



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

THE UNIVERSITY OF BURDWAN

**B. C. ROAD, RAJBATI CAMPUS THE UNIVERSITY OF BURDWAN PO -
RAJBATI BURDWAN PIN 713104
713104
www.buruniv.ac.in**

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Established on the 15th of June 1960, the University of Burdwan has now successfully stepped into the sixty-fourth year of its journey and made remarkable progress in every aspect of its academic, research, extension activities and establishing a meaningful relationship with rural society through different programmes. Successive accreditation by NAAC since 2001 as Four Star (the highest amongst the state universities operating outside the metropolis of Kolkata), followed by B++ in 2007, and finally an “A” in 2016, reflects a commendable role in HE. Further, regular participation and quality position in NIRF ranking, with latest standing of 36 among State University category further corroborate its role in HE.

The University offers 39 postgraduate programmes, including 19 in affiliated colleges. Several departments have been acknowledged as CAS by UGC and received DST-FIST, WBDBT, MODROBS sponsorship. Present academic session has a total number of 4201 students. with student / teacher ratio 20.36:1. There are 676 enrolled research scholars, out of which 553 are fellowship holders. So far 697 students are awarded with PhD during this assessment period; 87 students also obtained M.Phil. (up to 2022). There are 74 UG affiliated colleges under the umbrella of this University with a total number of enrolled candidates in different streams (51,628).

Number of total sponsored research projects are 132 during the period of 2019-2024 amounting to Rs 45.82 cr. The University has also receiving financial support from international agencies like Ford Foundation and NOVIB, Netherlands. In the last 5 years 12 Patents, 3443 research papers/articles and 555 books have been published. A good number of University teachers also ranked World best 2% scientists by Stanford University ranking in 2022-23.

The University takes pride in its Meghnad Saha Planetarium, the Krishnasayar Eco-garden, the Museum & Art Gallery, Binoy Krishna Choudhury Rural Technology Centre (BKCRTC), MMTTC for the academic and professional development of College and university teachers, CRSMF for crop improvement programmes, internationally acclaimed Herbarium with acronym (BURD), University Science Instrumentation Centre (USIC), University Museum and Art Gallery etc.

Vision

Set in a biodiversity-rich heritage site, The University of Burdwan envisages itself as a beacon of holistic academic excellence through teaching, research, innovation, social responsibility and stakeholder engagement. It aspires to co-create with its stakeholders an environment where curious minds can invent and reinvent themselves and disseminate traditional and modern wisdom.

The University earnestly wishes to empower the weaker social clusters in its hinterland with emphasis on the rural region. It aims to promote unity, inclusivity, and equity. It also seeks to reinvigorate India's rich heritage in alignment with the global higher educational milieu while addressing local and regional issues and challenges.

Mission

The University of Burdwan is dedicated to achieving its vision through the following key ingenuities:

- To promote holistic education by facilitating human resource development through intellectual growth, scientific temper, skill development and human values
- To support research, innovation, and IPR sensitisation by nurturing a culture of impactful and interdisciplinary research and innovation that addresses regional, local, and global challenges and opportunities
- To facilitate community engagement and empowerment by actively engaging with the weaker social clusters of the community and promoting equity, inclusivity, gender equality, and social justice
- To foster an enduring commitment to environmental sustainability through eco-friendly practices and promoting research activities that contribute to practices of sustainable development
- To enthuse stakeholders about cultural preservation by promoting cultural heritage, traditions, customs, and artifacts to ensure their continuity and reinvigorate India's rich heritage through educational activities, cultural programmes, research and community outreach and engagement
- To emphasise global collaboration and networking by expanding global partnerships to facilitate academic exchange, research collaboration and student opportunities
- To instil a spirit of entrepreneurship, incubation and startup by supporting entrepreneurship and skill development through dedicated centers and programmes that translate research into business opportunities and social innovation through practical solutions
- To continuously carry out infrastructure and technological upgrades through a sustained commitment to infrastructure development and acquisition of technological capabilities to facilitate academic excellence and administrative efficiency
- To support faculty development and professional advancement by undertaking policy commitment to continuous professional development for faculty to ensure that they remain at the forefront of their disciplines
- To ensure enduring commitment to student accomplishments and accolades by facilitating and encouraging them to become innovative thinkers and responsible global citizens and equipping them to gain success in both personal and professional domains

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- **Strong University legacy with collective and a shared commitment towards academic excellence, human resource development and social responsibility, while offering equal opportunity to the students from most backward areas of Rarh Bengal.**
- **The University has a reservoir of talented, committed, qualified, dedicated and dynamic faculties, 97 % of them having Ph. D degrees.**
- **Facilities such as separate hostels for boys, girls and research scholars, faculty quarters, general guest house, international guest house, health center, sports ground, central library, convention hall, several conference rooms, eco-park, dedicated computer center, etc.**
- **Strong inhouse research facilities with crop research farm, animal house, central Instrumentation facilities, state of art laboratories, audio-visual teaching-internally acclaimed Herbarium, Medicinal plants' garden, BKCRTC, etc.**

- **Low and affordable course fees at post graduate level facilitate rural students of EWS to pursue higher education.**
- **Strong governance structure of university with decentralized and participative management, ensuring transparency, accountability, and stakeholder engagement and timely implementation of the National Education Policy (NEP).**
- **Interdisciplinary teaching, research, and skill development programmes.**
- **Active and vibrant Malaviya Mission Teacher Training Centre (MMTTC) and Gender Sensitization Committee against Sexual Harassment.**

Institutional Weakness

- **Filling up of vacant posts.**
- **Insufficient grants for maintenance of instrumentation facilities, building for new courses.**
- **Obtaining and mobilising funds for fully integrating academic activities through technology and academic process reengineering. The need for continuous orientation among academic goals, administrative efficiency and skill development need to be addressed effectively.**
- **Scope for integration of traditional courses and vocational courses.**

Institutional Opportunity

- **Promotion of inter-disciplinary research, global research collaboration, inspiring faculties for mega projects.**
- **Global collaborations for research and education projects.**
- **Faculty expertise may be of great benefit in academic development, policy making and national missions of strategic importance.**
- **The strategic location of the university with the blend of both agricultural and industrial sectors provides opportunities to expand its role and footprint in local and regional development.**

Institutional Challenge

- **Sustaining the thrust of NEP implementation, managing resource utilisation and allocation effectively.**

- Cent percent file movements through e-office
- Efficient waste disposal in campus, hostels, and administrative buildings.
- Ensuring academic and administrative reforms that are sustainable and adaptable to evolving higher educational milieu, societal needs, and regulatory requirements.
- Mobilization of funds from non-government opportunities.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The University of Burdwan offers a range of traditional, professional and value-based courses which are well-designed, comprehensive, and integrate theoretical knowledge with practical skills. The courses are designed and based on the CBCS framework and include programme outcomes, programme specific outcomes and course outcomes to meet the local/national/regional/global developmental needs. The courses are revised regularly and are ratified in Departmental Committees, Boards of Studies, and Faculty Councils before their implementation in the curricula. A review of the BCI/AICTE/NCTE guidelines is also in place for curriculum design and development of certain courses.

The Placement and Students' Welfare Office provides personalized guidance helping students with job placements, and organizes various skill development workshops and placement drives at regular intervals. The University has also established the Centre for Entrepreneurship, Innovation and Skill Development (CEISD) to foster innovation and creativity among students.

Teaching-learning and Evaluation

Our Institute fosters a conducive student-centric teaching-learning atmosphere, safeguards inclusivity, and sustains high academic standards. The University has wide-ranging resources including libraries, museum, art gallery, gymnasium, medical facilities, planetarium, fields, tracks, courts, crop research and seed multiplication farm, rural technology centre and others.

The University follows a transparent and student-friendly online admission procedure. It maintains zero-tolerance policy with regard to ragging and sexual harassment. Reservation policies of West Bengal are strictly followed during the admission process. It maintains zero-tolerance policy with regard to ragging and sexual harassment.

There are several schemes and programmes for the underprivileged and socially deprived students, such as free-studentships, different scholarships. The University also offers foreign languages, PG Diploma in Guidance and Counselling, Yoga Therapy, Special Education courses under Lifelong Learning, WBCS and NET/SET coaching etc., beyond regular class hours.

Students' involvement is safeguarded through participation in seminars and symposia, departmental activities, running clubs and organizing student festivals like Muktohdhara, Inter-hostel tournaments,

participation in inter-institutional competitions and many more.

The examination system of the University is under complete automation; choice-based credit system (CBCS) and CIA grading pattern are in place at the UG and PG levels. There is provision for post-publication review. Intensive use of IT for evaluation and entrance examinations are in practice.

In accordance with the UGC's guidelines, faculty members regularly participate in courses offered by UGC-Malaviya Mission Teacher Training Centres (MMTTCs).

Research, Innovations and Extension

The University is committed to augment research of faculties and students. Faculty members are actively involved in research and been able to gather research and funds from several national/international agencies like DST, DBT, UGC, ICCR, CSIR, ICMR, ICAR, MoEFCC, WBDSTBT, etc. Some faculty members are also engaged in academic consultancy projects. The University is also awarded Second Phase DST-PURSE funding for their quality research. This institute has policies to financially support faculty members as well as students for research. University' CIESD since 2021 has undertaken activities relating to innovation, entrepreneurship and skill development through an integrated and coordinated approach. The Research and Development Cell has already been constituted by our University under which five different committees (Committee 1: Finance and infrastructure; Committee 2: Research Programme, Policy Development; Committee3: Collaboration and Community; Committee 4: Product Development, Monitoring and Commercialisation; Committee 5: IPR, Legal and Ethical Matters) are working, to provide faculty members and students in research and conscious about the need to participate in various research conferences/seminars/workshops, etc. Our institute is involved extensively in various activities in collaboration with government and non-government organizations. A number of MoUs have been signed with the industry. Faculty members have 12 Patents to their credit during the assessment period. In the last five years, a number of textbooks, book chapters, monographs and a large number of articles in journals (included in the UGC-CARE list and indexed by SCOPUS) have been published by the faculty members of this University in various journals of national and international repute possessing good impact factor. A total number of 3443 research articles and 555 books have been published by the faculty members in the last five years, with total h-index 48 and i-10 index 149. A good number of National/International seminars/conferences was held in the University during the assessment period. Social and community services, and extension activities are carried out by the NCC and NSS students' wings of this University by organizing camps for health check-up, blood donation camps, various types of awareness programmes including environmental awareness, etc.

Infrastructure and Learning Resources

The University offers well-furnished, adaptable classrooms and seminar halls, many of which are ICT-enabled with advanced technology to support various teaching methods and interactive sessions. State-of-the-art laboratories with industry-standard equipment along with robust computational facilities, Lecture Capturing System (LCS) are available. The University also ensures 24/7 internet connectivity and campus-wide Wi-Fi to support academic and research activities. The Central Library is well-stocked with both physical and digital resources. It provides extended working hours, online databases, and beyond-campus access to digital resources. Spread across two campuses, the University's administrative offices are fully ICT-enabled, ensuring efficient operations. A multi-purpose, air-conditioned auditorium

with a capacity of 1,200 serves as a hub for academic events such as conferences, seminars, and convocation ceremonies. The University provides a variety of sports facilities, including a multi-gym fitness center, a gymnasium for indoor sports, and a sports hostel. The Mohanbagan ground is used for various athletic activities, supported by storage and maintenance services for sports equipment. The University Football Team represented in the Asian Football Championship held at China (2018-19), Karna Bag secured 3rd Position in All India Inter-University athletic Meet & secured 2nd Position in the Khelo India Inter-University Meet (2023-24); and University Yogasana Team secured 4th Position in the Khelo India Inter-University tournament held at Tripura University.

Student Support and Progression

The Office of the Placement and Students' Welfare maintains smooth linkages with the government and also with non-government organizations for providing scholarships to the meritorious and deserving students. The PSWO facilitates the transition of students to the competitive world of employment by enriching them through skill enhancement courses organized at regular intervals. Free career guidance and counseling including e-counseling, remedial coaching, and training are provided to enhance soft skills and personality and bridge the knowledge gaps of the students. A variety of courses like diploma in foreign languages courses, PG Diploma in Guidance and Counseling & Communicative English are offered to students. Coaching is offered to the WBCS, UGC-NET, West Bengal SET examination aspirants. Other support services include medical facilities, transportation, and canteen facilities.

A dedicated grievance redressal cell provides a confidential platform for students to report concerns. The Sexual Harassment Prevention Committee and Gender Sensitivity Committee are available 24x7 for immediate assistance, ensuring swift resolution and support for affected students.

Some annual events for students (such as 'Mukto dhara', inter-hostel tournaments and many more) are organized to inculcate strong value systems and impart lessons on teamwork and camaraderie. Blood donation camps, health camps, AIDS awareness programmes, law and social awareness camps and other socially relevant activities are organized to instill social responsibility among students.

The registered Alumni Association of the university also contributes to the well-being of the University by sharing their expertise and networks by mentoring students and providing them with internship and job opportunities. Many actively attend guest lectures, and participate in workshops, and seminars, bridging the gap between academic learning and industry practices.

Governance, Leadership and Management

The University emphasizes effective institutional governance and leadership and the formulation of a perspective plan that would be aligned with its vision and mission. The academic programmes are designed and developed with a focus on suitable design, delivery, and need-based monitoring. Curriculum and Credit Framework for Undergraduate Programmes (CCFUP) as per the NEP has been successfully implemented with effect from 2023. The University has constituted a Committee to take initiative for formulation of the CCF for PG level.

A well-defined institutional framework and the concomitant perspective plan of the University emphasises effectiveness and efficiency comprising facets covering administrative, academic and social

responsibility perspectives. At the top of the University governance is the 'Court' that serves as the highest policy-making body, guiding the decision-making process of the University. Supporting this governance structure is the Executive Council, responsible for initiating and recommending proposals to the Court through a structured process. The deployment of the perspective plan is undertaken through the formulation of policies, adoption of resolutions and execution of decisions in the appropriate bodies.

The University has implemented e-governance through ERP in its operations in a phased manner covering administration, finance and accounts, student admission and support, and examinations. The University has prioritized professional growth and the well-being of its teaching and non-teaching staff through a comprehensive framework encompassing performance appraisal, opportunities for career development and progress, and robust welfare measures.

As a strategically significant unit of the University, the Internal Quality Assurance Cell (IQAC) is meaningfully and collectively committed to quality assurance in teaching-learning, research, academic processes, human resource development, etc.

Institutional Values and Best Practices

The University is marked through a fair distribution of workload, benefits, and responsibilities between men and women as testify from its male-female ratio for teachers, non-teaching faculty, students, and research scholars. The institutional values and practices are well evident in "Heritage-Oriented Distinctiveness coupled with Excellence in Teaching, Learning, Research and Social Commitment".

The University has properly functioning Rooftop Solar PV Power plant (capacity 100 KW) on the academic campus, functional system for the disposal of solid, electronic and chemical wastes, rainwater harvesting facility, landscape mapping and carbon foot print analysis for maintaining rich composition of flora in the campus, ramps for differently-abled students. NSS unit has been organizing activities such as celebrating World Environment Day, a tree plantation drive, a cycle rally, and a cybercrime awareness programme. The University follows one day as "No Vehicle Day" in a month. The crop research and seed multiplication farm of the University is adopting 'lab to land policy' for promoting sustainable agriculture in the adjoining Rarh districts. The GLB's integration of India's satellite-based positioning system, NavIC with IoT and GIS for agricultural monitoring is a remarkable example of the University's use of advanced technology to address real-world challenges.

University has evolved two innovative best practices which have contributed to better academic and administrative functioning of the university:

1. Best Practice 1: Fostering Inclusive Participation and Empowering Communities

The University, through three of its units, the P.N. Bhaduri Crop Research and Seed Multiplication Farm (PNBCRSMF), Lifelong Learning Centre, and the Binoy Krishna Choudhury Rural Technology Centre (BKCRTC) aims to foster and promote the participation of University in the communities living nearby.

2. Best Practice 2: Preservation of Ecosystems and Sustainable Resource Management

The University intends to preserve the ecosystem of the campus and its neighbouring areas and follows its sustainable resource management. Serious efforts are made to preserve the Krishnasayar Eco-garden and the floor or moat around the Golapbag campus and to ensure carbon neutrality and effective watershed management; and measuring the green cover with the aid of the Normalized Difference Vegetation Index (NDVI).

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the University | |
|------------------------------------|--|
| Name | THE UNIVERSITY OF BURDWAN |
| Address | B. C. Road, Rajbati Campus The University of Burdwan PO - Rajbati Burdwan Pin 713104 |
| City | BURDWAN |
| State | West Bengal |
| Pin | 713104 |
| Website | www.buruniv.ac.in |

| Contacts for Communication | | | | | |
|----------------------------|-------------------------------|-------------------------|------------|------------------|--------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Vice Chancellor | Prof. (Dr.) Sankar Kumar Nath | 0342-2634900 | 9734634942 | 0342-253045 2 | vc@buruniv.ac.in |
| IQAC / CIQA coordinator | Soumen Bhattacharjee | 0342-2634015 | 9433778493 | 0342-253045 2 | iqac@buruniv.ac.in |

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

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

| Establishment Details | |
|--|------------|
| Establishment Date of the University | 15-06-1960 |
| Status Prior to Establishment, If applicable | |

| Recognition Details | | |
|--|-------------|-------------------------------|
| Date of Recognition as a University by UGC or Any Other National Agency : | | |
| Under Section | Date | View Document |
| 2f of UGC | 15-06-1960 | View Document |
| 12B of UGC | 15-06-1960 | View Document |

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

| Location, Area and Activity of Campus | | | | | | | |
|--|--|------------------|-----------------------------|---------------------------------|--|------------------------------|--|
| Campus Type | Address | Location* | Campus Area in Acres | Built up Area in sq.mts. | Programmes Offered | Date of Establishment | Date of Recognition by UGC/MHRD |
| Main campus | B. C. Road, Rajbati Campus The University of Burdwan PO - Rajbati Burdwan Pin 713104 | Rural | 316.31 | 82555.87 | BEd, MEd, DSc, DLitt, PhD, MTech, MSc, LLM, MLibISc, LLB, MA, MPed, MCom, MBA, PG Diploma, Certificate, M.Phil | | |

2.2 ACADEMIC INFORMATION

Affiliated Institutions to the University

| Type of Colleges | Permanent | Temporary | Total |
|---|-----------|-----------|-------|
| General | 62 | 0 | 62 |
| Fine Arts/Performance Arts/Visual Arts/Applied Arts | 1 | 0 | 1 |
| Law | 4 | 0 | 4 |
| Education/Teachers Training | 3 | 0 | 3 |
| Business Administration/Commerce/Management/Finance | 4 | 0 | 4 |

Furnish the Details of Colleges of University

| Type Of Colleges | Numbers |
|---|---------|
| Constituent Colleges | 0 |
| Affiliated Colleges | 74 |
| Colleges Under 2(f) | 47 |
| Colleges Under 2(f) and 12B | 46 |
| NAAC Accredited Colleges | 12 |
| Colleges with Potential for Excellence(UGC) | 0 |
| Autonomous Colleges | 0 |
| Colleges with Postgraduate Departments | 19 |
| Colleges with Research Departments | 0 |
| University Recognized Research Institutes/Centers | 3 |

| | |
|--|-------|
| Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA) | : Yes |
|--|-------|

| SRA program | Document |
|-------------|---|
| AICTE | 107005_4755_1_1672222951.pdf |
| AICTE | 107005_16218_1_1720774818.pdf |
| AICTE | 107005_16218_1_1720774818.pdf |
| AICTE | 107005_16218_1_1720774818.pdf |
| NCTE | 107005_4755_4_1676373934.pdf |
| BCI | 107005_4755_8_1676373767.pdf |
| BCI | 107005_16218_8_1720773634.pdf |

Details Of Teaching & Non-Teaching Staff Of University

| Teaching Faculty | | | | | | | | | | | | |
|------------------|-----------|--------|--------|-------|---------------------|--------|--------|-------|---------------------|--------|--------|-------|
| | Professor | | | | Associate Professor | | | | Assistant Professor | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned | 49 | | | | 112 | | | | 202 | | | |
| Recruited | 16 | 2 | 0 | 18 | 43 | 6 | 0 | 49 | 104 | 35 | 0 | 139 |
| Yet to Recruit | 31 | | | | 63 | | | | 63 | | | |
| On Contract | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 3 | 0 | 7 |

| Non-Teaching Staff | | | | |
|--------------------|------|--------|--------|-------|
| | Male | Female | Others | Total |
| Sanctioned | | | | 1317 |
| Recruited | 418 | 64 | 0 | 482 |
| Yet to Recruit | | | | 835 |
| On Contract | 2 | 0 | 0 | 2 |

| Technical Staff | | | | |
|------------------------|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned | | | | 187 |
| Recruited | 49 | 6 | 0 | 55 |
| Yet to Recruit | | | | 132 |
| On Contract | 0 | 0 | 0 | 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/M CH | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| Ph.D. | 85 | 15 | 0 | 24 | 6 | 0 | 49 | 18 | 0 | 197 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 4 | 0 | 9 |
| 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/M CH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 3 | 0 | 5 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 2 |
| 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 |

Distinguished Academicians Appointed As

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

Chairs Instituted by the University

| Sl.No | Name of the Department | Name of the Chair | Name of the Sponsor Organisation/Agency |
|--------------|-------------------------------|--------------------------|--|
| 1 | ALL | NIL | Not Applicable |

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

| Programme | | From the State Where University is Located | From Other States of India | NRI Students | Foreign Students | Total |
|--|--------|---|-------------------------------|--------------|---------------------|-------|
| UG | Male | 147 | 9 | 0 | 0 | 156 |
| | Female | 156 | 6 | 0 | 0 | 162 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 1382 | 17 | 0 | 0 | 1399 |
| | Female | 2795 | 7 | 0 | 0 | 2802 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG Diploma recognised by statutory authority including university | Male | 21 | 2 | 0 | 0 | 23 |
| | Female | 53 | 0 | 0 | 0 | 53 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Doctoral (Ph.D) | Male | 403 | 0 | 0 | 0 | 403 |
| | Female | 360 | 0 | 0 | 0 | 360 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Diploma | Male | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Post Doctoral (D.Sc , D.Litt , LLD) | Male | 7 | 0 | 0 | 1 | 8 |
| | Female | 7 | 0 | 0 | 0 | 7 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Certificate / Awareness | Male | 17 | 0 | 0 | 0 | 17 |
| | Female | 14 | 0 | 0 | 0 | 14 |
| | Others | 0 | 0 | 0 | 0 | 0 |

| | |
|---|----|
| Does the University offer any Integrated Programmes? | No |
|---|----|

Details of UGC Human Resource Development Centre, If applicable

| | |
|--|-----|
| Year of Establishment | Nil |
| Number of UGC Orientation Programmes | 12 |
| Number of UGC Refresher Course | 32 |
| Number of University's own Programmes | 12 |
| Total Number of Programmes Conducted (last five years) | 56 |

Accreditation Details

| Cycle Info | Accreditation | Grade | CGPA | Upload Peer Team Report |
|------------|---------------|-----------|------|--------------------------------------|
| Cycle 1 | Accreditation | Four Star | 71.5 | NAAC Report 2001.pdf |
| Cycle 2 | Accreditation | B++ | 80.5 | Naac Report 2007.pdf |
| Cycle 3 | Accreditation | A | 3.11 | Naac Report 2016.pdf |

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

| Department Name | Upload Report |
|--|-------------------------------|
| Arabic | View Document |
| Bengali | View Document |
| Biotechnology | View Document |
| Botany | View Document |
| Business Administration | View Document |
| Business Administration Human Resource | View Document |
| Business Administration Tourism Management | View Document |
| Chemistry | View Document |
| Commerce | View Document |
| Computer Science | View Document |

| | |
|--------------------------------------|-------------------------------|
| Economics | View Document |
| Education | View Document |
| Electronics And Communication | View Document |
| English | View Document |
| Environmental Science | View Document |
| Geography | View Document |
| Geospatial Science | View Document |
| Hindi | View Document |
| History | View Document |
| Law | View Document |
| Library And Information Science | View Document |
| Life Long Learning | View Document |
| Mass Communication | View Document |
| Mathematics | View Document |
| Microbiology | View Document |
| Molecular Biology And Human Genetics | View Document |
| Nutrition And Public Health | View Document |
| Philosophy | View Document |
| Physical Education | View Document |
| Physics | View Document |
| Physiology | View Document |
| Political Science | View Document |
| Psychology | View Document |
| Sanskrit | View Document |
| Santali | View Document |
| Sociology | View Document |
| Statistics | View Document |
| Womens Studies | View Document |
| Zoology | View Document |

Institutional preparedness for NEP

| | |
|---|---|
| 1. Multidisciplinary/interdisciplinary: | <p>The University offers multidisciplinary and interdisciplinary courses as part of curriculum like MBA, MBA(HR), MBA(Tourism), Mass communication, Women's studies, Environmental science, Geospatial Science, Nutrition and Public Health, Molecular Biology & Human Genetics which are increasingly gaining popularity amongst students. These courses enable students to gain comprehensive understanding of complex societal and scientific issues. A student can not only analyze a particular topic from different viewpoints but also as part of Interdisciplinary/Generic elective, a student studying a particular subject is required to pursue a course from another subject in a completely different domain. Students can thus see the interconnections between seemingly unrelated concepts. In addition, these programmes/courses often involve a more practical approach to learning, which enhance the ability of the students to tackle real world issues that may not fit effectively within the boundaries of a single discipline. The University believes that multidisciplinary and interdisciplinary programmes/courses by initiating collaboration between students and faculty from different academic backgrounds are effective for preparing students to develop a broader skill set, critical thinking and reflect the interconnectedness of contemporary challenges. The students can thus gain a better insight and knowledge of their chosen subject and gear up for a successful career.</p> |
| 2. Academic bank of credits (ABC): | <p>The university has taken cognizance of the fact that Academic Bank of Credits (ABC) allow the students to accumulate credits for courses taken through the SWAYAM and other platforms. The University earnestly endeavors to provide students with the opportunity to gain recognition for their learning efforts, and to make it easier for them to transfer credits. The University has been trying to develop a framework wherein students can easily transfer credits not only from one course to another but also from one institution to another. Currently students can earn credit by pursuing a course through SWAYAM platform. This, the University believes, would enable students to pursue their career goals, as</p> |

| | |
|---|---|
| | <p>they can obtain recognition for the relevant courses they can pursue and transfer credits. Hence the University is in the process of carving out an appropriate system in alignment with the guidelines of the government and other statutory bodies.</p> |
| <p>3. Skill development:</p> | <p>The University has skill development aspect embedded in its several post graduate subjects. This apart an attempt is being made to impart specific skill-based education in a holistic and comprehensive manner through its “Benoy Krishna Choudhury Rural Technology Centre” (BKCRTC) and the newly formed “Centre of Innovation, Entrepreneurship and Skill Development” (CIESD). Skill development is crucial for staying competitive in a rapidly changing world and investing in skill can lead to increased confidence and contribute to personal and professional growth and success. We believe that professionally qualified students having sound knowledge and expertise on a concerned domain of skill may have more job opportunities in service, industry or self-employment sectors. Demand and scope for such professionally equipped students are predominantly visible in the applied fields of almost all basic/core disciplines. This is likely to proliferate in future with the rapidly evolving global scenario of the post COVID-19 pandemic era.</p> |
| <p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p> | <p>The University advocates the integration of Indian knowledge systems in all the facets of teaching-learning and the respective departments have incorporated this aspect while framing their curriculum. The academic and administrative departments teach, practice and celebrate the depth and diversity of Indian cultural heritage. It takes effort to instill awareness amongst learners regarding the value of traditional knowledge systems and find ways to incorporate them into every sphere of life leading to better living standards. The University understands the significance of traditional knowledge and intends to inculcate a system that would enable students to know how it can be recognized and incorporated in the educational systems, business practices, and other walks of life. Additionally, the university understands that societies can preserve respect and benefit from the wealth of knowledge embedded in traditional knowledge systems thereby promoting a harmonious integration with contemporary achievements and problems. By</p> |

| | |
|--|---|
| | fostering an integration of our rich traditional knowledge system with contemporary practices a balanced and sustainable future can thus be created. |
| 5. Focus on Outcome based education (OBE): | The University recognizes the significance and relevance of Outcome based education (OBE), which is an educational approach that emphasizes defining specific learning outcomes and aligning instructional practices to achieve these. The University staunchly believes that students should be evaluated on the basis of their learning experiences, of the knowledge and skills that they have acquired instead of focusing only on the content that they have been taught in the postgraduate classrooms. Accordingly, in alignment with OBE, the University emphasizes on setting specific, measurable, achievable, relevant, time bound (SMART) learning objectives and assessing students' progress towards achieving these thereby ensuring that students are well equipped to face real world challenges. The faculty members are encouraged to employ varied teaching methods and ensure flexibility in the mode of instruction. Overall, the University, while considering the imperatives of OBE, is planning to build up an academic ambience that would enthuse the students to acquire appropriate and requisite knowledge and skills so as to adequately prepare them to achieve excellence in all future academic, research, professional endeavors. |
| 6. Distance education/online education: | The Centre for Distance and Online Education (CDOE), BU formerly Directorate of Distance Education, BU was established in 1994. The first of its kind in West Bengal it evolved and developed since its inception and presently it has a sound infrastructure of its own and conducts several postgraduate programmes on the basis of the approval of UGC-DEB and AICTE. Situated near the Golapbag Campus of the university, the CDOE can boast of a beautiful building of its own with the latest infrastructure. It houses all the administrative departments of the Directorate and organizes counseling sessions for different programmes under Distance mode. It has adequate faculty and staff for imparting quality education through distance mode. |

| | |
|--|---|
| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | Yes, to promote a culture of electoral participation and sensitise prospective voters about their electoral rights by familiarising them with the electoral process of registration, our University has also set up the Electoral Literacy Club (ELC). |
| 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? | Yes, our university has appointed Four student coordinators (two from the Department of Political Science and two from the Department of Law respectively) and Head of the Departments of Political Science and Law have been entrusted with the duty to look after the overall functioning of the ELC. |
| 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. | The important initiatives undertaken by the ELC so far include organizing workshops and seminar talks to educate young, especially first-time voters and voters hailing from the margin; conducting mock elections to familiarize them with the electoral process; organizing quizzes and debates, street plays and so on. |
| 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. | The ELC of our university has taken a huge drive to bring women folk to their respective electoral booth by roping in our regular Master's Degree students. Also, the ELC has reached out to the underprivileged section, especially transgender community, commercial sex workers, physically challenged, senior citizens etc. |
| 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. | No, such case was reported in the ELC, as our university is nestled in a highly politically conscious district in West Bengal. |

Extended Profile

1 Students

1.1

Number of students on rolls year wise during last five years

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---|---------|-------------------------------|---------|---------|
| 4317 | 4251 | 4449 | 4104 | 3753 |
| File Description | | Document | | |
| Institutional Data in prescribed format | | View Document | | |

1.2

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---|---------|-------------------------------|---------|---------|
| 1911 | 1972 | 2057 | 1771 | 1747 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

2 Teachers

2.1

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---|---------|-------------------------------|---------|---------|
| 211 | 211 | 218 | 222 | 211 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

2.2

Total number of full time teachers worked/working in the institution (without repeat count) during last five years:

Response: 212

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

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years (INR in lakhs)

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|------------|---------|---------|--------------|
| 4244.61 | 2188.08908 | 1629.66 | 2418.64 | 1318.8501481 |

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

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

Response:

Serving the motto of ‘*Sa VidyaYaVimuktaye*’ (learning leads to emancipation), the University is focused on extending holistic learning to the students through offering different traditional, professional and value based courses cutting across all the 39 departments run by the university. The Choice Based Credit System (CBCS) was introduced in the year 2016 giving the students the flexibility to learn new things and skills through various elective courses offered by different departments. The revision of curricula takes place at a regular interval of five years taking into consideration the local/national/regional/global developmental needs with specific learning objectives including Programme outcomes, Programme specific outcomes and course outcomes of all the Programmes offered by the University. The present trends of the society and the nation, in terms of technological changes, human resource needs, research requirements, industry demands, employability needs, societal needs, and the needs of all the other stakeholders are also taken into consideration. Structured feedback in terms of outcome is procured through department-level contacts as well as through our Industry University Partnership Cell, university alumni, existing students, and parents. The adequacy of curricula and effectiveness of delivery mechanisms and activities are reviewed and deliberated upon, at various forums (including Departmental Committees, UG and PG Boards of Studies, Undergraduate Council, Faculty Councils for PG Studies, IQAC meetings, Executive Council and The Court, if necessary) before the final approval and implemented of the curricula. The need for the introduction of any new course(s) or programme is derived from the reports/recommendations published by national/international/regional/local bodies like:

- * University Grants Commission (UGC)
- * All India Survey on Higher Education (AISHE)
- * Department of Higher Education, Government of West Bengal
- * All India Council of Technical Education (AICTE)
- * Bar Council of India (BCI)
- * “National Mission on Education through ICT (NMEICT)”—Report of the National Knowledge Commission on Higher Education

The curriculum also adheres to requirements of funding agencies like DST, DBT, CSIR, BOOST, NBHM, ICSSR, ICHR, AICTE, UNDP,*etc.*, and prepares students to take up UPSC, UGC-NET, CSIR-

NET, and SET examinations. New courses like Electronics and Communication, Physiology, Nutrition and Public Health, Molecular Biology and Human Genetics, Women Studies, Performing Art and Music, Geospatial Science, Psychology, M.P.Ed.,*etc.*, have been introduced to meet societal needs, with necessary approval of the State Government.

The University has also moved a step ahead towards ensuring technology enabled learning by offering the students various courses through SWAYAM/NPTEL. The students also get the scope to study subjects which are interdisciplinary in nature, being offered by other departments under the category 'Minor Electives (Open Courses)'. To alignment with New Education Policy 2020, the erstwhile UGC-Human Resource Development Centre (HRDC) under the University of Burdwan has been upgraded to Malaviya Mission on Teachers and Training Center (MMTTC) and different initiatives for the capacity building of the teachers and research scholars is being offered in form of short term course (STM), Faculty Induction Programme (FIP), Refresher Course (RC), Research Methodology workshops, Short-term courses, and other interdisciplinary and multidisciplinary programmes.

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

1.1.2

The Programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements

Response:

The programs offered by the University of Burdwan are designed to enhance employability, nurture entrepreneurial spirit, and promote skill development, ensuring that the students are well-prepared to thrive in today's dynamic job market. Courses like management in different specialized areas like marketing, finance, human resource, operations, tourism, biotechnology, microbiology, law, *etc.*, are crafted with direct input from industry leaders, ensuring that the skills and knowledge imparted align with current market demands. With support from different business and non-government organizations, the students are offered internships project where they get real life exposure to the practical challenges prevalent in contemporary job market. These opportunities not only build technical expertise but also develop essential soft skills such as communication, teamwork, and problem-solving. Coaching facility to crack different national competitive exams is also being offered to the students of non-traditional course like humanities and language and literature. The University has established S.N. Centre for Civil services where students take tutorials to appear in civil services exams. The Office of Placement and Students Welfare provides personalized guidance, helping students with job placements, resume building, and interview preparation along with conducting various skill development workshops and placement drives at regular intervals. The University has also ventured into the domain of entrepreneurship development through establishing a full-fledged Centre for Entrepreneurship, Innovation & Skill Development (CEISD) where innovation and creativity among the students is fostered. The students are encouraged to identify emerging business models and the centre provides the required resources, support and networking opportunities to these budding entrepreneurs to transform

these ideas into viable businesses. With these, the departments also organize a range of technical and non-technical workshops to enhance the skill orientation of the students. Furthermore, to impart employability and skill enhancement, the University has a Lifelong Learning Centre which offers specific career and life skill courses like yoga, stress management, career and behavioural counselling, etc.

The University endeavours to maintain the relevance and quality of courses by regularly revising courses to incorporate contemporary requirements. The courses are kept up-to-date through continuous collaboration with industry leaders, employers, and alumni. This feedback system ensures that the courses are revised with an objective to integrate new content, technologies, and methodologies that are relevant in job market. As a result, courses on emerging technologies like business analytics, human resource analytics, geospatial sciences, etc., have been introduced across different courses of the University. The faculty members are encouraged to integrate these technologies into their teaching, ensuring that students gain hands-on experience with the tools and platforms for the betterment of their future. Also, to make the students of non-traditional courses like humanities and languages succeed in their careers, courses are revised keeping in mind the different competitive exams like National Educational Test (NET), Union Service Public Commission and State Service Public Service Commission. Through industry collaboration and the integration of emerging technologies, courses offered by the University are meticulously revised to incorporate contemporary requirements, ensuring that our students receive an education that is both relevant and forward-looking.

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

1.2 Academic Flexibility

1.2.1

Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years

Response: 12.82

1.2.1.1 Number of new courses introduced during the last five years:

Response: 5

1.2.1.2 Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years :

Response: 39

| File Description | Document |
|---|-------------------------------|
| Subsequent Academic Council meeting extracts endorsing the decision of BOS | View Document |
| Provide the relevant information in institutional website as part of public disclosure | View Document |
| Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses | View Document |
| Institutional data in the prescribed format (data template) | View Document |

1.3 Curriculum Enrichment

1.3.1

Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum

Response:

The curriculum of the University has been designed keeping in mind the emerging need to various issues related to gender, environment and sustainability, human values and professional ethics. Various courses like feminisms, transgenderism, aesthetics of gender, gender and politics, gender at workplace, women and empowerment, gender and technology, gender in media, etc., addressing the different concerns related to gender have been incorporated across different post graduate programmes run by the University. Gender sensitization and awareness drives are also being conducted by the University at frequent intervals to ensure gender parity within the campus of the University. The students also undertake community engagement and social outreach activities in the nearby localities to address social issues like child labour, child marriage, domestic violence, etc. The Life Long Learning Centre of the University also contributes in this direction by increasing the understanding and awareness of population on developmental, gender and reproductive health issues among the students and community members through organizing extension activities. The Benoy Krishna Choudhury Rural Technology Centre has created adequate scope of self-employment for rural youth of rural Bengal through offering short-term vocational training programmes at regular intervals.

The University is also committed towards the protection and conservation of the environment in a sustainable manner, both in academic and practical terms. To ensure the students receive adequate and necessary knowledge concerning environment and sustainability, different theoretical courses related to environment and geography, environment and impact on health, economic impacts of health, environmental law, etc., are being imparted to the students. The departments also conduct plantation drives to celebrate the World Environment Day, *Brikshyaropan Utsav*, etc. Awareness workshops/sessions are organized to make the students aware about the hazards of the use of plastics. The initiatives have resulted in the campus becoming plastic free zone. Adequate arrangement for degradable and non-degradable waste management has been made in the departments. Specific

department like the Environmental Science department undertakes research projects in different areas concerning better management of environment and sustainability.

To ensure the development of human values and professional ethics among the students, various courses Indian Ethos and Business Ethics, Understanding Self: Indian Perspective, Self-Development, Leadership, Morality and Ethics, etc., at PG level across different programmes has been introduced. To inculcate professionalism spirit among the researchers, the course entitled Research and Publication Ethics has been introduced at the PhD level keeping as per the UGC guidelines regarding “Promotion of Academic Integrity Prevention of Plagiarism”.

A noteworthy step towards ensuring the development of human values and professional ethics among the different stakeholders, the University has established the Vivekananda Advanced Research Centre (VARC) for Value Education and Culture for promoting the ideas of Swami Vivekananda towards institution and character building. Special lectures are organized at regular intervals to disseminate the philosophy of Swami Vivekananda towards nation and character building. The students also actively celebrate Republic Day, Independence Day, University Foundation Day, Birthdays of Kabiguru Rabindranath Tagore, Birthday of Swami Vivekananda, etc., which fosters the spirit of brotherhood and camaraderie among the students.

1.3.2

Number of certificate/value added courses/Diploma Programme offered by the institutions and online courses of MOOCs, SWAYAM/e Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years

Response: 4

| File Description | Document |
|---|-------------------------------|
| Provide the relevant information in institutional website as part of public disclosure | View 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 (data template) | View Document |
| Evidence of course completion, like course completion certificate etc. | View Document |

1.3.3

Percentage of programmes that have components of field projects / research projects / internships during the last five years.

Response: 48.72

1.3.3.1 Total Number of programmes that have components of field projects / research projects / internships (without repeat count) during the last five years

Response: 19

1.3.3.2 Total Number of programmes offered (without repeat count) during the last five years

Response: 39

| File Description | Document |
|---|-------------------------------|
| Sample Internship completion letter provided by host institutions | View Document |
| Provide the relevant information in institutional website as part of public disclosure | View Document |
| Program and course contents having element of field projects / research projects / internships as approved by BOS | View Document |
| Institutional data in the prescribed format (data template) | View Document |

1.4 Feedback System

1.4.1

Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:

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

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format (data template) | View Document |
| Feedback analysis report submitted to appropriate committee/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 and its report to appropriate committee/bodies | 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: 87.06

2.1.1.1 Number of sanctioned seats year wise during last five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
| 3401 | 2795 | 2798 | 2639 | 2482 |

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
| 2729 | 2492 | 2624 | 2434 | 2009 |

File Description

Document

Provide the relevant information in institutional website as part of public disclosure

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

Document relating to sanction of intake as approved by competent authority

[View Document](#)

Admission extract signed by the competent authority (only fresh admissions to be considered)

[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: 86.52

2.1.2.1 Number of actual students admitted against the reserved categories in the first year of the programme year-wise during the last five years

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 1366 | 1155 | 1184 | 1107 | 791 |

2.1.2.2 Total number of seats earmarked for reserved category as per GOI or State Government rule year-wise during the last five years

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 1705 | 1378 | 1259 | 1251 | 883 |

| File Description | Document |
|---|-------------------------------|
| Provide the relevant information in institutional website as part of public disclosure | View Document |
| Institutional data in the prescribed format (data template) | View Document |
| Final admission list indicating the category as published by the HEI and endorsed by the competent authority. | View Document |
| Copy of the letter issued by the 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 Catering to Student Diversity**2.2.1**

The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student

Response:

At the University of Burdwan, a strong focus is placed on evaluating and addressing diverse student

learning needs through tailored programs aimed at both advanced and slow learners. This approach ensures the academic success of all students by recognizing differences in their learning backgrounds, speeds, and cognitive abilities.

Students come with varying educational experiences, socio-economic backgrounds, language skills, and cognitive capacities, all influencing their academic performance. To address these differences and foster an inclusive environment, the University employs a systematic approach to identify and cater to individual learning needs.

The process begins with Diagnostic Assessments conducted at the start of each academic year. These assessments, including entrance tests, initial assignments, and pre-course questionnaires, help determine students' baseline knowledge and skills. This data allows faculty to tailor their teaching strategies effectively.

Continuous Internal Assessments — Such as quizzes, assignments, presentations, and mid-term exams—play a crucial role in tracking students' progress throughout the year. Regular feedback from teachers, peers, and self-assessments helps refine teaching methods and support student learning.

In the digital age, technology enhances assessment through data analytics, identifying performance trends and student engagement patterns. Online tools and virtual study groups facilitate collaborative learning, catering to diverse learning preferences with both synchronous and asynchronous options.

To address varying learning needs, departments develop specific plans that include Remedial Programs, Enrichment Programs, and Personalized Learning Support. Remedial classes focus on helping students who need extra support, while Enrichment Programs cater to high-achieving students by offering advanced courses and research opportunities. Personalized Learning Support provides customized materials and teaching methods to fit individual needs.

Peer tutoring involves high-performing students assisting their peers, promoting a collaborative learning environment. Faculty Development Programs train educators in modern teaching methodologies and the use of technology, ensuring they can effectively support diverse learning styles.

The University also emphasizes emotional well-being, linking it to academic performance. Counseling Services are available to help students manage stress and other challenges impacting their learning.

A comprehensive monitoring and evaluation system collects feedback from students, faculty, and other stakeholders to assess the effectiveness of the University's programs and strategies. This ensures continuous improvement and a supportive educational atmosphere.

By integrating diagnostic and continuous assessments, remedial and enrichment programs, personalized support, technology, peer tutoring, and faculty development, the University of Burdwan addresses students' diverse learning needs. This holistic approach not only improves academic outcomes but also prepares students for future challenges, contributing to their overall development.

In summary, the University of Burdwan is dedicated to creating a learning environment that acknowledges and caters to the diverse learning needs of its students. Through a combination of assessments, technology, and targeted programs, the university seeks to ensure that each student has the opportunity to reach their full potential. By providing personalized support, enrichment opportunities,

and a supportive community, the institution strives to foster academic success and personal growth for all its students.

2.2.2

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

Response: 20.46

| File Description | Document |
|---|-------------------------------|
| List showing the number of students in each of the programs for the latest completed academic year across all semesters | View Document |
| Certified list of full time teachers along with the departmental affiliation in the latest completed academic year. | View Document |

2.3 Teaching- Learning Process

2.3.1

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

Response:

The University is committed to empowering its students to realize their potential and become agents of positive change in society. Some of the ways employed in this process are:

1. Creating more opportunities for social interaction through community engagement programs, field studies, and assignments to help students understand the social, political, and economic factors affecting people's lives.
2. Offering interdisciplinary courses that connect theoretical knowledge with practical experience through industrial visits, educational tours, and internships. These experiences enhance students' interpersonal skills and insights.
3. Providing a supportive environment for students to develop entrepreneurial and research skills through

invited talks by industry experts and professionals from relevant sectors.

4. Implementing a Choice-Based Credit System (CBCS) that allows students to pursue knowledge in various interdisciplinary areas.
5. Encouraging the use of case study methods to enhance students' problem-solving abilities.
6. Promoting the use of Information and Communication Technology (ICT) and e-resources.
7. Engaging interactive approaches to encourage greater participation and collaborative learning, including project work in practical subjects to foster teamwork.
8. Organizing special lectures, remedial classes, microteaching, conferences, quizzes, seminars, workshops, and term papers to inspire and motivate students and make learning more effective and productive.
9. Regularly reviewing the curriculum, gathering students' feedback, and seeking input from external experts to enhance the learning experience.
10. Providing job-oriented short-term courses, computer training, coaching for competitive examinations, and career-oriented seminars and workshops for postgraduate students.

Additionally, the University provides experiential learning opportunities such as summer internships, industrial visits, webinars, and online workshops. The use of ICT, LCD/LED projectors, and internet facilities enhances experiential learning by providing access to multimedia resources. The University also offers add-on courses beyond regular class hours, such as diploma in foreign languages, certificate in Yoga, and courses at the rural technology centre to facilitate experiential learning. Participative learning is fostered through initiatives that encourage active engagement, collaboration, and hands-on experiences. These include case studies, access to online resources, participation in the Institution's Innovation Council (CIESD), enrollment in SWAYAM/NPTEL, and participation in annual fests. Study tours, field surveys, workshops, seminars, and webinars offer practical training and skill development opportunities, while quizzes, group activities, and exhibitions encourage active participation and engagement.

The University integrates problem-solving methodologies into the curriculum to equip students with skills to tackle real-world challenges effectively. This is achieved through regular assignments, quizzes, in-depth case study analyses, and problem-based learning activities that require students to apply their knowledge and skills to devise solutions to authentic problems or scenarios.

2.3.2

The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues

Response:

In today's rapidly evolving educational landscape, students' well-being and success hinge not only on academic prowess but also on comprehensive support systems that address their psychological needs. Recognizing this dual requirement, our University has adopted a series of innovative and effective Mentor-Mentee Schemes to tackle both academic challenges and psychological issues students face.

Academic Support through Mentorship

At the core of our Mentor-Mentee Schemes is a commitment to enhancing academic performance through personalized support. Each student is paired with a mentor, an experienced faculty member, who is crucial in guiding them through their academic journey. This relationship is built on mutual respect and trust, allowing mentors to offer tailored advice on coursework, research, and study strategies.

Mentors assist mentees in setting realistic academic goals, developing effective study habits, and navigating complex subjects. They provide insights into course material, recommend additional resources, and help students prepare for exams and assignments. This targeted guidance improves students' understanding of their subjects and enhances their overall academic performance and confidence.

Furthermore, mentors facilitate career exploration and planning, offering valuable insights into career paths, industry trends, and professional development opportunities. This forward-thinking approach helps students align their academic efforts with their career aspirations, fostering a more purposeful and motivated learning experience.

Addressing Psychological Well-being

Equally important to academic success is students' mental and emotional well-being. The University's Mentor-Mentee Schemes integrate psychological support to ensure that students receive the help they need to cope with stress, anxiety, and other mental health challenges. Mentors are trained to recognize signs of psychological distress and to provide initial support and encouragement.

In cases where students require more specialized help, mentors act as a bridge to professional counselling services available on campus. The Mentor-Mentee Schemes are designed to cultivate a supportive and inclusive community within the institution. Mentors also offer a compassionate ear and practical advice, helping students constructively manage the pressures of academic life and personal issues.

Creating a Supportive Community

Regular feedback mechanisms and evaluations are integrated into the schemes to assess their effectiveness and make necessary adjustments. This ongoing process ensures that the mentorship provided remains relevant and responsive to the evolving needs of students. This holistic approach reflects our commitment to nurturing well-rounded individuals well-prepared for their academic and personal futures.

| File Description | Document |
|-------------------------|-------------------------------|
| List of Active mentors | View Document |

2.4 Teacher Profile and Quality

2.4.1

Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years

Response: 63

2.4.1.1 Total Number of Sanctioned year wise during the last five years

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 363 | 363 | 363 | 309 | 309 |

| File Description | Document |
|--|-------------------------------|
| Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts). | View Document |
| Provide the relevant information in institutional website as part of public disclosure | View Document |
| Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4) | 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 Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt. during the last five years

Response: 93.4

2.4.2.1 Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt Superspecialist during the last five years

Response: 198

| File Description | Document |
|---|-------------------------------|
| List of faculty having Ph.D./D.M/M.Ch./D.N. Superspeciality/ along with particulars of the degree awarding university, subject and the year of award per academic year. | View Document |
| Institutional data in the prescribed format (data template) | View Document |
| Copies of Ph.D./D.M/M.Ch./D.N.B Superspeciality awarded by UGC recognized universities | View Document |

2.4.3

Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)

Response: 15.16

2.4.3.1 Total teaching experience of full-time teachers as of latest completed academic year

Response: 3198

| File Description | Document |
|--|-------------------------------|
| Provide the relevant information in institutional website as part of public disclosure | View Document |
| Institutional data in the prescribed format (data template) | View Document |

2.5 Evaluation Process and Reforms**2.5.1**

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

Response: 16.8

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 34 | 12 | 16 | 13 | 9 |

| File Description | Document |
|--|-------------------------------|
| Provide the relevant information in institutional website as part of public disclosure | View Document |
| Institutional data in the prescribed format (data template) | View Document |

2.5.2**Percentage of student complaints/grievances about evaluation against total number of students appeared in the examinations during the last five years****Response:** 2.78**2.5.2.1 Number of complaints/grievances about evaluation year-wise during the last five years**

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 0 | 81 | 97 | 0 | 100 |

2.5.2.2 Number of students appeared in the examination conducted by the institution year wise during the last five years

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 1984 | 2119 | 2158 | 1877 | 1861 |

| File Description | Document |
|--|-------------------------------|
| List the number of students who have applied for re-valuation/re-totalling program wise and the total certified by the Controller of Examinations year-wise for the assessment period. | View Document |
| Institutional data in the prescribed format (data template) | View Document |

2.5.3**Status of automation of Examination division along with approved Examination Manual/ordinance****Response:** A. 100% automation of entire division & implementation of Examination Management System (EMS)

| File Description | Document |
|--|-------------------------------|
| The screenshot should reflect the HEI name and the name of the module. | View Document |
| The report on the present status of automation of examination division including screenshots of various modules of the software. | View Document |
| Institutional data in the prescribed format (data template) | View Document |
| If the EMS is outsourced, copy of the relevant contract and copies of bills of payment to be provided. | View Document |
| Copies of the purchase order and bills/AMC of the software. | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

2.6 Student Performance and Learning Outcomes

2.6.1

The institution has stated learning outcomes (Program and Course outcomes)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution

Response:

In higher education, it is crucial to ensure that educational goals are in line with institutional aims in order to provide high-quality education. One way to assess this alignment is by clearly defining, demonstrating, and evaluating Programme Outcomes (POs), program-specific outcomes (PSOs), and Course Outcomes (COs). The University of Burdwan's departments establish their POs, PSOs, and COs with input from faculty and stakeholders, display them prominently, and assess their accomplishments. They widely share this information through various means, contributing to program quality assurance and development. Department heads and faculty raise awareness among students about these goals and provide necessary information to help them achieve them.

Program outcomes (POs) describe the knowledge, skills, and attitudes students should have when graduating. POs refer to the broad learning goals a program intends to achieve, while COs are specific learning objectives for each Course within a program. Course Outcomes (COs) indicate what a student can do after successfully completing a course. POs are developed in alignment with the university's educational objectives, industry standards, and regulatory requirements.

Every Course leads to some Course Outcomes. These outcomes are aligned with the university's vision and mission and often ponder industry needs, academic standards, and societal expectations.

Accomplishment of these outcomes is critical for confirming that students receive a high-quality education that prepares them for their future careers.

Attainment of Programme Outcomes and Course Outcomes:

The mapping of POs with the COs achieves targeted POs. CO fulfillment is done through direct assessment, i.e., internal assessment of 20% weightage and end-semester assessment of 80% weightage.

The attainment of POs and COs is essential for ensuring that students receive a high-quality education that prepares them for their future careers. Evaluation is typically achieved through a blend of direct measures like university examinations and indirect measures such as surveys of students and teachers. By measuring COs, faculty members can confirm that students are learning the material covered in each course and are on the pathway to attaining the wider POs of the program. The university syllabi for MA, M.Sc., and MBA outline the program and course outcomes for all subjects.

The University syllabi for MA, M.Sc., and MBA outline the program and course outcomes for all subjects.

- The University has conducted orientation sessions and workshops for teachers regarding the attainment of POs and COs.
- The Programme Outcomes and Course Outcomes of all Programmes are disseminated and conveyed to the students during the induction program and at the beginning of the Course.
- The Programme Outcomes and Course Outcomes are also discussed with students.
- The course outcomes of all the subjects are described.
- The question papers are drafted with mapping of course outcomes for theory and practical, as far as possible. The University has displayed the programme and course outcomes on the website for the awareness of all stakeholders.

| File Description | Document |
|--|-------------------------------|
| Upload COs for all courses (exemplars from Glossary) | View Document |

2.6.2

Pass percentage of students (excluding backlog students) (Data to be provided only for the latest completed academic year)

Response: 94.66

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

Response: 1809

| File Description | Document |
|--|-------------------------------|
| percentage of students of the final year (final semester) eligible for the degree program-wise / year wise | View Document |
| Institutional data in the prescribed format (data template) | View Document |

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.19

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

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

Response:

The faculty members and research scholars are actively engaged in different fields of research for the betterment of science and society. Our institute is pursuing excellence in research, knowledge co-creation and knowledge dissemination by leveraging its core competencies and identifying its academic pursuits. This research policy intends to establish a framework for conducting doctoral research at the University, while ensuring strict adherence to regulatory requirements, academic standards, integrity, and collaboration. This policy aims to guide Ph.D. candidates, supervisors, faculty, administrators and other stakeholders in sustaining rigorous research practices that contribute to the advancement of knowledge across disciplines. Research Policy of The University of Burdwan provides a comprehensive framework for conducting doctoral research, emphasizing the importance of scope, collaboration, academic integrity and interdisciplinary approaches. By adhering to this policy and enabling the stakeholders to maintain strict adherence, the University aims to foster an amiable research environment that upholds the highest standards of academic excellence and contributes to the advancement of knowledge across disciplines. This policy applies to all doctoral (Ph.D.) candidates, supervisors, board of research studies, faculty councils, research advisory committees, and associated parties involved in the administration of research programmes at the University. It covers all aspects of doctoral research from admission to thesis submission, including coursework, supervision, and publication. It's implementation and applicability are in alignment with the extant Ph.D. Regulation of the University and the guidelines of the regulatory bodies:

- **Doctoral Candidate:** An individual enrolled in a Ph.D. programme at the University.
- **Supervisor:** A faculty member recognized by the University to guide doctoral research.
- **Research Advisory Committee:** A committee established for each doctoral candidate to oversee and guide their research progress.
- **Research and Development Cell:** The Research and Development Cell established in the University of Burdwan.

The University advocates for collaboration in research and recognises its essentiality for fostering innovation, interdisciplinary knowledge, and academic excellence. The University encourages doctoral candidates and faculty to engage in collaborative research activities, both within the University and with external institutions including business organisation both within and outside India.

- **Inter-University Collaboration:** Partnerships with other universities/research institutions for joint research projects, co-supervision of doctoral candidates, and shared access to research facilities and resources.
- **Industry Collaboration:** Engagement with industry partners for applied research, funding opportunities, identification of research problems and practical implementation of research findings.

- **Societal Collaboration:** Engagement with social partners for applied and policy research, identification of research problems and practical implementation of research findings from a policy perspective.
- **International Collaboration:** Encouragement and initiative for international research collaborations to promote global perspectives and access to diverse research facilities and resources.

| File Description | Document |
|--|-------------------------------|
| Upload COs for all courses (exemplars from Glossary) | View Document |
| Upload any additional information | View Document |

3.1.2

The institution provides seed money to its teachers for research (average per year)

Response: 0.19

3.1.2.1 Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0.96 | 0 | 0 |

| File Description | Document |
|--|-------------------------------|
| Sanction letters of seed money to the teachers is mandatory | View Document |
| List of faculty who have been provided with seed money for research along with the title of the project, duration and amount year-wise | View Document |
| Institutional data in the prescribed format (data template) | View Document |
| Audited Income-Expenditure statement highlighting the expenditure towards seed money endorsed by the Finance Officer | View Document |

3.1.3

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

Response: 8.02

3.1.3.1 Number of teachers who received national/ international fellowship/financial support from various agencies, for advanced studies / research; year-wise during the last five years

Response: 17

| File Description | Document |
|--|-------------------------------|
| List of teachers who have received the awards along with the nature of award, the awarding agency etc. | View Document |
| Institutional data in the prescribed format (data template) | View Document |
| E-copies of the award letters of the teachers. | View Document |

3.1.4

Percentage of JRFs, SRFs among the enrolled PhD scholars in the institution during the last five years

Response: 8.43

3.1.4.1 The Number of JRFs, SRFs among the enrolled PhD scholars in the institution during the last five years

Response: 57

3.1.4.2 Number of PhD Scholars enrolled during last five years

Response: 676

| File Description | Document |
|---|-------------------------------|
| List of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows along with the details of the funding agency is to be provided. | View Document |
| Institutional data in the prescribed format (data template) | View Document |
| E copies of fellowship award letters (mandatory) | View Document |
| E copies of fellowship award letters (mandatory) | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

3.2 Resource Mobilization for Research

3.2.1

Total Grants research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)

Response: 1468.38

| File Description | Document |
|---|-------------------------------|
| List of Extramural funding received for research, Endowment Research Chairs received during the last five years along with the nature of award, the awarding agency and the amount. | View Document |
| Institutional data in the prescribed format (data template) | View Document |
| E-copies of the letters of award for research, endowments, Chairs sponsored by non-government sources | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

3.2.2

Number of research projects per teacher funded by government, non-government, industry, corporate houses, international bodies during the last five years

Response: 1.29

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

Response: 274

| File Description | Document |
|--|-------------------------------|
| List of project titles with details of Principal Investigator, amount sanctioned and sanctioning agency etc. | View Document |
| Institutional data in the prescribed format (data template merged with 3.2.1) | View Document |
| E-copies of the grant award letters for research projects sponsored by government agencies. | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

3.3 Innovation Ecosystem**3.3.1**

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:

All the science departments of the University have their own research laboratories along with specialized research laboratories to conduct research pertaining to virology, nanotechnology, GIS, genomic research etc. In addition, the USIC provides state-of-the-art instruments (TEM, Single Crystal XRD, Fluorescence Microscopy, FESEM, *etc.*) helping to build research capacity. USIC conducts training programs also.

The number of Doctoral Theses during last five years was 697 for two faculties.

The University in general, uploaded the soft copy of theses in Shodhganga.

University inspire the young teachers by providing seed money amounting to Rs. 1,00,000/- per teacher under the 'Young Teachers Assistance Scheme: Startup Grant'. UGC-SAP funded departments, conduct workshops and conferences on regular basis.

The University with its diverse faculties and wide ranging specializations creates an ecosystem for innovations for interdisciplinary research. Collaborative projects are encouraged and the University is liberal in granting leave to teachers who are engaged in such projects to enable them to visit project partners. Fourteen memoranda of understanding (MoUs) were signed with national and international institutions and organizations engaged in higher study. To motivate and inculcate research aptitude among the faculties and students; so far, a large number of training programs/workshops were conducted

during the past five years. The University has made special provision under PURSE, UGC-SAP, DST-FIST, BOOST, Endowment schemes and other programmes to invite reputed scientists abroad to deliver and interact with the faculty and research scholars.

Remarkably, the University in collaboration with Japan established a Planetarium. The University is enriched by different extramural funding agencies (UGC, CSIR, ICMR, ICAR, DBT, INSPIRE and Minority Fellowships).

The University encourages its faculty to file patent applications for IPR emanating from research programmes. The University's IIPC and Legal Cell function effectively.

During the assessment period 2019-24, 132 no. new or ongoing sponsored projects were sanctioned to the tune of Rs 45.82 crores. The research contributions of the faculty, the extent of collaborations and the proactive support by the University has resulted in 5 no. of departments being recognized for financial support by UGC-CAS, 2 departments by UGC-DRS, 4 for DST-FIST and MODROB-Rural, AICTE with some departments receiving support from more than one source. A notable achievement is the recognition of the University by the DST based on the 'h-index' for the Promotion of University Research and Scientific Excellence [PURSE]. Indeed, 23 out of the University's thirty nine (39) departments have been recognised by, and have received funding from, national and international agencies. Significant outcomes include up gradation of status of a department from CAS-I to CAS-II level which will enable further improvement of science studies in the University.

A number of interdisciplinary projects have been undertaken by the University in the last five years, recognition for which has come from national (*e.g.*, BARC, DRDO, *etc.*) and international (*e.g.*, University of Edinburgh, University of New South Wales, *etc.*) agencies and bodies.

3.3.2

Total number of awards received for *research/innovations* by institution/teachers/research scholars/students during the last five years

Response: 02

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format (data template) | View Document |
| e- Copies of award letters issued by the awarding agency | View Document |

3.4 Research Publications and Awards

3.4.1

The institution ensures implementation of its stated Code of Ethics for research

The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following:

- 1. Inclusion of research ethics in the research methodology course work**
- 2. Presence of institutional Ethics committees (Animal, chemical, bio-ethics etc.,)**
- 3. Plagiarism check through software**
- 4. Research Advisory Committee**

Response: B. Any 3 of the above

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format (data template) | View Document |
| Copy of the syllabus of the research methodology course work to indicate if research ethics is included | View Document |
| Constitution of the ethics committee and its proceedings as approved by the appropriate body. | View Document |
| Constitution of research advisory committee and its proceedings as approved by the appropriate body. | View Document |
| Bills of purchase of licensed plagiarism check software in the name of the HEI. | View Document |

3.4.2

Total number of Patents awarded during the last five years

Response: 12

| File Description | Document |
|--|-------------------------------|
| Patents granted / published in the name of the faculty with the institutional affiliation to the university working during the assessment period only to be given. | View Document |
| Institutional data in the prescribed format (data template) | View Document |
| e-copies of letter of patent grant | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

3.4.3

Number of Ph.Ds awarded per recognized guide during the last five years**Response:** 3.47**3.4.3.1 How many Ph.D s were awarded during last 5 years**

Response: 697

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

Response: 201

| File Description | Document |
|---|-------------------------------|
| PhD Award letters to PhD students. | View Document |
| Institutional data in the prescribed format (data template) | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

3.4.4**Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years****Response:** 16.23**3.4.4.1 Number of research papers published in the Journals as notified on UGC CARE list during the last five years**

Response: 3441

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

3.4.5

Number of books and chapters in edited volumes published per teacher during the last five years

Response: 2.13

3.4.5.1 Total Number of books and chapters in edited volumes published during the last five years

Response: 452

| File Description | Document |
|--|-------------------------------|
| List of chapter/book with the links redirecting to the source website | View Document |
| Institutional data in the prescribed format (data template) | View Document |
| E-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 |

3.4.6

E-content is developed by teachers :

- 1. For e-PG-Pathshala***
- 2. For CEC (Under Graduate)***
- 3. For SWAYAM***
- 4. For other MOOCs platform***
- 5. Any other Government initiative***
- 6. For institutional LMS***

Response: B. Any 4 of the above

| File Description | Document |
|---|-------------------------------|
| Supporting documents from the sponsoring agency for the e- content developed by the teachers need to be provided. | View Document |
| Institutional data in the prescribed format (data template) | View Document |
| Give links to upload document of e-content developed showing the authorship/contribution | View Document |
| For institution LMS a summary of the e-content developed and the links to the e-content should be provided | View Document |

3.4.7**Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science****Response:** 9.74

| File Description | Document |
|--|-------------------------------|
| Bibliometrics of the publications during the last five years | View Document |

3.4.8**Bibliometrics of the publications during the last five years based on Scopus/ Web of Science – h-index of the Institution****Response:** 57

| File Description | Document |
|--|-------------------------------|
| Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution | View Document |

3.5 Consultancy**3.5.1****Revenue generated from consultancy and corporate training during the last five years****Response:** 264.8**3.5.1.1 Total amount generated from consultancy and corporate training year-wise during the last**

five years (INR in lakhs).

| | | | | |
|---------|---------|---------|---------|---------|
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
| 57.2 | 45.7 | 45.5 | 56.0 | 60.4 |

| File Description | Document |
|---|-------------------------------|
| Letter from the corporate to whom training was imparted along with the fee paid | View Document |
| Letter from the beneficiary of the consultancy along with details of the consultancy fee. | View Document |
| Institutional data in the prescribed format (data template) | View Document |

3.6 Extension Activities

3.6.1

Outcomes of extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues and holistic development, and awards received if any during the last five years (Showcase at least four case studies to the peer team)

Response:

Students of the University are expected to have an understanding of society and social processes that go beyond the confines of the syllabus. The University encourages consultancy services to be taken up by the faculty members for utilizing the existing expertise for benefit of the industry, organization and society as a whole. The consultancy services in most of the cases have been provided free of cost by the experts.

The **Megnad Saha Planetarium**, is the first of its kind in any Indian University.

The University in collaboration with the Government of West Bengal organizes “**Bengal Science Celebration-2016 and 2019**”.

Launched “**Excavation of a canal**” that lends a hand to local people by “rainwater harvesting” as well as prevents the adjoining areas from being flooded as watershed management.

- Free consultancy for the cultivation of precious medicinal plants (Botany department) in rural areas
- Extension of soil sample testing facility to farmers by departments of Geography, Environmental Science
- The CRSMF allows to conduct (a) research; (b) hands-on-trainings to public; (c) supply of high

yielding variety seeds to farmers (CRSMF).

- Extension of the University Health Centre facility to family welfare and immunization (Hepatitis-B, COVID-19 and Pulse Polio) programmes that serve not only University employees but also the locality at large.
- The library of the University, which is open to students and the public, is its heart!
- The Department of Lifelong Learning, through its various programmes such as P.G. Diploma in Guidance and Counselling, Yoga Therapy, Certificate Course in Mother & Child Care and Family Welfare, Certificate Course in Social Service.
- The University organized several DST-INSPIRE Camps sponsored by Govt. of India.
- Some of the departments (Environmental Science, Biotechnology) organize 'Hand-on-Training Programme' for the research scholars sponsored by DST-Govt. of W.B.

The University Museum and Art Gallery is open to students and the public.

The Krishnasayar Udyan, is committed to creating .

Departments (*e.g.*, Environmental Science) have been instrumental in carrying out surveys that have sensitized people to the hazards of pollution, toxicosis of fluoride, arsenic in rural Bengal; the Dept. of Women Studies organizes workshops online counselling to highlight the importance of gender sensitization work among communities; under the NSS Scheme, the University has done a considerable amount of work with local communities and extended a helping hand during times of crisis (*e.g.*, Pulse Polio Program, Thalassemia Awareness Program and PCR Detection during COVID, and many more); among many others.

Mention may be made here of the social contributions including arsenic testing in groundwater in West Bengal and participation of volunteers (2/3) from NSS units in each year in the Pre-Republic Day Camp organized by Ministry of Youth Affairs & Sports.

NSS is actively engaged in different activities like plantation, blood donation *etc.*

The Industry-Institute Partnership Cell (IIPC) of the University has succeeded in generating awareness regarding the availability of solutions at Burdwan University for various critical problems of industry.

3.6.2

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

Response: 69

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 11 | 18 | 18 | 08 | 14 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format (data template) | View Document |
| Geo-tagged Photographs and any other supporting document of relevance should have proper captions and dates. | View Document |
| Detailed list and 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 |

3.7 Collaboration

| <p>3.7.1</p> <p>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</p> <p>Response: 16</p> | |
|---|-------------------------------|
| File Description | Document |
| List and Copies of documents indicating the functiona MoUs/linkage/collaboration activity-wise and year-wise | View Document |
| Institutional data in the prescribed format (data template) | View Document |

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The institution has adequate infrastructure facilities for

- a. teaching - learning. viz., classrooms, laboratories,*
- b. ICT enabled facilities such as smart classes, LMS etc.*
- c. Facilities for cultural and sports activities , yoga centre, games (indoor and outdoor) gymnasium, auditorium etc.*

Describe the adequacy of facilities within a maximum of 500 words

Response:

The university is committed to providing a highly supportive and resourceful educational environment, vital for fostering effective teaching and learning. The campus is equipped with a broad range of facilities meticulously designed to enhance the academic experiences of both students and faculty.

Academic and Technological Facilities

1. Classrooms and Seminar Halls:

- Well-furnished and adaptable classrooms, equipped to accommodate various teaching methods, support both traditional lectures and interactive sessions.
- Seminar halls are available for academic discussions and presentations.
- A significant number of classrooms are ICT-enabled, equipped with cutting-edge technology to enhance the learning experience.

2. Laboratories and Computational Facilities:

- The university's science departments feature state-of-the-art laboratories, complete with industry-standard equipment, fostering an environment conducive to research and active learning.
- Inter-departmental resource sharing policies ensure a highly accommodating environment for students and research scholars.
- Robust computational facilities, including high-performance computers and a range of software, are available to support various academic and research activities.
- 24/7 internet connectivity and Wi-Fi facilities across the campus facilitate seamless

academic work.

3. Library and Digital Resources:

- The Central Library is well-stocked with physical and digital resources, including online databases, e-books, and academic journals.
- Extended working hours (08:00 AM to 08:00 PM) including Saturday and Sunday (10:00 AM to 06:00 PM) and beyond-campus access to digital resources enhance the learning and research experience.

4. IT Support:

- The university provides comprehensive IT support services, assisting with software installations, troubleshooting, and hardware repairs to ensure that all technological resources are up-to-date and fully functional.

Administrative and Event Facilities

1. Administrative Offices:

- The university's administrative functions are spread across two campuses: the Rajbati, which houses the offices of key officials like the Vice-Chancellor, Registrar, and Controller of Examinations and the Golden Jubilee Building, which accommodates the Finance Officer and other administrative departments. All offices are ICT-enabled to ensure efficient operations.

2. Auditorium:

- The university's multi-purpose, air-conditioned auditorium at the Golapbag campus, with a capacity of 1200, is a hub for academic events, including conferences, seminars, and convocation ceremonies. It features excellent acoustics and a high-quality sound system.

Sports and Recreation Facilities

1. Sports Complex:

- The university boasts a range of sports facilities, including a multi-gym fitness center, a gymnasium hall for indoor sports like badminton and yoga, and a sports hostel for accommodating students during tournaments and coaching camps. Another Indoor sport facility is under construction with the funding from UGC and State Government.
- The Mohanbagan ground, with two playgrounds, is utilized for athletics, football, cricket, and other sports-related activities.
- The Club House Building at Mohanbagan ground serves as a venue for sports-related

official work and meetings, and also provides accommodation during sports events.

Commitment to Quality

The university's commitment to maintaining and upgrading its facilities ensures that students and faculty have access to the best resources, supporting a thriving academic community. The combination of modern infrastructure, state-of-the-art technology, and a comprehensive support system underscores the university's mission to provide an inspiring educational experience and foster academic excellence and innovation.

| File Description | Document |
|---|-------------------------------|
| Upload any additional information | View Document |
| Provide the link for additional information | View Document |

4.1.2

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

Response: 33.04

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 316.94 | 624.24 | 434.98 | 860.33 | 1662.26 |

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The university's library has embraced modern digital facilities through the implementation of the Integrated Library Management System (ILMS), significantly enhancing its utility and accessibility for faculty and students. The ILMS software in use is Koha, widely recognized as the most popular ILMS in the world. Koha's implementation in the university has been an evolving process, with continuous upgrades and enhancements to meet the growing needs of the academic community.

The journey of library automation at the university began in 2001 with the introduction of CDS/ISIS for cataloging and Online Public Access Catalog (OPAC). This initial step towards digitization laid the foundation for more advanced systems that followed. In 2007, the library transitioned to SOUL 1.0, which continued to support cataloging and OPAC functionalities, offering improved services over its predecessor.

A significant leap was made in June 2015 with the adoption of KOHA 3.14, which expanded the library's digital capabilities to include cataloging, membership management, and circulation processes. This version of Koha marked the beginning of a more integrated and user-friendly library management experience.

In September 2021, the university launched KOHA Cloud Services, representing the second All India launch of KOHA Cloud services. This development was a major milestone in the library's digital transformation, featuring several key upgrades and optimizations. The transition included upgrading from the existing Koha 3.14 to the latest version, KOHAha 22.11.05.000, ensuring the library stayed current with technological advancements.

The KOHA Cloud Services implementation brought about significant enhancements:

1. Database Optimization: The existing Koha database was optimized and refined to improve performance and reliability.
2. Membership Management: The membership management module was completely recreated and redesigned according to the latest specifications of the Central Library, BU. This customization improved user experience and streamlined membership processes.
3. Catalog Module Reconfiguration: The catalog module was reconfigured and optimized, making it easier for users to search and access resources efficiently.
4. Search Management Optimization: The introduction of authorities in Koha helped to further refine search management, enabling more accurate and comprehensive search results.
5. Acquisitions Module: A new acquisitions module was introduced, allowing for better management of the library's growing collection of resources.

6. Image Management: Image management functionalities were redefined and optimized, enhancing the handling and retrieval of visual resources.

The cloud-based system operates on the latest version of the Debian 10 operating system, specifically optimized for this cloud computing environment, providing a robust and stable platform for library operations.

The library's automation is partially complete, with the KOHA system effectively managing most functions except for RFID and self-check-out/check-in services. Despite this, the digital facilities provided by KOHA have led to an optimal use of the library by faculty and students. The extensive e-resources, including online databases, e-journals, and e-books, are well-utilized, supporting the academic and research needs of the university community.

In summary, the university's library, through its progressive adoption of Koha and the introduction of cloud services, has significantly enhanced its digital infrastructure, ensuring it remains a vital resource for academic excellence.

| File Description | Document |
|---|-------------------------------|
| Upload any additional information | View Document |
| Provide the Paste link for additional information | View Document |

4.2.2

Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years

Response: 1.17

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 3.05 | 52.83 | 45.90 | 7.00 | 28.82 |

| File Description | Document |
|--|-------------------------------|
| Institutional data in the prescribed format | View Document |
| Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for purchase of books/ e-books and subscription to journals/e-journals should be clearly highlighted) | 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:

1. The university has implemented Fibre Optic LAN at Golapbag campus connecting all the departments/sections to the Computer Centre through gigabit backbone. Besides, the LAN has been implemented at all the administrative departments/sections at Rajbati campus, Golden jubilee Building as well as at the Guest House, Teachers and Research Scholars hostels at the residential campuses. Wi-Fi connectivity has also been provided at some selective locations in all the campuses. All the locations placed above are well-connected using fibre optic backbone.
2. At present, the Internet connectivity in the campus is mainly being provided through 1 Gbps NKN (National Knowledge Network) connectivity under the NMEICT (National Mission on Education through ICT) project of MHRD. In addition to that, two Leased Lines from Railtel Corporation of India Ltd., one of 100 Mbps for Golapbag campus and one of 20 Mbps for Rajbati campus are being subscribed by the university for providing Internet access in the campus. All the connectivities are used for providing Internet and related services, like accessing E-Journals, E-learning portals.
3. At present the campus-wide LAN at the university consists of around 30 km. of Optical Fiber cables, more than 150 network devices and around 3000 network points. As the network size is gradually growing day by day, the regular management of the LAN is under Annual Maintenance Contract (AMC) in order to troubleshoot the problem, thus improving the quality of the service.
4. The university has CCTV Surveillance System installed and operational which is spread across all the campuses i.e. Golapbag, Golden Jubilee Building, Rajbati and Tarabag, comprising of around 120 cameras, 6 NVR, 4 DVR and their related accessories. Further, the CCTV Surveillance System is under Annual Maintenance Contract (AMC) under non-comprehensive mode in order to maintain the seamless service of the system.

5. 1500 numbers of Google Workspace Education Plus licenses have been procured for faculties, officers, research scholars, department heads and other administrative and academic entities to facilitate the add-ons as follows: I) 20GB workspace to be available for each email account in addition to 100TB of pool storage and II) Each account must have facility for conducting online meetings/classes (single session) of at least 250 members with the feature of automatic attendance tracker so that the attendance report of any meeting will be generated in Excel format in the Google drive space of the account. Also facilities for sending bulk emails, at least 2000 emails per day.
6. At present, the entire Internet traffic in the campus is routed through two gateway devices, viz., Cisco 6500 core switch and Cisco 4500R core switch, installed at the Computer Centre. Two UTM (Unified Threat Management) devices are connected to the ISP (NKN and Railtel) routers as Gateway Firewalls.
7. All the devices including core switch, firewalls, network devices and the servers, installed at the Computer Centre are kept on for 24x7 throughout the year. In order to provide uninterrupted power supply to these devices, two 20 KVA online UPS are installed at the Computer Centre.

| File Description | Document |
|---|-------------------------------|
| Upload any additional information | View Document |
| Provide the link for additional information | View Document |

4.3.2

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

Response: 4.08

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

Response: 1058

| File Description | Document |
|---|-------------------------------|
| Stock register/extracts highlighting the computers issued to respective departments for student's usage | View Document |

4.3.3

Institution has the following Facilities for e-content development and other resource development

1. Audio visual center, mixing equipment, editing facilities and Media Studio

2. Lecture Capturing System(LCS)
3. Central Instrumentation Centre
4. Animal House
5. Museum
6. Business Lab
7. Research/statistical database
8. Moot court
9. Theatre
10. Art Gallery
11. Any other facility to support research

Response: A. Any 7 or more of the above

| File Description | Document |
|---|-------------------------------|
| Videos and geo-tagged photographs of each of the facilities available in the HEI. Details of the structures of each of the facilities available in the HEI. | View Document |
| Purchase Bill / stock register, entry for lecture capturing system, mixing equipment, software for editing | View Document |
| Institutional data in the prescribed format (data template) | View Document |
| Copy of the subscription letter for database is essential for Option Research/Statistical Databases | 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

Response: 5.27

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 44.58 | 157.95 | 75.04 | 157.39 | 186.73 |

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

4.4.2

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

Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities within a maximum of 500 words

Response:

The University has established robust systems and procedures to ensure the effective maintenance and utilization of its physical, academic, and support facilities. These systems are regularly reviewed and updated to align with the university's evolving needs, ensuring the smooth operation of all resources.

Maintaining the university's laboratories is a top priority. To keep equipment and instruments in optimal condition, Annual Maintenance Contracts (AMCs) are implemented wherever possible. A structured process for servicing and maintaining laboratory equipment ensures timely and efficient upkeep. Heads of Departments (HODs) submit maintenance requests through appropriate channels to the budget preparatory committee, while laboratory technicians routinely check and maintain equipment to keep everything functional. Departments meticulously maintain records of infrastructure, including equipment, software, and furniture. These records are consolidated in a central stock register managed by the university's stores department, ensuring that all new items are accurately documented before distribution.

The Central Library is a vital resource, following a systematic approach to organizing and preserving its extensive collection of books and periodicals, including regular pest control measures. The library is accessible to all teachers, students, and research scholars, with users required to register their details upon entry. An online database of books and journals is maintained and can be accessed via multiple OPAC (Online Public Access Catalogue) terminals within the library. Borrowed materials must be returned within specified timeframes, with nominal fines for late returns. The library operates extended hours to better serve its users. A valid library card is required for access, and reference books and periodicals are for in-library use only. The library also offers digital resources for academic and research purposes, with regular stock verification to maintain an accurate inventory. For new book acquisitions and journal subscriptions, the librarian collects departmental requests and presents them to the Library Committee, which makes purchasing decisions based on available funds. A portion of the acquired materials is allocated to the seminar libraries of various departments.

The university's computer center is responsible for maintaining the university website, managing campus networking, and ensuring the routine upkeep of hardware and software. It also oversees the creation and maintenance of email IDs for faculty members and provides necessary IT support.

The Sports Board, led by the Senior Sports Officer, ensures the regular maintenance of the university's sports facilities, with fitness center equipment serviced as needed. Experienced trainers are available to guide users in utilizing the facilities effectively.

The Estate Office, staffed by both in-house and outsourced personnel, manages daily campus maintenance, ensuring all systems and services remain operational and maintaining cleanliness across all campuses.

The upkeep of campus hostels, including those for boys and girls, is managed by designated hostel authorities who adhere to university guidelines on cleanliness and infrastructure maintenance. The university's administrative office coordinates with relevant departments to manage medical emergencies, ensuring timely first aid and necessary medical care.

Campus security personnel report directly to the Estate Officer. The selection of the security agency follows an approved process, ensuring the safety and security of the university community.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | 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: 92.03

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 4295 | 4170 | 3353 | 3872 | 3521 |

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 (in English).

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

5.1.2

Efforts taken by the institution to provide career counselling including e-counselling and guidance for competitive examinations during the last five years

Response:

The University of Burdwan has undertaken several initiatives to extend career counseling, including e-counseling services and preparation of guidance for competitive exams of the students. The University has a dedicated Placement and Students' Welfare Office (PSWO) to provide students with personalized guidance tailored to meet their career aspirations and academic interests. The PSWO, at frequent intervals, has organized events designed to help students explore the various career paths and emerging opportunities, and align their skills and interests with the demands of the job market. The PSWO works

throughout the academic year by engaging sessions (both formal and informal) on guidance sessions on resume building, interview preparation, *etc.*, and engages into networking strategies with organizations for the placement related activities. The various departments also taken sincere efforts to offer guidance and counseling sessions to the students by organizing events like “Alumni Speaks” where students interact with their alumni and industry experts to address the issues related to their career. Post Covid-19, in response to the growing need and demand for remote and flexible learning environments, the University expanded its career counseling services to include e-counseling options to University students. The University of Burdwan introduced an ‘**Online Career Counseling Programme**’ for the students of Arts, Humanities and Science where students interacted with concerned faculties, scientists, professionals and experts from corporate, civil society, administrative personnel, bureaucrats representatives from public or private industries regarding the scope and opportunities available and offering them guidelines for future career. The University organizes “Students Week Observation” where both online and offline career counseling sessions are organized for the students. Satyendra Nath Tagore Civil Services Study Centre, GoWB established in the year 2022 to provide highly standardized and best quality coaching for Civil Services Examination conducted by UPSC for the young students from WB aspiring to be an IAS, IPS, IFS, *etc.* One candidate from this centre has qualified WBCS (Exe) with 9th rank and one candidate qualified in Income Tax Miscellaneous Services exam. In 2022-2023, 50 students attended UPSC Preparation Training under this Centre. The Centre, in collaboration with PSWO, organizes Campus Recruitment Drives to provide employment opportunities for the students and help them to explore the latest opportunities of employment. The University also offers specialized and tailor-made NET/SET Coaching to the students of the University. In 2021-2022, 170 students participated in the NET/SET Coaching and many have been enrolled in the subsequent years. These initiatives have resulted in a good number of students clearing competitive examinations like NET/JRF/SET *etc.* Regular mock tests, group discussions, and problem-solving sessions are conducted to help students hone their skills and improve their performance appearing in College Service Commission (CSC) held by Government of West Bengal. The Centre for Entrepreneurship, Innovation and Skill Development (CEISD) under the University of Burdwan has also been highly active in extending guidance and support required for the career building of the students.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

5.1.3

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

- 1. Soft skills**
- 2. Language and communication skills**
- 3. Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)**
- 4. Awareness of trends in technology**

Response: A. All of the above

| File Description | Document |
|--|-------------------------------|
| Report with photographs on soft skills enhancement programs | View Document |
| Report with photographs on Life skills (Yoga, physical fitness, health and hygiene) enhancement programs | View Document |
| Report with photographs on Language & communication skills enhancement programs | View Document |
| Report with photographs on ICT/computing skills enhancement programs | View Document |
| Institutional data in the prescribed format (data template) | View Document |
| Provide Links for any other relevant document to support the claim (if any) | 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: C. Any 2 of the above

| File Description | Document |
|---|-------------------------------|
| Report of 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 |
| Institutional data in the prescribed format (data template) | View Document |
| Details of statutory/regulatory Committees (to be notified in institutional website also) | View Document |
| Annual report of the committee monitoring the activities and number of grievances | View Document |

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students during the last five years

Response: 13.38

5.2.1.1 *Number of outgoing students placed year wise during the last five years*

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 266 | 177 | 227 | 255 | 226 |

| 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 in institutional website) | View Document |
| Institutional data in the prescribed format (data template) | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

5.2.2

Percentage of graduated students who have progressed to higher education year-wise during last five years

Response: 10.33

5.2.2.1 Number of outgoing students progressing to higher education

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 188 | 156 | 179 | 78 | 257 |

File Description**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 in institutional website)

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

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

[View Document](#)

5.2.3

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

(eg: NET/SLET/ Civil Services/State government examinations etc.)

Response: 12.54

5.2.3.1 Number of students qualifying in state/National/International level Examination during last five years (eg. SLET, NET, UPSC etc)

Response: 1186

| 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 (data template) | 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 won by students for outstanding performance in sports/cultural activities at inter-university/state/national/international events (award for a team event should be counted as one) during the last five years

Response: 2

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 0 | 2 | 0 | 0 | 0 |

| File Description | Document |
|--|-------------------------------|
| Provide the relevant information in institutional website as part of public disclosure | View Document |
| list and links to e-copies of award letters and certificates | View Document |
| Institutional data in the prescribed format (data template) | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

5.3.2

Presence of an active Student Council & representation of students on academic & administrative

bodies/committees of the institution.

Describe the Student Council activity and students' role in academic & administrative bodies within a maximum of 500 words

Response:

Students are actively participating in different academic activities, social welfare activities, and other activities related with intra-level competitions between and hostels also. Under the active supervision and guidance of the student's council, every year 12 no. of student's hostels organise the Saraswati Puja. Due to its high level of aesthetics, beauty and creativity the Puja becomes an event of festival of the city Burdwan. The students within the campus, from the affiliated colleges and community people also enjoy their evening cultural programme in the Puja Mandap.

Every year the student's council centrally organises the Teachers Day on 5th of September. In this special occasion, the council shared an honour and recalled the contribution of the teaching community in front of a 1000 seated audience at the Central Auditorium in green Golapbag Campus. The council is very active in coordinating some social welfare programme, like Blood Donation Camp, social outreach program, etc. They also actively took part in the programmes. In association with the NSS the Council have jointly organised the Vaccination Programme in Golapbag during Covid pandemic, Clean Campus Green Campus and Tree Plantation Programmes too. The Students' Council also takes initiatives to publish wall magazine in each and every year.

Golapbag campus, with its 12 hostels, boasts a sprawling and vibrant residential environment. To retain this colourful academic fraternity the council welcomes the students of the Semester- I not only in the campus but also in the concerned hostels. It is an academic party to give an affectionate welcome to new students. Council tries to boost up the confidence in new comers and enhance their creativity. The creativity makes an aromatic vibes in the *MUKTODHARA*', the annual cultural festival of the Student's Council. On this eve, the council also organises inter departmental competition (like seat & draw, debate, elocution, Rabindra Sangeet, Nazrul Geeti, classical dance, essay writing or letter writing competitions). In the evening, the cultural show in *Mukodhara* takes pride in the city of Burdwan.

The Council also organises several cultural programme within the hostels, e.g., Council inspires the students to participate in 15th August, University Foundation day, Rabindranath Tagore Birthday, National Youth day, Annual Convocation and Regional Science Congress. Besides these the Student's Council of the University also organises inter departmental and inter hostel football /cricket competitions to build up a cohesion and inclusive friendly-living environment between academic and residential empires.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

5.3.3

The institution conducts / organizes following activities:

- 1.Sports competitions/events**
- 2.Cultural competitions/events**
- 3.Technical fest/Academic fest**
- 4.Any other events through Active clubs and forums**

Response: B. Any three of the above

| File Description | Document |
|---|-------------------------------|
| Report of the Technical fest/academic fests along with photographs appropriately dated and captioned year- wise. | View Document |
| Report of the Technical fest/academic fests along with photographs appropriately dated and captioned year- wise. | View Document |
| Report of the Sports competitions/events along with photographs appropriately dated and captioned year- wise. | View Document |
| Report of the Sports competitions/events along with photographs appropriately dated and captioned year- wise. | View Document |
| Report of the Cultural competitions/events along with photographs appropriately dated and captioned year- wise. | View Document |
| Report of the Cultural competitions/events along with photographs appropriately dated and captioned year- wise. | View Document |
| Report of the Any other events through active clubs and forums along with photographs appropriately dated and captioned year- wise. | View Document |
| List of students participated in different events year wise signed by the head of the Institution. | View Document |
| Institutional data in the prescribed format (data template) | View Document |
| Copy of circular/brochure indicating such kind of activities | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

5.4 Alumni Engagement

5.4.1

Alumni contribution during the last five years to the University through registered Alumni Association

Response: 630600.2

5.4.1.1 Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|-----------|-----------|----------|---------|-----------|
| 138400.00 | 232613.00 | 24237.20 | 0.00 | 235350.00 |

File Description

Document

List of alumnus/alumni with the amount contributed year-wise

[View Document](#)

Annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer.

[View Document](#)

5.4.2

Alumni contributes and engages significantly to the development of institution through academic and other support system

Describe the alumni contributions and engagements within a maximum of 500 words

Response:

Alumni engagement in the University of Burdwan is a key indicator of the success and impact on getting an internship, industry relationship and academic fraternity for higher studies. The Central Alumni Association of the university named as Burdwan University Alumni Association is a registered body constituted on 12.01.2007 and bears the Registration No. S/IL-42945 of 2006-07.

Different departmental Alumni Associations like Business Administration (Human Resource), Law, Zoology, Botany, Mathematics, Statistics and English are functioning effectively being involved in different activities.

Alumni of the Department of Business Administration (HR) extend their helping hands and offer more than 90 percent of the summer internship projects. Alumni feedback is also instrumental in the periodic review and revision of the syllabus. Through frequent interaction with the departmental alumni, the syllabus is updated. The alumni of the departments also emphasize on soft skills like communication,

teamwork, and leadership. Events like “**Alumni Speaks**” are organized frequently where they extend their recommendations which often lead to the inclusion of modules and activities focused on developing these essential skills.

The Alumni of the Department of Mathematics has taken initiatives with the objectives to purchase new software, industry partnership, publication of research volume and internship of the present students to facilitate research and to orient the students towards placements to different organizations.

The Burdwan University Law Alumni Association has taken up the responsibility of organizing legal awareness programs aimed at educating the public, underserved community on various legal issues. The Association took the initiative in a plantation programme in and around Golapbag Campus, and organizes workshop, *etc.*

The Alumni Association of the department of Zoology organized an International Symposium on the “**Application and Fostering of Zoological and Biomedical Sciences**”, March 29-30, 2024. The association frequently conducts counseling and interaction programmes for the PG students and research scholars for higher progression. Members of the Alumni Association support the department for framing the course curriculum and help the students towards research progression at different institutions of national and international repute.

Alumni association of the Department of Botany, BU took the initiative in **plantation programme** in the Department. The Association also published an academic journal with the ISSN number 2321-5070, coined as “**Petals**”. The Association in the past has also taken initiative in organizing workshops relevant to plant science.

“**BUSTAT**”, the Alumni Association of the Department of Statistics organized a seminar in 2023 on “**Motivational Talk for Placement**”. They also organized **three** live webinars entitled “**STATISTICAL NUGGETS**” on 23.08.2020, 20.09.2020 and 15.11.2020 respectively. The Association signed a MoU entitled “**Teaching and Research in Statistics in the Formative Years: Indian Scenario**” with M/S MERCK Specialties Pvt. Ltd., Godrej One, Vikhroli (E), Mumbai 400079.

Subsequent to the Department of English and Culture Studies’ alumni meeting held on 2nd July 2021, some members had taken up the responsibility of setting up a Core Committee for framing the Memorandum of Association (MoA), the relevant Bye Laws and for initiating the process of Registration of the proposed Alumni Association.

| File Description | Document |
|---|-------------------------------|
| Upload any additional information | View Document |
| Provide the 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:

As envisaged in the vision and mission statements, The University of Burdwan remains resolute in its dedication to academic excellence, social responsibility, and holistic development of its students, faculty, and the larger community. Accordingly, the governance mechanism facilitates excellence in various activities encompassing teaching, research, innovation and social responsibility by leveraging the core competencies through well-articulated vision and mission statements. These statements serve as the foundation of the University's governance and leadership that steer both academic and administrative endeavours. The motto of the University 'Sa Vidya Ya Vimuktaye' (learning leads to emancipation), encapsulates its sustained commitment to free thinking, institutional growth, holistic learning and human resource development. The University promotes economic, social, religious and cultural inclusivity, ensuring that its educational, social, cultural, and economic initiatives benefit society at large, particularly the rural hinterland of West Bengal. The University's unique geographical location amidst a blend of agricultural and industrial areas underscores its commitment to serving the communities.

The academic programmes are designed and developed with a focus on appropriate design, delivery, and feedback-based monitoring. Curriculum and Credit Framework for Undergraduate Programmes (CCFUP) as per NEP has been successfully implemented with effect from the academic year 2023-2024. Concerted effort has been taken by the university authority in effective implementation of NEP through an integrated approach comprising both top-down and bottom-up involving brainstorming sessions, workshops etc. through proactive involvement of the University's stakeholders, emphasizing on a student-centric and responsive approach.

The University's effective leadership is reflected in its continued commitment to decentralization and enforcing participative management practices. Through systematic and inclusive decision-making processes, stakeholder engagement and active involvement of stakeholders, the university nurtures a collaborative and progressive environment. This approach not only enhances the university's governance but also ensures that it remains responsive to the needs and aspirations of its important stakeholders.

The University exemplifies effective leadership through its commitment to propel actions through decentralization and participative management. The decision-making processes at the university are structured to ensure effective involvement, empowerment and participation of all the relevant stakeholders. This approach facilitates the development of an amiable and collaborative environment where the perspectives and contributions of faculty, staff and students are valued, utilized and nurtured in the right direction through various committees and statutory bodies.

The perspective plan of the University seeks to develop an effective institutional framework that supports

academic excellence and stakeholder engagement by focusing on the university's role vis-à-vis the local and regional needs and its situatedness.

In the short term, the University aims to strengthen its governance mechanism by pursuing clear policies and procedures to ensure transparency and accountability while addressing the need-based contingencies for identifying solutions to problems and utilization of opportunities. In the context of the long-term plan, the university focuses on the rule-guided sustainable governance mechanism that adapts to evolving higher educational and societal needs. Long-term leadership strategies emphasize on nurturing a culture of continuous improvement, innovation, collaboration and aligning actions with the emerging higher educational trends while considering regulatory perspectives and societal expectations.

| File Description | Document |
|---|-------------------------------|
| Upload any additional information | View Document |
| Provide the 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 are effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

A well-defined institutional framework and the concomitant perspective plan of the university facilitates both effectiveness and efficiency across its administrative, academic and social responsibility strands. At the apex of the university governance is the 'Court' that serves as the highest policy-making body, guiding the strategic decision-making process of the university. Supporting this governance structure is the Executive Council, responsible for initiating and recommending proposals to the Court through a structured process. The deployment of the perspective plan is undertaken through the formulation of policies and execution of decisions at the appropriate bodies primarily the Executive Council.

Structurally, the Vice-Chancellor leads the institutional affairs as the executive head of the University, overseeing the overall functioning of the university. The Registrar holds a pivotal role as the custodian of all official documents, ensuring transparency and accountability in administrative processes and procedures. Other key officials such as the Pro-Vice-Chancellor, Finance Officer, Inspector of Colleges, Controller of Examinations, Development Officer, and Secretaries of Faculty Councils (FCs) collectively manage diverse areas including compliance, finance, research administration, and examinations.

Academic matters are diligently managed through participative approaches led by Deans and FCs, which cater to both undergraduate and postgraduate studies. These bodies, including the Board of Studies and Board of Research Studies, facilitate a robust academic environment where bottom-up initiatives from Departmental Committees play a crucial role in shaping policies and proposals forwarded to University

authorities for due consideration.

Recruitment, selection and promotional policies for faculty and non-teaching staff adhere strictly to the guidelines set by the relevant authority/ regulatory bodies like University Grants Commission, Government of West Bengal etc. The IQAC plays a pivotal role in streamlining the process. This ensures fair and transparent procedures in staffing, talent retention and fostering a conducive work environment. Grievances and complaints are addressed through dedicated bodies such as the Grievance Cell, Anti-Ragging Committee, and Internal Complaint Committee, which analyze issues thoroughly and submit actionable reports for resolution.

The University Ordinances relating to the conduct of service rules of discipline of the employees of the University delineate various aspects relating the desirable behaviour of employees in performing the duties in the interest of the University. It underscores the desirable action of an employee according to what is best in his/her judgement and best calculated to serve the interest of the University. In case of exigencies, an employee may be called upon to perform such duties as may be assigned to him/her by the Head of the Department.

As per the Service Conduct Rule, employees of the University shall be subject to disciplinary measure(s) for reason(s) of violation of any term of conditions of service; want of due diligence in the performance of duties; neglect of duties; violation of orders regarding attendance and office discipline; misappropriation and defalcation of funds; insubordination or disregard or violation of the order of superior Officers or authority; moral turpitude or offences like theft; taking of illegal gratification; tampering official records; and any other misconduct which, according to/in the opinion of the Executive Council calls for disciplinary action.

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Strategic Plan and deployment documents on the website | View Document |
| Provide the link for additional information | View Document |

6.2.2

Institution implements e-governance in its operations. e-governance is implemented covering the following areas of operations:

- 1. Administration including complaint management**
- 2. Finance and Accounts**
- 3. Student Admission and Support**
- 4. Examinations**

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 |
| Institutional data in the prescribed format (data template) | 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:

The University of Burdwan prioritizes the professional growth and well-being of its teaching and non-teaching staff through a comprehensive framework encompassing performance appraisal, avenues for career development/progression, and robust welfare measures.

Performance Appraisal System:

The performance appraisal system is based on established rules and guidelines. For teaching staff, promotion norms are based on objective appraisals based on Academic Performance Indicator (API) scores, aligned with UGC and Government of West Bengal norms which are formalized at the appropriate bodies and the recommendations from Screening or Selection Committees are strictly made on the basis of the formalised policy. The IQAC, through a duly constituted API committee comprising senior faculty members which is reconstituted from time to time, provides the continuous support services relating to documentation and record-keeping and mapping of criteria for faculty recruitment, selection and appraisal-based promotion. The IQAC has framed the recruitment guidelines based on the prescribed rules/standards of regulatory bodies. Likewise, officers undergo career advancement evaluations based on self-appraisal reports, confidential reviews by their supervisors, and recommendations from the Standing Committee mandated by statutory provisions.

Avenues for career development/progression

Promotion avenues and opportunities are effectively facilitated, ensuring fairness and transparency in line with regulatory frameworks. This includes systematic reviews based on performance metrics and assessment through duly constituted committees to evaluate eligibility and suitability for career advancement. By pursuing a structured and guideline-oriented approach to promotion policies, the University remains committed to fostering a conducive environment for professional growth of the

employees while strictly adhering to statutory norms.

Welfare Measures:

The university believes that the welfare of staff is paramount, as underscored by a range of supportive measures as delineated:

Healthcare Initiatives:

The university provides extensive healthcare support, including a dedicated health center with basic medical facilities offered at subsidized rates. Regular health check-up camps and specific initiatives, such as vaccination drives, aliment-specific tests etc. demonstrate that proactive health system management is in place.

Insurance and Financial Support:

Group Medclaim policies cover current and retired employees, extending essential healthcare coverage. For certain category of staff, a portion of the premium amount is borne by the University. Additionally, financial aids like house building loans and repairs are offered at an advantageous rate compared to financial institutions. The Burdwan University Employees' Cooperative Credit Society provides accessible loan options, further supporting the financial needs and stability of employees' economic needs.

Employee Welfare Programmes:

The University fosters a supportive environment with provisions such as uniforms for group-D employees and in-campus accommodation for both teaching and non-teaching staff. Financial assistance is allocated for organizing sports, cultural activities, promoting a balanced work-life experience and psychological well-being. The University also recognizes the need for continued emphasis on employee well-being. Recent years have witnessed ongoing progress in these systems and measures, reflecting the University's dedication to the holistic development and well-being of its employees. During the pandemic period, the University gave emphasis to employee health and well-being through a series of proactive measures and interventions.

| File Description | Document |
|---|-------------------------------|
| Upload any additional information | View Document |
| Provide the 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: 0

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|---|-------------------------------|
| Policy document on providing financial support to teachers | View Document |
| Institutional data in the prescribed format (data template) | View Document |
| E-copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head | View Document |

6.3.3

Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years

Response: 12.86

6.3.3.1 Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/ Management Development Programs (MDP) during the last five years

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 42 | 23 | 26 | 28 | 19 |

| 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 (data template) | View Document |
| E-copy of the certificates of the program attended by teachers. | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

6.4 Financial Management and Resource Mobilization

6.4.1

Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources

Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words**Response:**

The University of Burdwan being a public-funded university, pursues rule-guided robust strategies and follows a self-sustainability model for generation of the required funds and resource utilization with a view to enhance its academic and research capabilities while pursuing optimal operational efficiency. The self-sustainability model on resource mobilization is used to generate the required funds for development of infrastructure and financial needs; through tuition, academic and examination fees collected from the students. In addition, the University continuously strives to undertake some efforts and initiatives for mobilization of funds required for the growth and expansion of academic facilities and infrastructure. It is in constant search for exploring other means for source of fund generation like research projects, donations, sponsorships, interest from corpus funds, consultancy etc. As a state-aided university, it receives substantial government grants primarily allocated for meeting administrative expenses and salaries. The faculty members are also involved in fund mobilization by undertaking several major and minor sponsored research projects from national and state-funded research institutes and funding agencies like CSIR, RUSA, UGC, DST, ISRO, ICSSR, DBT, etc.. These grants play a fundamental role in sustaining day-to-day operations and supporting the academic endeavours.

The corpus fund generates interest income that is earmarked to support various welfare initiatives for employees and students, facilitate research endeavours across disciplines, and boost the dissemination of knowledge for social development. These initiatives are aligned with the University's vision of fostering research and developing state-of-the-art and comparative academic infrastructure.

In addition to government grants and corpus fund income, the University actively explores diverse revenue streams such as sponsored research projects, consultancy services, alumni contributions, and participation in government-funded programmes. These efforts not only diversify the university's income sources but also strengthen its financial resilience and capacity to devote resources in academic excellence.

Using a strategic budgeting approach, the university methodically prepares a comprehensive budget that encompasses salaries, recurring expenses, and capital investments. This budgeting process is characterized by systematic planning and rigorous evaluation, ensuring alignment with statutory regulations and institutional priorities. The budget process is subject to thorough scrutiny and approval by relevant bodies, reflecting the university's commitment to financial transparency and accountability.

Furthermore, the university prioritizes the welfare of its stakeholders, offering a range of welfare schemes and health benefits to address the financial needs of its employees and enhance the overall well-being of the important stakeholders. These initiatives underscore the university's holistic approach to resource utilization, focusing not only on academic growth but also on fostering a supportive and sustainable environment for its faculty, staff, students and other stakeholders.

Within the constraints, the University tries to ensure that the teaching and administrative departments are getting a continuous flow of funds through judicious/effective sharing of the financial resources and infrastructural facilities. Maintenance of existing physical infrastructure, purchasing new items, enhancement of lab facilities, ICT requirements, purchasing books and other resources etc., are done on a regular basis. Special departmental requirements are addressed thoroughly as per the budgetary

provisions with the approval of the statutory authorities.

| File Description | Document |
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| Upload any additional information | View Document |
| Provide the link for additional information | View Document |

6.4.2

Funds / Grants received from government bodies/non government and philanthropists during the last five years for development and maintenance of infrastructure (not covered under Criteria III and V)

Response: 174.81

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 100.75 | 48.61 | 0 | 0 | 25.45 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format (data template) | View Document |
| Annual audited statements of accounts highlighting the grants received. | View Document |

6.4.3

Institution regularly conducts internal and external financial audits regularly

Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections within a maximum of 500 words

Response:

Internal and External Financial Audits at The University of Burdwan

The University pays due attention and importance to maintain transparency and high standards of finance and keeps records of audited accounts available in bound volumes. The university has been trying to complete auditing the books of accounts of the university by AG audit on regular basis subject to their

availability. The expenditures are made as per prescribed rules. Omissions and commissions addressed by the audit team are corrected/rectified immediately and precautionary measures are adopted to avoid recurrence of such errors in future; and as per satisfactory report from the statutory auditors, the University's balance sheets and income expenditure statements are well-defined and credible. Over the years, these audits have been pivotal in maintaining financial integrity and compliance to statutory requirements.

External Financial Audits:

The University undergoes external statutory audits conducted by the Office of the Principal Accountant General (General and Social Sector Audit), West Bengal. These audits cover comprehensive financial reports including Balance Sheet, Income Expenditure Account, and Receipts Payments Account for each financial year. The audited reports are regularly formalized in successive meetings of the Finance Committee, Executive Council, and The Court. Subsequently, these are submitted to the Higher Education Department for onward transmission to the statutory auditors. This process ensures that the University's financial statements meet the required standards and are in accordance with the statutory provisions.

Internal Financial Audits:

Internally, the university adheres to the provisions outlined in Section 45(3) of the Burdwan University Act, 1981, which mandates the requirement of internal audits. These audits are integral to the university's management framework, aiding academic and administrative departments in enhancing operational efficiency. The internal audit reports, covering various financial aspects and sections, are meticulously conducted throughout the year.

University follows the pre-audit and post-audit checks by the Internal Audit Cell which also performs stock verification. Annual accounts, after discussions among the members of the Finance Committee, Executive Council and the University Court are submitted to the State Government. The Office of the Accountant General performs the annual accounts on a regular basis subject to their availability.

Mechanism for Settling Audit Objections:

In addressing audit objections, the university follows a systematic and rule-guided approach. Audit objections raised by AG auditors are carefully recognised, documented and reviewed. The university administration collaborates closely with audit authorities to resolve these. Upon identification, objections are categorized, investigated, and responded to with a mention of appropriate corrective actions. This mechanism ensures that audit findings are comprehensively addressed and rectified within the stipulated timelines, fostering continuous improvement in financial management practices of the university.

| File Description | Document |
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| Upload any additional information | View Document |
| Provide the link for additional information | View Document |

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC)/ Internal Quality Assurance System (IQAS) has contributed significantly for institutionalizing the quality assurance strategies and processes, by

constantly reviewing the teaching-learning process, structures & methodologies of operations and learning outcomes, at periodic intervals

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of –

- **Incremental improvements made for the preceding five years with regard to quality (in case of first cycle)**
- **Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)**

Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words

Response:

The Internal Quality Assurance Cell (IQAC) at The University of Burdwan has significantly contributed to institutionalizing quality assurance strategies and processes by constantly reviewing the teaching-learning processes and learning outcomes at periodic intervals and developing policy framework in alignment with the higher educational trends. The two key practices institutionalized as a result of IQAC initiatives in recent years are:

1. Comprehensive Curriculum Enrichment and Automation of Student Lifecycle Management

One of the primary thrust areas of the IQAC has been on comprehensive curriculum enrichment through systematic curriculum revisions across all postgraduate (PG) programmes, M.Phil., and Ph.D. coursework. This initiative has ensured that the curricula remain relevant, updated and aligned with current national and international academic standards. The revisions are carried out periodically, taking into consideration feedback from various stakeholders, including students, faculty (internal and external), and industry experts. The IQAC has also played a pivotal role in the preparation and implementation of the National Education Policy 2020 (NEP2020) curriculum at the undergraduate level, ensuring that the University's academic offerings are in line with national educational reforms and priorities.

The IQAC has taken a leading role in developing the framework for automation of student lifecycle management, a comprehensive approach aimed at enhancing the efficiency and effectiveness of administrative processes related to teaching-learning, considering the students as the central entity in a holistic manner. This initiative includes the digitization of admission processes, academic records management, examination workflow and result publication. Through this, the University has tried to achieve the objective to provide improved service to students, reduce administrative burdens on faculty and staff, and improve overall operational efficiency with a view to facilitate technology-enabled, cloud-based student-support services.

2. Thrust on Research, Innovation, Entrepreneurship and Skill Development

Promotion of research with adequate thrust upon industry, academia and society-oriented collaborative triad has been initiated by the IQAC. This includes sensitization of faculty members towards research and innovation for undertaking impactful research. The thrust on promotion of research has resulted among other things, the enlistment of several faculty members of the University in Stanford University's

list of world's top 2% of the most influential scientists.

The IQAC has placed a significant emphasis on promoting innovation, entrepreneurship, and skill development among students and faculty. The establishment of the Centre for Innovation, Entrepreneurship & Skill Development (CIESD) is a testament to this commitment. The CIESD aims to foster an entrepreneurial culture within the University by providing support and resources for innovative projects, skill development programs, and patent-related issues. This center serves as an enablers towards encouraging students and faculty to develop and commercialize their innovative ideas. Additionally, the IQAC has been instrumental in developing a policy framework for start-up and entrepreneurship activities through the National Innovation and Startup Policy (NISP). The CIESD and the NISP policy provide guidelines and support mechanisms for nurturing start-ups, facilitating collaborations with industry partners, and providing mentorship and funding opportunities. The policy framework has been envisaged with a view to create an ecosystem that supports entrepreneurial initiatives, contributing to the holistic development.

| File Description | Document |
|---|-------------------------------|
| Upload any additional information | View Document |
| Provide the link for additional information | View Document |

6.5.2

Institution has adopted the following for Quality assurance:

- 1. Academic and Administrative Audit (AAA) and follow up action taken**
- 2. Conferences, Seminars, Workshops on quality conducted**
- 3. Collaborative quality initiatives with other institution(s)**
- 4. Orientation programme on quality issues for teachers and students**
- 5. Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc**
- 6. Any other quality audit recognized by state, national or international agencies**

Response: B. Any 4 of the above

| File Description | Document |
|--|-------------------------------|
| Supporting documents pertaining to NIRF (along with link to the HEI's ranking in the NIRF portal) / NBA / ISO as applicable and valid for the assessment period. | View Document |
| List of Orientation programmes conducted on quality issues for teachers and students along with geotagged photos and supporting documents | View Document |
| List of Conferences / Seminars / Workshops on quality conducted along with brochures and geo-tagged photos with caption and date. | View Document |
| List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date. | View Document |
| Institutional data in the prescribed format (data template) | View Document |

6.5.3

Incremental improvements made for the preceding five years with regard to quality (in case of first cycle NAAC A/A)

Post accreditation quality initiatives (second and subsequent cycles of NAAC A/A)

Response:

Over the past five years, The University of Burdwan has implemented several significant initiatives aimed at enhancing both academic and administrative domains. These efforts have focused on fostering quality teaching, innovation, improving infrastructure, and aligning with industry needs, thereby elevating the overall quality of education and administration at the university. Moreover, need-based actions arising out of the outbreak of the global pandemic were formulated with a view to ensure uninterrupted teaching-learning, while adhering to the protocols aimed at safety and health of its stakeholders.

1. Establishment and Expansion of the Centre for Innovation, Entrepreneurship & Skill Development(CIESD): The CIESD has been established to support the innovation ecosystem with a special focus on agriculture and aquaculture entrepreneurship. Activities such as Business Plan Hackathons and IPR sensitization programmes have been pivotal in nurturing entrepreneurial skills among students.

2. Enhanced Environmental Monitoring: The university has established collaboration with the State Pollution Control Board (SPCB), Kolkata, that has led to continuous improvements in environmental monitoring. The installation of Real-Time Ambient Noise Monitoring Stations and Compact Outdoor Air Quality Monitoring Stations, coupled with Cloud Connected Digital Display Boards, has provided

valuable data for research and environmental management.

3. Upgradation of ICT Overall Infrastructure: Effort has been made to upgrade the LAN infrastructure and broadband internet services across the university campus. This has facilitated the transition to a blended mode of teaching and learning, while ensuring that both students and faculty have access to reliable and high-speed internet. This was particularly crucial during the COVID-19 pandemic, allowing for uninterrupted online education and administrative operation

4. Curriculum Revision and Industry Collaboration: The university has placed a greater emphasis on developing standard course curricula that are locally, globally and nationally relevant. On the basis of continuous interaction even during the global pandemic, regular updates to the curriculum have been made to incorporate the latest trends and technologies. At the UG level, the PG departments have taken a pivotal role in line with the National Education Policy (NEP) 2020, Curriculum This ensures that graduates are well-prepared for the job market.

5. Workshops and Awareness Programs: Workshops on Intellectual Property Rights (IPR) have been regularly conducted to raise awareness among stakeholders. A recent focus on patenting has led to the submission of multiple proposals to the IPR cell, fostering a culture of innovation and intellectual property management.

6. Support for Student Financial Aid: The establishment of a dedicated cell for the Student Credit Card Scheme, launched by the Government of West Bengal, has been instrumental in providing financial support to students. This initiative has enabled a significant number of students to access quality education without financial constraints.

7. Blended Mode Teaching-Learning System: The augmentation of ICT infrastructure has supported the implementation of a blended teaching-learning system. This has involved equipping stakeholders with the necessary tools and training to effectively use digital platforms for academic and administrative purposes in order to maintain its standards of academic excellence and administrative efficiency.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

The University of Burdwan has always been engaged in cultivating and promoting gender-related values. 21% of the total faculty members are represented by women candidates in this University and some of them are also represented in the administrative bodies. The University also harbors considerable numbers of women non-teaching staff members. Student enrollment at the postgraduate level, male students account for 35.44%, while female students constitute 64.56% in the year 2022-24. M.Phil. program have a male-female was 62.27% and 37.73% respectively in 2022-24. 66.67% of the total enrolled students for higher education (Ph.D.) include male students and 33.33% constitute females in the year 2022-24. The Centre for Women's Studies was started in the University with the financial support of the University Grants Commission in the XI Plan and was upgraded to the Department of Women's Studies during the XII Plan. This Department offers MA and M.Phil in Women's Studies which is capable of cultivating a critical attitude towards disciplinary constraints and allows research to move beyond discipline boundaries. In terms of curriculum, Departments of mass communication, English and culture studies, Sociology, Geography and Hindi have included gender equity and sensitization related courses in their syllabus. Several social outreach programmes and seminar presentations on gender values are routinely addressed by the students of various departments. Various scholarships are provided to girl students and research scholars to support their curriculum. In the board of studies, UGBoS have a male-female ratio of 76% and 24% respectively and PGBoS have a male-female ratio of 77% and 23% respectively in the year 2022-24. There are separate common rooms for girls and boys students inside the campus. The University have three day care centers for young children, which is supportive for women faculties and students. The University conducts Training/ Awareness /Workshop about "Sexual Harassment of Women at Workplace (Prevention, Prohibition, Redressal) Act 2013". The University authority exclusively pays attention to the physical and mental health of Students, Scholars and Staff. Yoga and Meditation training are provided by trained staffs for the benefit of women, at Health Centre

Campus. Health Centre/Hospital and ambulance service, available 24/7, provides immediate and prompt support to the needy for medical assistance. The girls' hostels are in protected areas on the campus. Safety and Security inside the campus are ensured with the help of various instruments of technology like CCTV. Counseling Centre provides ways to overcome distractions and disturbances. Several research projects are being carried out, such as; Vulnerability of tribal woman affected from dual effects of biomass and tobacco smoke: A biomarker based cross sectional studies; DST SERB; 2020-2023, Department of Environmental Science, BU and Challenges to Scalability: A Study of Select Women-Led MSMEs of West Bengal, Odisha and Bihar; 2022-2024; National Commission for Women, Government of India, Department of MBA, BU. The overall view of the University indicates the improvement and movement toward the initiation of gender friendly campus in the future.

| File Description | Document |
|---|-------------------------------|
| Upload any additional information | View Document |
| Provide the link for additional information | View Document |

7.1.2

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

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment
6. Wind mill or any other clean green energy

Response: B. Any 3 of the above

| File Description | Document |
|--|-------------------------------|
| Permission document for connecting to the grid from the Government/ Electricity authority. | View Document |
| Institutional data in the prescribed format (data template) | View Document |
| Geo-tagged photographs of the facilities. | View Document |
| Bills for the purchase of equipment's for the facilities created under this metric | View Document |

7.1.3

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

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **e-Waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

The University of Burdwan maintains a proper disposal system for biodegradable solid waste. Solid waste is collected and disposed of systematically at our University's Crop Research and Seed Multiplication Farm (CRSMF). A Farm management team monitors the waste disposal management at the University Farm and ensures that solid and liquid waste is adequately collected, treated, and disposed of. To dispose of electronic waste (e-waste), a functional system includes collecting, storing, and disposing of electronic waste (e-waste). At regular intervals, the E-waste Committee issues notifications informing the Departments and Administrative sections of the requirement for the disposal of e-waste. Based on the data on e-waste available from different Departments and Administrative units, the members of the E-waste Committee inform the Estate Department to collect the electronic waste. The Estate Department sends hired laborers to those Departments and Administrative sections where e-waste is stored, collected, and transported by the hired labourers to the designated e-waste dumping center. The e-waste dumping centre stores defunct machines, non-functional computers, and accessories. The University authority liaises with WEBEL, a Government agency, to effectively dispose of the stored e-waste at the dumping centre. Personnel from WEBEL visit the university dumping center regularly to collect and transport the e-waste to a place (outside the university premises) where it is properly processed and disposed of.

There is a sewage treatment plant at the Golden Jubilee Building. The treatment process in this plant is wholly based on the Extended Aeration Activated Sludge Process that includes a diffused aeration system followed by a Tube Settler and a Tertiary Filtration Unit. After this exclusive treatment, the water is discharged into a nearby sewer pipe, and this processed water is often used in the garden for watering plants and flowers or flushing the toilets. Our University also has an effective system for dealing with hazardous chemicals and radioactive waste management. To properly dispose of hazardous chemical wastes, the Department of Chemistry maintains a sound system

of waste management facilities. To deal with biomedical and chemical wastes, the Department of Chemistry constantly monitors such research works where hazardous chemicals are used, and this monitoring system is performed under the strict surveillance of the Institutional Biosafety Committee (IBSC, BU) chaired by the Honourable Vice-Chancellor, The University of Burdwan. The IBSC is entrusted to monitor the decontamination of chemical waste and the disposal of hazardous chemicals. Thus, the waste management system on the university premises has adequately maintained a healthy environment conducive to academic excellence.

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

7.1.4

Water conservation facilities available in the Institution:

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

Response: A. Any 4 or more of the above

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format (data template) | View Document |
| Green audit reports on water conservation by recognised bodies | View Document |
| Geo-tagged photographs of the facilities. | View Document |
| Bills for the purchase of equipment's for the facilities created under this metric. | View Document |

7.1.5

Green campus initiatives include

Describe the Green campus initiative of the institution including Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic, landscaping with trees and plants etc in 500 words

Response:

The landscaping of the University Campus, with trees, plants, and vegetation, was planned by Hooker and others (W. J. Hooker, 1849; J. D. Hooker, 1855; S. R. Lethbridge, 1900; J. L. Taylor, 2008). Taxonomists W. J. Hooker and J. D. Hooker visited the 'Dilkusha Gardens' and 'Dar-ul-Bahar' of Burdwan Rajahs. The Dilkhusa Gardens has been transformed into today's Golapbag Campus. The plants and trees mentioned by Hooker f., are present today viz., *Lagerstroemia speciosa* (L.) Pers. (giant crepe-myrtle, Queen's crepe-myrtle, banabá plant, or pride of India) is a native to tropical southern *Casuarina equisetifolia* L., several individuals of *Swietenia mahagoni* (L.) Jacq etc.

The Golapbag Campus, has a distinct pattern of landscaping covered with different angiosperm tree species. Certain trees or groups of trees represent other parts of the campus. Distinct patterns are as follows: The guard wall of *Pongamia* is located in front of the Golapbag Campus, outside the Lahar, and is in an intermediate position between the Rabindranath Tagore Gateway and Swami Vivekananda Gateway. Devdaru Avenue is present throughout the Golapbag Campus (inner side of the Lahar/canal), and more than 380 Devdaru plants surround the entire campus. Gregarious Mehogany is present in front of the old Composite building and the surroundings, making the campus more green and playing a significant role in the carbon budget of the ecosystem. Ashok Bon or 'Ashok Kunja' are present in Golapbag Campus. The first patch is situated eastward of the University auditorium around the pond, and the other patch is around the pond in front of the old composite building. All the plants are mature, but very few set fruits, probably because of the reproductive polymorphism of the species. Beautiful Bignonias are located in the Northern part (extended to the 'Ashok Kunja' in front of the university auditorium) and the southern part of the old composite building (extended to the old Statistics building). 'Hawa-Mahal', the medicinal plant species conservatory, is situated in front of the Department of Botany, and it is also called the 'Rose- garden' of Burdwan Rajas, after which the campus was named 'Golapbag,' the home of more than a thousand of traditional rose varieties and cultivars. Still, the island is the campus treasure and nurtures over a hundred rose cultivars, mainly in winter. In addition, the island conserves more than 50 species of essential indigenous medicinal plants. The Botanical Garden, Department of Botany, houses several less-known species not present elsewhere in the Golapbag Campus.

The plantation programmes are organised to replace dead plant species with saplings. During the COVID-19 period, in front of the Central Library was a rain tree, *Samanea Saman* (Jacq.) Merr. (native to South America) died due to a fungal infection. The area is now occupied by saplings of the native *Peltophorum pterocarpum* (DC.) Backer ex K. Heyne. Several saplings have nearly completely grown Devdaru plants, i.e., *Monoon longifolium* (Sonn.) B.Xue & R.M.K. Saunders with *Dalbergia lanceolaria* L.f. plants are also present with mature *Monoon longifolium* plants.

| File Description | Document |
|---|-------------------------------|
| Policy document on the green campus/plastic free campus. | View Document |
| Institutional data in the prescribed format (data template) | 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 |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

7.1.6

Quality audits on environment and energy are regularly undertaken by the institution

The institutional environment and energy initiatives are confirmed through the following

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

Response: C. Any 2 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 |
| Institutional data in the prescribed format (data template) | View Document |
| Green audit report of all the years from recognized bodies | View Document |
| Certificates of the awards received from recognized agency (if any). | View Document |

7.1.7

The Institution has Differently-abled (Divyangjan) friendly, barrier free environment

Write description covering the various components of barrier free environment in your institution in maximum of 500 words

- **Built environment with Ramps/lifts for easy access to classrooms**
- **Divyangjan friendly washrooms**
- **Signage including tactile path, lights, display boards and signposts**
- **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
- **Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response:

The administrative and academic campuses of the University of Burdwan are designed so that differently-abled people can quickly move from one part of the campus to the other. Students coming to the University on wheelchairs can easily access the ramps located on the ground floors of almost all the Departments. Through these ramps and the elevators installed in multi-storeyed buildings, differently-abled students can reach their respective classrooms and laboratories to study and research. Ramps are available in the Hindi, Bengali, Botany, Business Administration, Chemistry, Geography, Law, Mathematics, Physics, Statistics, USIC, Zoology, and CSIED departments. Apart from these Departments, ramps are available on the Old Humanities Building, Composite Building, and Central Library ground floors. Elevators are

installed in multi-storeyed buildings such as Old Humanities and Composite Building. The ramp is available on the ground floor of the Controller of Examinations, B.U., and differently-abled students regularly use it on the administrative campus. Disabled-friendly washrooms are on each floor of the Golden Jubilee Building (new administrative building), and non-teaching staff and students use them.

Throughout the campus, different display boards are fixed to help students and visitors locate the places they want to visit. While conducting semester examinations, the Controller of Examinations ensures that differently-abled students are allotted extra time to complete their answer scripts. In the case of blind candidates, scribes are deputed to write answers in the answer scripts. This method of providing extra time for differently-abled candidates and deputing a writer (scribe) for blind candidates has been meticulously followed during the last five years. The Controller of Examinations keeps a record of such candidates. Our University addresses the needs of blind students by providing them with a convenient teaching-learning ambience. Screen-reading software such as Dolphin Screen Reader and Voice Over is installed in the Department of Computer Science seminar library. This software helps blind students to read books independently, enabling them to learn the art of reading and gain knowledge. Our University plans to install this software on some of the computers in the Central Library so that blind students can read books without seeking help from others. Thus, the overall scenario at the academic Departments and the administrative sections is conducive to the growth of learning for the differently-abled students. The institution has taken the initiative to provide a proper teaching-learning environment for these students.

| File Description | Document |
|----------------------------|-------------------------------|
| Upload supporting document | View Document |

7.1.8

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

Response:

The University of Burdwan's NSS unit has organized regular events to promote an inclusive environment and celebrate cultural, regional, and linguistic diversity. The celebration of World Environment Day on

20.06.2022 exemplifies the necessary initiatives taken by the NSS unit to promote environmental-friendly activities. Almost 95 students participated in this event and organised a rally to make the local people aware of the need to conserve the environment. This rally aimed to raise the local people's consciousness about environmental degradation and pollution issues. Volunteers of the NSS unit performed a short street play focusing on creating a Plastic-free society. On the same day (i.e., 20.06.2022), a tree plantation drive was organized by the NSS unit to include the administrators, academics, and students in this drive. Almost 56 NSS volunteers participated in this plantation program. The Honourable Vice-Chancellor, the Honourable Pro-Vice-Chancellor, the Registrar, and some faculty members were present during the tree plantation drive. The NSS unit adopted an inclusive approach to sensitize the university fraternity and the residents to the need to protect the environment. A Street Drama on Cyber Awareness was jointly organized by the NSS unit and the Department of Mass Communications, The University of Burdwan, in collaboration with Purba Bardhaman District Police from 06.08.2023 to 13.08.2023. This week-long awareness programme aims to educate the local people about various cyber crimes and ways to deal with such crimes. While watching the street drama, audiences were provided with brochures about seeking legal assistance in cases related to cyber crimes and accessing support services for victims of cybercrime. Volunteers of the NSS unit, students and faculty of the Department of Mass Communications, and administrators of Purba Bardhaman District Police encouraged the local masses to think seriously about some of the vital issues connected to cyber practices and threats. Performing a street play is a platform for building cultural and regional harmony as people from various cultures and regions of the district are included in a space meant to exchange ideas and information. Another significant event the NSS unit organizes in collaboration with the Rotary Club is the National Youth Day Celebration. This event, organized on 12.08.2022, witnessed the celebration of the spirit and energy of the youth. Almost 130 NSS volunteers participated in this event, and a cycle rally was organised to promote good health, environmental sustainability, and youth empowerment. The cycle rally allowed the participating volunteers to connect with society and encourage people to adopt a healthy lifestyle. Thus, this event is a good initiative in building communal, cultural, and regional harmony.

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

7.1.9***Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens***

Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.

Response:

At the University of Burdwan, we believe in giving holistic, all-around education to the students, and sensitizing students to our constitutional rights, values, duties, and responsibilities is one of the primary educations given at the University through various means. Students and employees of the institution are sensitized to constitutional obligations and values through curriculum and extra-curricular activities. The University has incorporated a compulsory paper on the Constitution of India, Human Rights, environmental law, and Professional ethics at the LL.B Degree level to create awareness and sensitize the students to constitutional obligations. The course on Environment Law gives the students insight into Environment Acts, Wildlife Protection Acts, Forest Acts, global environmental concerns, etc. The course on human rights in LLB and LL.M course curriculum sensitizes the students to the human rights of vulnerable groups like LGBTQ, minorities, women, and children and inculcates human values among the students.

The University, through its HRDC, Science departments, Law Departments, and other Humanities departments, conducts seminars and workshops regularly, especially on days of national importance on various rights, duties, and responsibilities of citizens to develop scientific temper, values, and ethics, humanism, and spirit of inquiry, which is one of the essential fundamental duties provide in Article 51 A of the Constitution. Seminars on rights to Information, environment protection, Human rights, Protection from Sexual Harassment, and Gender Equity are conducted periodically.

The University, through its law department, regularly conducts legal aid and awareness programs to provide free legal aid and legal counseling to the poor and needy, which is one of the Directive Principles of State Policies as provided in Part IV of the Constitution of India.

Every year, Republic Day is celebrated on 26 January by organizing activities highlighting the importance of the Indian Constitution. Independence Day is also celebrated yearly to highlight the struggle of freedom fighters and to inculcate the spirit of patriotism among

the university's students and employees.

The University conducts awareness programs to protect and improve the natural environment, one of the fundamental duties enshrined in Article 51 A of the Constitution of India. Students have taken up many cleanliness drives inside the campus and in nearby villages, considering it a responsibility of every citizen. The students have also taken up plantation drives to provide a clean and green environment for all. Swatch Bharat Abhiyan has also been an important initiative taken up by the University.

Statues of eminent personalities like Swami Vivekananda, Shri Rabindranath Tagore, Dr. Br Ambedkar, Acharya Jagdish Chandra Bose, etc., have been erected at different locations of the campus to inspire the students and staff to the great ideals laid down by these scientists, freedom fighters and reformers. The University has commemorated various special occasions like the 125th Anniversary of the Historical Chicago speech of Swami Vivekananda, ! the 50th Birth Anniversary of Mahatma Gandhi, the Birth Bicentenary of Pandit Ishwar Chandra Vidyasagar, etc., to make students and staff aware of the sacrifices made by these eminent personalities for the country.

| File Description | Document |
|--|-------------------------------|
| Any other relevant information | View Document |
| Details of activities that inculcate values necessary to nurture students to become responsible citizens | View Document |

7.1.10

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

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

Response: B. Any 3 of the above

| File Description | Document |
|--|-------------------------------|
| Report on the student attributes facilitated by the Institution | View Document |
| Policy document on code of ethics. | View Document |
| Institutional data in the prescribed format (data template) | View Document |
| Handbooks, manuals and brochures on human values and professional ethics | View Document |
| Document showing the Code of Conduct for students, teachers, governing body and administration as approved by the competent authority. | View Document |
| Constitution and proceedings of the monitoring committee. | View Document |
| Circulars and geo-tagged photographs with date and caption of the activities organized under this metric for teachers, students, administrators and other staff. | View Document |

7.2 Best Practices

7.2.1

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

Response:

Two best practices which have contributed to better academic and administrative functioning of the university

1) Best Practice 1: Fostering Inclusive Participation and Empowering Communities

The university, through three of its units, the P.N. Bhaduri Crop Research and Seed Multiplication Farm (PNBCRSMF), Lifelong Learning Centre, and the Binoy Krishna Choudhury Rural Technology Centre (BKRTC) aims to foster and promote the participation of university staff and people from outside the university. This serves to strengthen the university community and the communities living nearby.

1.1 Objectives of Best Practice 1:

- 1.To encourage field-based research related to these projects
- 2.To continue to run successful seed programmes for paddy, mustard, gram, lentil, and moong at the PNBCRSMF
- 3.To improve the quality of life through enhancement of education, knowledge, and life skill development
- 4.To organize workshops that provide hands-on training in areas such as agriculture, aquaculture, and management of solid waste and e-waste

1.2 The Context for Best Practice 1:

The CRSMF of Burdwan University, a crop research farm with an area of 10.5 hectares of cultivated land, is situated on the Tarabag Campus.

The Department of Lifelong Learning, earlier known as the Department of Adult Continuing Education and Extension (ACE & E), started functioning in 1980. The Yoga Centre of the University was incorporated in this department in 2001. In 2010, the ACE & E and PERC were jointly renamed the Department of Lifelong Learning.

The Binoy Krishna Choudhury Rural Technology Centre (RTC) seeks to provide hands-on training in agriculture, aquaculture, and solid waste and e-waste management.

1.3 The Practice (Best Practice 1):

The CRSMF seeks to conserve the germplasm of traditional rice cultivars and mangoes and promote research activities related to cereals, oils, seeds, pulses, and horticultural plants. Producing foundation and certified cereals, oil seeds, pulses and vegetables is another essential practice. It organizes regular seminars and workshops to provide technical assistance, guidance, and advice to the local farmers regarding the scientific management of cereal, pulse, oils, and vegetable seed production in light of current developments in the agricultural scenario.

The Department of Lifelong Learning conducts different need-based, job-oriented, independent, and collaborative teaching programmes for various categories of students irrespective of their sex, age, and academic qualification.

The workshops organized by the Binoy Krishna Choudhury Rural

Technology Centre (BKCRTC) to provide hands-on training in agriculture, aquaculture, and management of solid waste and e-waste include lectures by eminent scientists and interactive sessions.

1.4 Evidence of Success (Best Practice 1):

Four research projects on Crop Physiology & Phytochemistry, one on Greenhouse Gas Emissions and Carbon Sequestration, and three on plant-insect interaction were undertaken at CRSMF from 2018-2019 to 2023-2024. Fifty-six research papers/review articles were published. Seventeen Research Fellows from India and abroad obtained Ph.D degrees. Currently, the farm produces over 100 traditional rice cultivars. The average annual production of paddy seed between 2019-20 and 2023-24 has been 615.48 quintals, that of mustard seed has been 2.24 quintals, and that of potato seed has been 86.83 quintals. Several varieties of vegetables have been introduced.

Students, including retired persons, who had enrolled at the Centre for Lifelong Learning have submitted their feedback, saying that they have benefitted enormously from the classes.

The workshops and hands-on training organized by the Binoy Krishna Choudhury Rural Technology Centre (BKCRTC) have produced successful mushroom cultivation and fish farming entrepreneurs.

2) Best Practice 2: Preservation of Ecosystems and Sustainable Resource Management:

The University has made serious efforts to preserve the Krishnasayar Eco garden and the floor or moat around the Golapbag campus and to ensure carbon neutrality and effective water resource management. Measuring the green cover on the campus with the aid of the Normalized Difference Vegetation Index (NDVI) is also among the university's significant priorities.

2.1 Objectives of Best Practice 2:

- 1.To conserve the diversity of flora and fauna on the university campuses
- 2.To ensure carbon neutrality / balance through carbon sequestration
- 3.To promote and ensure the preservation of effective use of water bodies such as the one in Krishnasayar and the lahar or moat surrounding the Golapbag campus
- 4.To propagate the cultivation of medicinal plants

2.2 The Context for Best Practice 2:

The sites such as Rajbati (Mehtab Manzil), Udaykanan, Krishnasayer, and Tarabag boast of some very old trees, large water bodies, lush greenery, and an abundance of flora and fauna preserve the ecosystem of the campus. The water bodies host several species of migratory birds in winter. Twenty species of Bryophytes, twenty species of Pteridophytes, twenty species of Gymnosperms, and over four hundred species of Angiosperms are carefully preserved.

2.3 The Practice (Best Practice 2):

The university conducts awareness programmes for its staff regarding the preservation of the ecosystem on the campus and sustainable management of natural resources. The Institutional Biosafety Committee has prepared and posted a Biosafety and Laboratory Disposal Guideline on the university website.

The university has a rainwater harvesting unit. Projects related to environmental issues, sponsored by national funding agencies and NGOs, have been undertaken. The university has also been recognized as a "no-plastic zone."

The Department of Environmental Science has conducted a carbon footprint analysis of the Golapbag campus and it has been found that the carbon sequestration rate against emission from using electricity, computers, and vehicles is 15,233.03 kg CO₂ per day.

2.4 Evidence of Success (Best Practice 2):

The plantation programmes on the campus have been successfully carried out. The university has undertaken programmes to plant fruit trees that attract birds, bees, etc. The university has a mechanism for reviewing periodical monitoring of tree species.

Quantity of e-waste generated: 100 tonnes of e-waste are generated annually. Unused computers, printers, electronic wastes and cartridges are disposed of through authorized agents.

The University has successfully published the first Sustainability Report for the Financial Year 2023-2024. The carbon balance sheet in this report reveals that the institute's total carbon sequestration from plants is 11124.44 tonnes CO₂ eq. year⁻¹ and positive net sequestration is 10981.59 tonnes CO₂ eq. year⁻¹.

| 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:

Introduction

The University of Burdwan, a prestigious institution in West Bengal, stands out for its rich history and commitment to stakeholder engagement. It represents institutional distinctiveness through its rich heritage, advanced research facilities, environmental sustainability, and commitment to inclusivity and community engagement. These attributes collectively support its teaching, learning, research, and social responsibility mission.

The University's distinctive features accentuate its reputation, impact on society, and role in acquiring and disseminating knowledge. Below is an exploration of how these distinctive attributes—heritage, museum and art gallery, planetarium, student profile, crop research and seed multiplication farm, biodiversity, carbon neutrality, global navigation satellite system, and health centre—are accentuated.

Heritage

The University of Burdwan's rich heritage is inseparable from its academic and cultural environment. The Golapbag Campus has its roots in the Dilkhusha Gardens and the Dar-ul-Bahar of the Burdwan Rajahs. This carefully preserved heritage over two centuries is essential to the university's identity and inspires learning and research in a congenial environment. The university's heritage and its current educational mission are inextricably linked. This connection powerfully demonstrates how the past shapes and influences present-day academic endeavours.

Museum and Art Gallery

The University's museum, established in 1965, houses an excellent collection of archaeological artefacts. Its 1918 documented antiquities serve as a valuable educational resource for students and researchers. This focus on preserving and showcasing historical artefacts reflecting the ancient culture of Radha (South-Eastern Bengal) agrees with the University's broader mission of promoting knowledge and appreciation of regional history and culture. The primary objective of the University museum is to make history accessible and relevant to present-day learners.

Planetarium

The Meghnad Saha Planetarium of The University of Burdwan is another distinctive feature. As a digital planetarium with an 8.5-meter dome and a seating capacity of 90, it has an annual visitor footfall of approximately 25,000. The planetarium augments the learning experience in astronomy and space sciences. The fact that it draws visitors from various parts of West Bengal reflects the University's commitment to extending its educational reach beyond the University campus and the University's successful interweaving of education with public engagement. Moreover, the planetarium epitomizes the university's sincere attempt to foster a culture of scientific inquiry among students and the general public.

Student Profile

The University admits a broad cross-section of students from urban, suburban, and rural backgrounds. A significant proportion of students are first-generation learners. This diversity in intake reflects the University's commitment to making higher education accessible to all aspirants, irrespective of socioeconomic background. This feature agrees with NAAC's emphasis on inclusivity and equity in education and reflects the university's efforts to live up to its responsibilities towards society.

P.N. Bhaduri Crop Research and Seed Multiplication Farm (CRSMF)

Established in 1965 by renowned geneticist Professor Param Nath Bhaduri, the CRSMF has been a centre for research in various agricultural disciplines, bearing testimony to the University's commitment to research for community development. The farm's activities, such as research on cereals, oilseeds, pulses, and horticultural plants and the production of foundation and certified seeds, are evidence of the University's role in promoting agricultural science and sustaining local farming. The University's commitment to community engagement is borne out by the seminars and workshops that are regularly organized to educate local farmers. The CRSMF's focus on organic farming, biodiversity conservation, and environmental

sustainability underscores the University's recognition and appreciation of contemporary global challenges.

Biodiversity

With their rich biodiversity, the University of Burdwan's campuses form a thriving laboratory for students and researchers. The old trees and lush greenery support various flora and fauna, including migratory birds that flock to the large water bodies in the winter. The University's campus management practices prioritize open space and green areas and help preserve this biodiversity. This demonstrates the University's efforts towards ecological stewardship and environmental sustainability, which are crucial aspects of its distinctiveness and align with NAAC's emphasis on environmental consciousness and responsibility.

Carbon Neutrality

The University of Burdwan's commitment to carbon neutrality is pioneering in West Bengal and India. The Department of Environmental Science's carbon footprint analysis of the Golapbag campus, which assesses the balance between carbon sequestration and emissions, reflects the University's proactive approach to environmental sustainability. Campus greenery contributes meaningfully to carbon sequestration, making the University a pioneer in ecological conservation within academia and a model for other institutions.

Global Navigation Satellite System (GNSS)

The cutting-edge research facilities offered by the GNSS Laboratory, Burdwan (GLB) at the University bridges technological and social relevance. The GLB's integration of India's satellite-based positioning system, NavIC, with IoT and GIS for agricultural monitoring is a remarkable example of the University's use of advanced technology to address real-world challenges. The development of a low-cost hardware-software solution for maritime safety, particularly for fishermen facing potential risks like high tides and cyclones, underscores the University's application of research to social requirements. The GNSS laboratory's research initiatives align with NAAC's emphasis on innovation, research, and societal impact.

Health Centre

The University's Health Centre offers essential medical services to students, staff, and their families, indicating the institution's commitment to the well-being of its community. Outdoor services and free medicines are provided to various beneficiaries, including retired employees. The Health Centre's activities align with the

University's social responsibility mission and constitute a crucial aspect of institutional distinctiveness.

Conclusion

The University of Burdwan's institutional distinctiveness is evident in its rich heritage, commitment to research, and focus on community engagement. Each of the University's distinctive features—heritage, museum and art gallery, planetarium, diverse student profile, crop research farm, biodiversity, carbon neutrality, GNSS laboratory, and health centre—reflects its dedication to excellence in teaching, learning, research, and social commitment. These attributes characterize the institution and position it as a leader in higher education in the state, contributing to advancing knowledge and improving society. The distinctiveness is "Heritage-Oriented Distinctiveness coupled with Excellence in Teaching, Learning, Research and Social Commitment."

| File Description | Document |
|--|-------------------------------|
| Appropriate webpage in the Institutional website | View Document |
| Any other relevant information | View Document |

5. CONCLUSION

Additional Information :

1. University implemented other Quality initiative programmes involving faculty members, research scholars and students and other stakeholders relating to Entrepreneurship, Research Ethics and IPR.
2. University implemented Sensitization of faculty members for curriculum design at the UG level in line with the National Education Policy (NEP) 2020 curriculum.
3. A comprehensive approach towards students' feedback on curriculum and other aspects and actions therein.
4. Strengthening the activities of CIESD towards innovation, entrepreneurship and skill development, resulting in tangible outcome like formation of two startup companies - Sanjibani Botanicals (OPC) Private Limited and NaviTro Consultancy and Services OPC Private Limited
5. Undertaking activities as delineated in the strategic plan, like preparation for conducting Academic Audit, Green Audit, etc.
6. Sustained commitment in promoting and recognizing research activities by conferring Burdwan University Research Excellence Award for faculty members and research scholars.
7. University introduced Electoral Literacy Club as a measure to disseminate electoral knowhow and constitutional obligations of the country.

Concluding Remarks :

The University of Burdwan, with its robust administrative structure and academic activities in devotedly working for more than six decades for the cause of higher education, particularly in the Rarh districts of West Bengal. The University, with its own 39 PG departments and 74 affiliated colleges with 19 post graduate programmes, engaged in higher education with more fifty thousand students every year. The University also left imprints in research activities with significant number of sponsored projects, patents, MoUs, peer reviewed publications, consultancies and extensive extension work. The University exhibits heritage-oriented distinctiveness coupled with excellence in teaching, learning and social activities. The University also has salient achievements in sports, health welfare services and environmental sustainability practices. In the present background University is confident in marching ahead inspite of defined constraints for the cause of higher education.

6.ANNEXURE

1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-----------|--|---------|---------|---------|---------|---------|------|------|------|------|-----|---------|---------|---------|---------|---------|------|------|------|------|-----|---------|---------|---------|---------|---------|--|--|--|--|--|
| 1.3.2 | <p>Number of certificate/value added courses/Diploma Programme offered by the institutions and online courses of MOOCs, SWAYAM/e Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years</p> <p>Answer before DVV Verification : 4 Answer After DVV Verification :4</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.4.1 | <p>Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:</p> <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</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2.1.2 | <p>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</p> <p>2.1.2.1. Number of actual students admitted against the reserved categories in the first year of the programme year-wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>1386</td> <td>1222</td> <td>1319</td> <td>1212</td> <td>990</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>1366</td> <td>1155</td> <td>1184</td> <td>1107</td> <td>791</td> </tr> </tbody> </table> <p>2.1.2.2. Total number of seats earmarked for reserved category as per GOI or State Government rule year-wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 1386 | 1222 | 1319 | 1212 | 990 | 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 1366 | 1155 | 1184 | 1107 | 791 | 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | | | | | |
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1386 | 1222 | 1319 | 1212 | 990 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1366 | 1155 | 1184 | 1107 | 791 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2.4.2 | <p>Percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt. during the last five years</p> <p>2.4.2.1. Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt Superspecialist during the last five years Answer before DVV Verification : 199 Answer after DVV Verification: 198</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Remark : The link provided by the HEI is not working, and DVV cannot verify the data.

| 2.4.3 | <p>Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)</p> <p>2.4.3.1. Total teaching experience of full-time teachers as of latest completed academic year Answer before DVV Verification : 3198 Answer after DVV Verification: 3198</p> | | | | | | | | | | | | | | | | | | | | |
|---------|---|---------|---------|---------|---------|---------|---|-----|---|---|---|---------|---------|---------|---------|---------|---|---|------|---|---|
| 3.1.2 | <p>The institution provides seed money to its teachers for research (average per year)</p> <p>3.1.2.1. Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs) Answer before DVV Verification:</p> <table border="1" data-bbox="304 707 1046 842"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>3.0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 920 1046 1055"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0.96</td> <td>0</td> <td>0</td> </tr> </tbody> </table> | 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 0 | 3.0 | 0 | 0 | 0 | 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 0 | 0 | 0.96 | 0 | 0 |
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | | | | | | | | | | | | | | | | | |
| 0 | 3.0 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | |
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | | | | | | | | | | | | | | | | | |
| 0 | 0 | 0.96 | 0 | 0 | | | | | | | | | | | | | | | | | |
| 3.1.3 | <p>Percentage of teachers receiving national / international fellowship / financial support by various agencies for advanced studies / research during the last five years.</p> <p>3.1.3.1. Number of teachers who received national/ international fellowship/financial support from various agencies, for advanced studies / research; year-wise during the last five years Answer before DVV Verification : 36 Answer after DVV Verification: 17</p> | | | | | | | | | | | | | | | | | | | | |
| 3.1.4 | <p>Percentage of JRFs, SRFs among the enrolled PhD scholars in the institution during the last five years</p> <p>3.1.4.1. The Number of JRFs, SRFs among the enrolled PhD scholars in the institution during the last five years Answer before DVV Verification : 553 Answer after DVV Verification: 57</p> <p>3.1.4.2. Number of PhD Scholars enrolled during last five years Answer before DVV Verification : 676</p> | | | | | | | | | | | | | | | | | | | | |
| 3.2.1 | <p>Total Grants research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification : 4582.33756 Answer After DVV Verification :1468.38</p> | | | | | | | | | | | | | | | | | | | | |

| | |
|-------|---|
| 3.2.2 | <p>Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years</p> <p>3.2.2.1. Number of research projects funded by government and non-government agencies during the last five years Answer before DVV Verification : 132 Answer after DVV Verification: 274</p> |
| 3.3.2 | <p>Total number of awards received for <i>research/innovations</i> by institution/teachers/research scholars/students during the last five years</p> <p>Answer before DVV Verification : 169 Answer After DVV Verification :02</p> |
| 3.4.1 | <p>The institution ensures implementation of its stated Code of Ethics for research</p> <p>The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following:</p> <ol style="list-style-type: none"> 1. Inclusion of research ethics in the research methodology course work 2. Presence of institutional Ethics committees (Animal, chemical,bio-ethics etc.,) 3. Plagiarism check through software 4. Research Advisory Committee <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has updated the data as per the HEI clarification response.</p> |
| 3.4.2 | <p>Total number of Patents awarded during the last five years</p> <p>Answer before DVV Verification : 12 Answer After DVV Verification :12</p> |
| 3.4.4 | <p>Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years</p> <p>3.4.4.1. Number of research papers published in the Journals as notified on UGC CARE list during the last five years Answer before DVV Verification : 3443 Answer after DVV Verification: 3441</p> |
| 3.4.5 | <p>Number of books and chapters in edited volumes published per teacher during the last five years</p> <p>3.4.5.1. Total Number of books and chapters in edited volumes published during the last five years Answer before DVV Verification : 555 Answer after DVV Verification: 452</p> |
| 3.4.6 | <p><i>E-content is developed by teachers :</i></p> |

1. For e-PG-Pathshala
2. For CEC (Under Graduate)
3. For SWAYAM
4. For other MOOCs platform
5. Any other Government initiative
6. For institutional LMS

Answer before DVV Verification : B. Any 4 of the above

Answer After DVV Verification: B. Any 4 of the above

3.5.1 **Revenue generated from consultancy and corporate training during the last five years**

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

Answer before DVV Verification:

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 5728777 | 4573532 | 4553322 | 5603903 | 6045809 |

Answer After DVV Verification :

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 57.2 | 45.7 | 45.5 | 56.0 | 60.4 |

3.7.1 **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 :16

Remark : As per documents the value updated

4.1.2 **Percentage of expenditure excluding salary, for infrastructure development and augmentation year wise 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:

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|-----------------|---------|---------|-----------------|---------|
| 381.6772 278 | 814.71 | 680.46 | 1030.154 377 | 1898.97 |

Answer After DVV Verification :

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 316.94 | 624.24 | 434.98 | 860.33 | 1662.26 |

| 4.2.2 | <p>Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years</p> <p>4.2.2.1. Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>3.05631</td> <td>52.83</td> <td>45.90</td> <td>6.16224</td> <td>28.82</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>3.05</td> <td>52.83</td> <td>45.90</td> <td>7.00</td> <td>28.82</td> </tr> </tbody> </table> | 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 3.05631 | 52.83 | 45.90 | 6.16224 | 28.82 | 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 3.05 | 52.83 | 45.90 | 7.00 | 28.82 |
|-----------------|---|---------|-----------------|---------|---------|---------|-----------------|---------|--------|-----------------|---------|---------|---------|---------|---------|---------|-------|--------|-------|--------|--------|
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | | | | | | | | | | | | | | | | | |
| 3.05631 | 52.83 | 45.90 | 6.16224 | 28.82 | | | | | | | | | | | | | | | | | |
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | | | | | | | | | | | | | | | | | |
| 3.05 | 52.83 | 45.90 | 7.00 | 28.82 | | | | | | | | | | | | | | | | | |
| 4.3.3 | <p>Institution has the following Facilities for e-content development and other resource development</p> <ol style="list-style-type: none"> 1. Audio visual center, mixing equipment, editing facilities and Media Studio 2. Lecture Capturing System(LCS) 3. Central Instrumentation Centre 4. Animal House 5. Museum 6. Business Lab 7. Research/statistical database 8. Moot court 9. Theatre 10. Art Gallery 11. Any other facility to support research <p>Answer before DVV Verification : A. Any 7 or more of the above Answer After DVV Verification: A. Any 7 or more of the above</p> | | | | | | | | | | | | | | | | | | | | |
| 4.4.1 | <p>Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years</p> <p>4.4.1.1. <i>Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year - wise during the last five years (INR in lakhs)</i></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1697 1046 1872"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>934.1166 103</td> <td>1551.10</td> <td>903.30</td> <td>1151.772 463</td> <td>2316.82</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1951 1046 2085"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>44.58</td> <td>157.95</td> <td>75.04</td> <td>157.39</td> <td>186.73</td> </tr> </tbody> </table> | 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 934.1166 103 | 1551.10 | 903.30 | 1151.772 463 | 2316.82 | 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 44.58 | 157.95 | 75.04 | 157.39 | 186.73 |
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | | | | | | | | | | | | | | | | | |
| 934.1166 103 | 1551.10 | 903.30 | 1151.772 463 | 2316.82 | | | | | | | | | | | | | | | | | |
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | | | | | | | | | | | | | | | | | |
| 44.58 | 157.95 | 75.04 | 157.39 | 186.73 | | | | | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | | | | | | | | |
|---------|--|---------|---------|---------|---------|---------|----|---|---|---|---|---------|---------|---------|---------|---------|---|---|---|---|---|
| 5.1.4 | <p>The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above Remark : DVV has updated the data as per the HEI clarification response.</p> | | | | | | | | | | | | | | | | | | | | |
| 5.3.1 | <p><i>Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national/international events (award for a team event should be counted as one) during the last five years</i></p> <p>5.3.1.1. Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/ national/international level (award for a team event should be counted as one) year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 987 1046 1122"> <tr> <td>2023-24</td> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> </tr> <tr> <td>10</td> <td>8</td> <td>8</td> <td>4</td> <td>7</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1200 1046 1335"> <tr> <td>2023-24</td> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> </tr> <tr> <td>0</td> <td>2</td> <td>0</td> <td>0</td> <td>0</td> </tr> </table> | 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 10 | 8 | 8 | 4 | 7 | 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 0 | 2 | 0 | 0 | 0 |
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | | | | | | | | | | | | | | | | | |
| 10 | 8 | 8 | 4 | 7 | | | | | | | | | | | | | | | | | |
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | | | | | | | | | | | | | | | | | |
| 0 | 2 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | |
| 5.3.3 | <p>The institution conducts / organizes following activities:</p> <ol style="list-style-type: none"> 1. Sports competitions/events 2. Cultural competitions/events 3. Technical fest/Academic fest 4. Any other events through Active clubs and forums <p>Answer before DVV Verification : A. All four of the above Answer After DVV Verification: B. Any three of the above</p> | | | | | | | | | | | | | | | | | | | | |
| 6.2.2 | <p>Institution implements e-governance in its operations. e-governance is implemented covering the following areas of operations:</p> <ol style="list-style-type: none"> 1. Administration including complaint management 2. Finance and Accounts 3. Student Admission and Support 4. Examinations | | | | | | | | | | | | | | | | | | | | |

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

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

Answer before DVV Verification:

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 3 |

Answer After DVV Verification :

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

Remark : DVV has updated the data as HEI has not provided any supporting documents that shows financial support to attend conferences/workshops and towards membership fee of professional bodies.

6.3.3 Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years

6.3.3.1. Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/ Management Development Programs (MDP) during the last five years

Answer before DVV Verification:

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 73 | 50 | 39 | 52 | 32 |

Answer After DVV Verification :

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 42 | 23 | 26 | 28 | 19 |

Remark : Data updated after considering the faculty attended more than one FDP in an academic year only once.

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

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

Answer before DVV Verification:

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------------|---------------|---------------|---------------|---------|
| 604.4798 8 | 420.9611 4 | 413.6924 8 | 383.5901 6 | 1132.90 |

Answer After DVV Verification :

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 100.75 | 48.61 | 0 | 0 | 25.45 |

Remark : DVV has updated the data only for development and maintenance of infrastructure only.

6.5.2 Institution has adopted the following for Quality assurance:

1. **Academic and Administrative Audit (AAA) and follow up action taken**
2. **Conferences, Seminars, Workshops on quality conducted**
3. **Collaborative quality initiatives with other institution(s)**
4. **Orientation programme on quality issues for teachers and students**
5. **Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc**
6. **Any other quality audit recognized by state, national or international agencies**

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

Answer After DVV Verification: B. Any 4 of the above

Remark : DVV has updated the data as per the HEI clarification response.

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

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment
6. Wind mill or any other clean green energy

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

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

7.1.4 Water conservation facilities available in the Institution:

1. **Rain water harvesting**
2. **Borewell /Open well recharge**
3. **Construction of tanks and bunds**
4. **Waste water recycling**

5. Maintenance of water bodies and distribution system in the campus

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

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

| | |
|--------|--|
| 7.1.6 | <p>Quality audits on environment and energy are regularly undertaken by the institution</p> <p>The institutional environment and energy initiatives are confirmed through the following</p> <ol style="list-style-type: none"> 1. Green audit / Environmental audit 2. Energy audit 3. Clean and green campus recognitions/awards 4. Beyond the campus environmental promotion and sustainability activities <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: C. Any 2 of the above Remark : The audit report must be provided from the authorized agency only.</p> |
| 7.1.10 | <p>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</p> <ol style="list-style-type: none"> 1. The institutional Code of Conduct principles are displayed on the website 2. There is a committee to monitor adherence to the institutional Code of Conduct principles 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: B. Any 3 of the above</p> |

2.Extended Profile Deviations

| ID | Extended Questions | | | | | | | | | | | | | | | | | | | | |
|---------|---|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|
| 1.1 | <p>Number of full time teachers in the institution year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="197 1554 986 1666"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>212</td> <td>212</td> <td>219</td> <td>223</td> <td>212</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="197 1744 986 1856"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>211</td> <td>211</td> <td>218</td> <td>222</td> <td>211</td> </tr> </tbody> </table> | 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 212 | 212 | 219 | 223 | 212 | 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 211 | 211 | 218 | 222 | 211 |
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | | | | | | | | | | | | | | | | | |
| 212 | 212 | 219 | 223 | 212 | | | | | | | | | | | | | | | | | |
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | | | | | | | | | | | | | | | | | |
| 211 | 211 | 218 | 222 | 211 | | | | | | | | | | | | | | | | | |