college where students and staff of all communities joyfully participate. The students organise various cultural programmes, games and sports activities. Different programmes and schemes for women empowerment are also held periodically. The college has an eco-friendly environment, and students are encouraged to work for a safe and healthy ambience. Special attention is given to Divyangjan by creating a disabled-friendly barrier-free campus. Efforts are also made so that non-binary sexual orientations and those belonging to the LGBTQ+ community feel comfortable in the college. The harmonious relationship between teachers, students and staff makes the campus vibrant and free from the fear of ragging and sexual harassment.

Constitutional obligations - values, rights, duties and responsibilities as citizens:

The college, in its commitment to uphold constitutional obligations, observes Independence Day, Republic Day, National Unity Day and National Education Day with due ceremony. Students are imparted value education through the Induction / Orientation-Programme in each academic session; awareness programmes on gender sensitization, ethics and social responsibilities are also held. The NSS unit plays a pivotal role in undertaking outreach programmes towards fulfilling these social responsibilities and commitments. Apart from election duties, the teachers of the

college render special assignments as Officer on Special Duty in Government programmes like felicitation of the President of India, Teachers' Day celebration etc.

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

7.2 Best Practices

7.2.1

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

Response:

Best Practice I:-

Title:

Online Remote Learning and Green Digital Initiatives

Objectives:

- Enhance the quality of lectures using assistive tools
- Ensure minimal disruption of classes through the option of remote attendance
- Improve digital awareness
- Furthering the cause of a green campus through reduced use of paper

The Context:

The college had supplemented classroom teaching with digital learning initiatives even prior to the COVID-19 Pandemic. Admission, tabulation of examination marks, sharing of study material via email, WhatsApp, social media channels, etc. were being carried out earlier as well.

The Practice:

- Learning Management System (LMS) named AIMS Cloud introduced.
- Google Workspace with Google Classroom, Google Meet, etc. to all teachers and departments by purchasing Multiple G Suite accounts to accommodate more student-participants; Zoom, Microsoft Teams, etc. used by some teachers also.

- **32 out of 54 classrooms ICT-enabled with overhead LCD Projectors; Principal's Chamber and Library similarly equipped.**
- **More than 200 computers (desktops and laptops) with 6 Computer Labs; 3 internet connections through LAN and Wi-Fi with a combined broadband width of 200-300 MBPS.**
- **11 smart classrooms, one of which is a Studio with Live Streaming and Recording facility.**
- **Add-on courses on Excel, LaTeX, SPSS software, etc.; Certificate course on Basic Computing & Office Automation to minority girl students free of cost; other Certificate courses to enhance digital proficiency include R Programming & STATA as also Financial Accounting in GST-Tally.ERP 9.**
- **College website with tabs for News & Notices, Admission, LMS, Examination, Feedback, Grievances, Placement, Scholarships, etc.; also links to external websites related to higher education.**
- **Central Library digitized through KOHA ILMS. E-books/E-journals available through DELNET, N-List INFLIBNET. Virtual Attendance System (VAS), including bar-code scanner and GRS, monitors footfall. Book list available through web OPAC; OPAC Kiosk inside library. Library cards converted into Smart Cards. Librarian registered students under NDLI. Book identification through RFID, sensor-based dropbox for returning books during after-hours; kiosk for self-check-in/check-out of books in place.**

Evidence of Success:

- **ICT tools helped in advancing pedagogy, particularly in Continuous Internal Evaluation (CIE). Faculty members could import grades from Google Classroom and add sparkline graphs using Google Sheets.**
- **CO-PO mapping convenient with softwares like Excel / Google Sheets instead of being calculated manually.**
- **Open Educational Resources (OER) Repositories used for greater dissemination of research output without putting any extra financial burden on students.**
- **College adopted automation, using E-Office softwares like HRMS under WBIFMS, and other softwares including MATLAB, PYTHON, R and Tally.**
- **Using all these digital means has considerably reduced the use of paper and quickened the pace of work.**

Problems Encountered and Resources Required:

Problems/constraints and/or limitations encountered include paucity of funds for implementing

cutting-edge technology. Teachers and students of all streams need to be made acquainted with these digital means, preferably through training.

Notes (Optional):

The practice of transitioning to digital means for the purpose of teaching-learning can be emulated by other institutions in order to facilitate the exposure of students to latest technology as also furthering the cause of a green campus.

Best Practice II:-

Title of the Practice:

Student Profile Mapping

Objectives:

- Determine the abilities of students in an objective and quantifiable manner
- Identify the slow and advanced learners so that appropriate support can be provided by the institution

The Context:

Students often face diverse challenges with respect to their skill attributes viz. socioeconomic backwardness and limited resources; intellectually bright or slow irrespective of their economic status; others may have different skills, emotions and behaviour. A systematic assessment of these attributes of the students may help in providing an insight into their strengths and weaknesses. The profile mapping exercise enables the institution to hone the students' strengths and overcome their weaknesses.

The Practice:

- Students need to login with their login ID and password and answer an online questionnaire.
- Scores on 'General Quotient (gQ)' and 'Empowerment Quotient (mQ)' are calculated according to a well-defined formula and weightage on the basis of the answers provided. The General Quotient comprises Academic score, Intelligence score and Knowledge score. The Empowerment Quotient assesses different types of abilities. It also makes a comparison of the particular student in comparison with his/her peer group. Finally, a weighted average of gQ and mQ gives the final score, which represents the capability of the student.

Evidence of success:

- The manual method of psychometric test or profile mapping is too engaging and time consuming, whereas the online mapping is fast, accurate and error- free.
- Marks obtained in class/internal tests are not always reflective of the students' ability; external factors may affect their time spent on studies, understanding of the subject and answer writing skills. However, online mapping appraises their innate capabilities.
- Often, teachers depend on students' class performance or behaviour to gauge their level of knowledge or aptitude. However, this method is suitable only for articulate students. Online mapping is equally effective for shy and introvert students.
- The teachers assert that their assessment about the students matches with the profile mapping results, which confirms the authenticity of the mapping mechanism.

Problems Encountered and Resources Required:

- The major problem pertains to availability of internet facilities in college. The existing computer infrastructure is inadequate so that online profile mapping takes longer than usual time.
- The students, mostly from poor families, have limited access to high-speed data connection.
- Often the students are unable to understand the questions, and so need the guidance of teachers for filling the questionnaire.
- The resources required are competent software developers to implement the entire idea of online profile mapping along with adequate computer infrastructure.

Notes (Optional):

The practice of mapping students based on their profiles created from their responses to a set of questions can facilitate a better understanding of their aptitude and enable a more personalised approach to students while imparting education in this modern age. It can be emulated by other institutions in order to offer a customised strategy for the teaching-learning process.

File Description	Document
Best practices as hosted on the Institutional website	View Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Diversity and Inclusivity in a Multicultural Milieu

Plurality:

Maulana Azad College is a premier seat of learning, continuing its glorious tradition for close to a century. It is situated right at the heart of the city of Kolkata, and easily accessible. It is located in a cosmopolitan area where residents speak in a variety of tongues, including Bengali, Hindi, Bhojpuri, Urdu and English. This heterogeneity is mirrored in the mixed demography of the college, attracting students from different regions of Bengal and different states of India and even from Bangladesh every year, belonging to different faiths, ethnicities and linguistic backgrounds. The composition of students may be called a microcosmic representation of India. If one analyses its student population, one is amazed at this enormous diversity - be it in terms of language, religion or socio-economic categorisation.

Language Hub:

It is the only co-educational government college affiliated to the University of Calcutta which offers six languages at the under-graduate level as the mainstay of the Arts stream in the college, and contribute significantly to the promotion of arts and culture. The presence of these six languages – Arabic, Bengali, English, Persian, Sanskrit and Urdu – enables the college to function as a ‘School of Languages’, according to its unique position in the educational area of the city. Two of these Departments, English and Urdu, have a post-graduate section as well, strengthening the linguistic heritage of this college. Students of these Departments perform well in not only University examinations but also in co-curricular and cultural activities. Professors of these Departments, both past and present, are equally engaged in academic and cultural pursuits. Faculties consistently publish academic books, journal-articles and book-chapters. They also participate in literary festivals, book launches, mushaira [poetic symposium] and similar events. Some of these are organised by the college as well, for instance Mushaira by the Urdu Department, World Arabic Language Day by the Arabic Department and celebrating Nowruz/Navroz [Iranian New Year] by the Persian Department. The International Mother Language Day is also celebrated with due ceremony in February every year.

Archive of old and rare manuscripts and books:

The Central Library is stocked with books in these six languages, constituting a substantial corpus. It also prides on preserving ancient and rare literary texts and manuscripts in Arabic, English, Persian, Sanskrit and Urdu. These are kept in an adjacent annexe of the Central Library. Since these texts are extremely old, they are preserved inside glass cases in order to minimise the

damaging effects of dust and moisture. The crowning glory of this rich heritage is a manuscript of the *Ain-i-Akbari* [“Administration of Akbar”], a 16th century document recording the administration of the Mughal empire under emperor Akbar, written in Persian language by his court historian Abul Fazl. Incidentally, this text constitutes the 3rd volume of the famous Akbarnama [“Account of Akbar”] written by the same writer.

Heritage Site:

The college is the preferred choice for many students belonging to the minority community. The Earl of Lytton, the then-Governor of Bengal, had laid the foundation stone of this college a century ago in 1924, and studies commenced from 1926. At that time, it was named Islamia College, and was primarily intended as an institution of higher learning for Muslim boy students who had done their schooling from various Madrassas. In keeping with this, the college building which initially comprised of the ground and first floor was designed along Indo-Saracenic lines. There are arches and jharokhas [windows projecting outwards] with lattices as well as the charbagh [four gardens] which is distinctly Mughal in style. The second floor which was added later, however, is of modern architectural design.

The college and the Baker Government Hostel (boys’ hostel) have been declared as Grade I heritage buildings by the Kolkata Municipal Corporation, and plaques put up at both the sites. It is a matter of pride that Bangabandhu Sheikh Mujibur Rahman, who became the first prime minister of Bangladesh in 1971, had been a student of this College and lived in the Baker Hostel. His hostel room and adjoining area have now been turned into a museum named “Banga Bandhu Smriti Kaksha” to preserve the items he had used as well as memorialise his legacy.

Unity in Diversity:

The college has a rich heritage of inclusive environment, and the heterogeneous nature of the student and staff composition entails celebration of festivals of diverse communities with great fervour. Saraswati Puja is celebrated with a lot of fanfare every year, and students participate in worshipping the goddess of learning with much enthusiasm. Holi, the festival of colours, is celebrated with equal zest, though a day or two before the actual date since it is a holiday. Rabindra Jayanti is observed with recitation of Tagore’s poetry and singing of Rabindra Sangeet . Similarly, ‘Dawat-e-Iftar’ during the month of Ramzan is organised every year, and not only Muslims but also non-Muslim students, teachers and non-teaching staff participate in it. Jashn-e-Eid Milad-un-Nabi, commemorating the birth of Prophet Muhammad, is celebrated with a programme at the Raza Washat Ali Memorial Hall, the main Hall of the college, and the college building is beautifully decorated with flowers on the occasion.

Social camaraderie:

In order to promote tolerance and harmony, the college conducts extension and outreach programmes. It collaborates with various non-governmental organisations to arrange events which raise awareness about these issues amongst the students and staff. The highpoint of this endeavour has been a Heritage Walk in the locality around the college with visits to sites of historical and cultural significance by the students and teachers. It is heartening that these efforts at fostering diversity and inclusivity in a multicultural milieu have been covered in news media and received appreciation from all quarters. Such camaraderie goes a long way in encouraging feelings of

amicability, and contributes towards national integration. It provides a linguistically and culturally rich environment for both students and teaching staff, motivating them to constantly pursue excellence in their chosen fields.

File Description	Document
Appropriate web in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

Overview of Sustainable Practices

Sustainable Practice-1: Encouraging student linkage with industry/institute and providing research exposure for higher studies

Maulana Azad College is dedicated to academic excellence and aims to:

- Providing industry exposure through educational tours and field trips.
- Organizing seminars, symposia, and workshops on the latest research trends.
- Supporting attendance at events in other institutions.
- Offering career guidance and ideas for further studies and research.
- Fostering a strong academic environment.

Sustainable Practice-2: Empowering Classroom: The Impact of Cognitive Strategies on Effective Teaching

- The College uses cognitive techniques in lesson plans to enhance student understanding and retention, improving learning outcomes.
- Key techniques used by the teachers include metacognition, elaboration, visualization, group discussions, self-study, and feedback.
- These are delivered through chalk and talk, ICT (PPT, smartboards), and online platforms.
- Thereby foster a more inclusive and effective learning environment.

Sustainable Practice-3: Offering incentives to talented students and financial aid to needy students

Maulana Azad College supports student welfare beyond academics by:

- Incentivizing talented students in academics and activities.
- Providing monetary aid to underprivileged students, especially post-COVID-19.
- Ensuring financial support for needy students to continue their studies.

These needs are met through scholarships and freeships from various sources, including government, non-government organizations, industry, philanthropists, the institution, and alumni.

Sustainable Practice-4: Nurturing an Environment-Friendly Green Campus

Maulana Azad College promotes green campus by:

- Implementing clean, eco-friendly policies and activities.
- Using power-efficient gadgets to lower the carbon footprint.
- Emphasizing renewable energy sources.
- Cultivating eco-friendly habits among students and staff.
- Endorsing environmental awareness through campaigns.

- Adhering to central and state government sustainability guidelines.

Sustainable Practice-5: Constitutional Awareness and Youth Parliament Participation

- Youth Parliament Competition gave students practical experience in parliamentary procedures and deepened their understanding of democracy.
- Challenges from the Youth Parliament and quiz competitions improved critical thinking, public speaking, and research skills.
- College involvement increased student engagement in political and academic activities, promoting proactive citizenship.
- The College students achieved notable successes in the West Bengal Youth Parliament Competition Scheme and related quiz competitions

Added Information

1. Total number of Policy Documents prepared = 18
2. Total Number of Audit Reports conducted =13

Concluding Remarks :

Maulana Azad College, thus, strives to its utmost to provide a holistic academic ambience to the students, employees and all other stakeholders. Its vision of achieving excellence in imparting quality education, fostering an inclusive environment and adopting sustainable practices is in tandem with its mission which foregrounds these core ideals. In the last few years, revised syllabi (both updated and upgraded) were introduced in the college, initially through CBCS and thereafter CCF; the latter was in accordance with NEP-2020. Embracing the NEP 2020 curriculum since the 2023-24 sessions, the faculty has actively participated in NEP Orientation & Sensitization programs of MMTTC. It facilitated the learning of newer dimensions in each subject, thereby enabling a more comprehensive education. This entailed added emphasis on teaching-learning and evaluation, and the faculty members have risen to the occasion to welcome this change. They take due care in the classroom while imparting their lessons while simultaneously remaining engaged in refining their academic credentials. This is important because improving the standards of the teaching faculty through research and innovation is bound to have a commensurate effect on the students. Infrastructure and learning resources similarly play a major role in this context, and the college is constantly striving to keep itself up-to-date with new-age tools and technology associated with education. This is evident from the laboratories and smart classrooms fitted with cutting-edge equipment which significantly enhance the teaching-learning experience for both teachers and students. All these endeavours have contributed towards satisfactory progression and placement of students in public or private sectors, despite the challenges in getting a job. The college has a robust student support system in place, and it actively works for the welfare of pupils by facilitating public and private scholarships as also extending financial assistance to the needy from a separate aid fund. The college, with its heritage status and diverse community, upholds the values of tolerance and harmony, reflecting the nation's unity in diversity. As a government institution, it is dedicated to upholding citizens' rights and responsibilities, exemplifying a blend of tradition and modernity while striving for continued progress.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :50</p> <p>Remark : Value has been updated as the repetition of the value added courses in every academic year during the assessment period has been considered as one as per NAAC SOP; Also excluding the courses which are part of the regular curriculum has not been considered.</p>																				
1.2.2	<p><i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1698</td> <td>1556</td> <td>682</td> <td>1291</td> <td>1175</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1586</td> <td>1385</td> <td>682</td> <td>873</td> <td>1175</td> </tr> </tbody> </table> <p>Remark : Values have been updated as the repetition of the value added courses in every academic year during the assessment period has been considered as one as per NAAC SOP; Also excluding the courses which are part of the regular curriculum has not been considered hence the values have been updated accordingly.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	1698	1556	682	1291	1175	2022-23	2021-22	2020-21	2019-20	2018-19	1586	1385	682	873	1175
2022-23	2021-22	2020-21	2019-20	2018-19																	
1698	1556	682	1291	1175																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
1586	1385	682	873	1175																	
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships</p> <p>Answer before DVV Verification : 919</p> <p>Answer after DVV Verification: 907</p>																				
1.4.1	<p><i>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</i></p>																				

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

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

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

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

Answer before DVV Verification:

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
407	407	407	407	382

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
504	504	503	503	479

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
83	82	83	83	74

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
80	82	83	83	74

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

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

Answer before DVV Verification:

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

24.95	2.57	0.81	0.5	42.02
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5.81	2.57	0.81	0.5	39.52

Remark : Values have been updated as only research grant has to be considered as per NAAC SOP.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
08	11	17	17	12

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
08	07	14	11	10

Remark : Values have been updated as per the supporting documents.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
38	28	24	10	10

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
21	13	16	9	7

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
59	26	19	17	09

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
47	16	11	10	4

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
23	08	03	15	5

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	02	02	12	4

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

Answer before DVV Verification :

Answer After DVV Verification :29

Remark : Value has been updated excluding the MOUs as the activity conducted under each MOU is not within the assessment period hence it has not been considered.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
58.09864	40.67297	73.06997	323.6283 1	183.7535 7

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
53.58358	32.37213	66.92475	271.5237	96.17269

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

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

Answer before DVV Verification : 198

Answer after DVV Verification: 173

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

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:

2022-23	2021-22	2020-21	2019-20	2018-19
208.85	49.38	36.25	118.08	90.25

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
90.01181	8.02122	45.93741	36.10336	98.43246

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

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

Answer before DVV Verification:

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

404	446	386	319	363
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
396	432	377	317	358

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
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5.2.2 Percentage of students qualifying in state/national/ international level examinations during the last five years

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
105	72	39	60	47

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
86	59	32	56	37

Remark : Values have been updated as in the absence of the exam qualifying certificate the claim has not been considered as per NAAC SOP.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
16	18	09	10	11

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
13	9	6	4	10

Remark : Value updated as per the supporting documents excluding the district levels awards and also excluding inter-collegiate awards and participation certificate without securing the 1 to 3rd position has not been considered as per NAAC SOP.

5.3.2	<p>Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)</p> <p>5.3.2.1. Number of sports and cultural programs in which students of the Institution participated year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 589 1046 723"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>49</td> <td>38</td> <td>18</td> <td>37</td> <td>30</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 801 1046 936"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>37</td> <td>31</td> <td>12</td> <td>29</td> <td>24</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	49	38	18	37	30	2022-23	2021-22	2020-21	2019-20	2018-19	37	31	12	29	24
2022-23	2021-22	2020-21	2019-20	2018-19																	
49	38	18	37	30																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
37	31	12	29	24																	
6.2.2	<p><i>Institution implements e-governance in its operations</i></p> <ol style="list-style-type: none"> 1. Administration 2. Finance and Accounts 3. Student Admission and Support 4. Examination <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p>																				
6.3.2	<p>Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years</p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1615 1046 1749"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>13</td> <td>14</td> <td>47</td> <td>25</td> <td>16</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1827 1046 1962"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>13</td> <td>00</td> <td>00</td> <td>06</td> <td>02</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	13	14	47	25	16	2022-23	2021-22	2020-21	2019-20	2018-19	13	00	00	06	02
2022-23	2021-22	2020-21	2019-20	2018-19																	
13	14	47	25	16																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
13	00	00	06	02																	
6.3.3	<p><i>Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative</i></p>																				

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
133	102	54	90	95

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
109	70	32	68	75

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
39	43	43	44	40

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
41	41	41	41	41

6.5.2

Quality assurance initiatives of the institution include:

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

Answer before DVV Verification : A. Any 4 or more of the above

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

Remark : Values updated as per the supporting documents.

7.1.2

The Institution has facilities and initiatives for

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

Answer before DVV Verification : A. 4 or All of the above

Answer After DVV Verification: A. 4 or All of the above

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count):</p> <p>Answer before DVV Verification : 126</p> <p>Answer after DVV Verification : 123</p>																				
1.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>101</td> <td>102</td> <td>105</td> <td>107</td> <td>94</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>101</td> <td>102</td> <td>105</td> <td>107</td> <td>94</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	101	102	105	107	94	2022-23	2021-22	2020-21	2019-20	2018-19	101	102	105	107	94
2022-23	2021-22	2020-21	2019-20	2018-19																	
101	102	105	107	94																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
101	102	105	107	94																	
2.1	<p>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>307.53</td> <td>122.05</td> <td>122.29</td> <td>494.13</td> <td>315.26</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>196.7785</td> <td>80.07186</td> <td>126.7735</td> <td>380.8240</td> <td>259.8274</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	307.53	122.05	122.29	494.13	315.26	2022-23	2021-22	2020-21	2019-20	2018-19	196.7785	80.07186	126.7735	380.8240	259.8274
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