



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

ALIAH UNIVERSITY

ALIAH UNIVERSITY A-II/27, ACTION AREA-II NEW TOWN KOLKATA - 700160
WEST BENGAL INDIA
700160
www.aliah.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

May 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Aliah University is a state university in West Bengal, India under the Department of Minority Affairs and Madrasah Education, Government of West Bengal. It came into existence through the Aliah University Act (Act XXVII of 2007) passed by the West Bengal Legislative Assembly which became effective on 5th April 2008.

The University Grants Commission (U.G.C.) has accorded recognition to the university in terms of Section 12B of the U.G.C. Act, in 2019. The University is also approved by AICTE and NCTE.

The University has three campuses located at New Town, Park Circus and Taltala.

In its present form the University strives to follow its vision of becoming a Centre of Excellence and contribute to the society through the pursuit of teaching and research in the emerging areas of knowledge. Yet this is blended with tradition, culture and values. The vision manifests itself in a mission of nurture and production of forward-looking students with a focus on their intellectual, moral, and social development, thus enabling them to excel in their chosen field of work. The phrase inscribed in the logo of the University : “Advancement of Education and Culture” (in Arabic, “Taqdeem-ut-Ta’leem wa-as Saqafah.”) ,breathes the zeal for imparting holistic education where the contemporary and the traditional merge meaningfully.

Consequently the University,

- encourages study of modern technological and professional courses along with sciences, languages, humanities, social sciences, cultural and religious studies
- promotes higher education amongst the Minorities in the State
- disseminates and advances knowledge by providing instructional, educational, research and extension facilities in such branches of learning as it may deem fit
- provides conducive atmosphere to teachers and students , for promotion of innovations in education ,pedagogy, multidisciplinary and interdisciplinary studies.
- develops Centres of excellence for Higher studies.
- upholds national integration, secularism, international understanding, non-violence, humanism and seeks such like opportunities to serve the Nation.

The University regularly submits data to AISHE, NIRF and participates in ARIIA. Following the National Education Policy 2020, Aliah University offers ,the Academic Bank of Credits facility to promote academic flexibility, and mobility of students with appropriate credit transfer mechanism.

Important Links:

1. <https://aliah.ac.in/about-us>

3. <https://aliah.ac.in/aishe>

Vision

Vision of the University

To become a Centre of Excellence and to contribute to the society through the pursuit of teaching and research in the emerging areas in each branch of modern science, engineering and technology, social studies, and humanities with a deep passion for wisdom, culture and values.

Vision of the University: <https://aliah.ac.in/about-us>

Mission

To nurture and produce forward-looking students with a focus on their intellectual, moral, and social development enabling them to excel in their chosen field of work in society, industry, business and academia.

The motto of the University

The motto of the University is “Advancement of Education and Culture” in Arabic, “Taqdeem-ut-Ta'leem wa-as Saqafah.”

Objectives of the University as mentioned in Aliah University Act, 2007:

1. to create educational opportunities for higher education and studies;
2. to encourage study of modern technological and professional courses along with classical languages, oriental studies, religious studies and Islamic culture;
3. to promote higher education amongst the Minorities in the State;
4. to disseminate and advance knowledge by providing instructional, educational, research and extension facilities in such branches of learning as it may deem fit;
5. to provide students and teachers, the conducive atmosphere and necessary facilities for the promotion of

1. innovations in education leading to restructuring of courses, new methods of teaching and learning and integral development of personality,
2. studies in various disciplines,
3. inter-disciplinary studies;

1. to develop centres of excellence for higher studies and research in theology, Islamic jurisprudence and Islamic culture, comparative religion, science and technology, professional and management education in the State by joint initiative i. e. State-Private partnership, if required;
2. national integration, secularism, international understanding, non-violence and humanism;

to avail better scope and opportunities to serve the societies and the Nation.

Mission and Objective of the University: <https://aliah.ac.in/about-us>

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- - Situated at New Town, the new destination of Kolkata, with two satellite campuses ensconced centrally, the University is strategically located and seamlessly connected to the suburbs and districts, thereby drawing large crowds of students from far and wide. A digitally enabled, transparent admission process, coupled with the hostel facilities for both boys and girls augments the intake further.
- -The campuses of the university are nestled in a lush green environ with an aesthetic appeal .
- -The well developed state-of-art infrastructure and facilities with highly qualified faculties,aid in the impart of effective skills and education.
- -The students and faculties are from diverse religious, regional, and cultural background creating an integrated, inclusive and harmonious space, yet, with polyphony of voices. A good number of learners are women.
- -The University has a developed library with digital resources and well equipped laboratories for the pursuit of quality Teaching- Learning and Research. Scholars and Faculties regularly publish in reputed journals and present papers at conferences. The alumni, with quality training, secure opportunities for pursuing research in the finest institutions of the country and abroad.
- -University Course Curriculum is designed effectively .The course outcomes are strong to ensure the development of maximum knowledge , skills, abilities in students so that they become successful entrepreneurs or potentially employable graduates .To cater to the National and Global standards, the curriculum continuously absorbs, adopts and adapts the best and contemporary education policies implemented nationally and globally. Interdisciplinary pursuits in Research and Academics keep the University at pace with others.
- -The institution creates a strong base for community development and outreach programmes, thus assuring service to the society and Nation.
- -A strong Training and Placement cell helps students acquire lucrative jobs.
- -The faculties are encouraged to develop themselves in a variety of ways.
- -A strong group of support staff ensure smooth functioning of day to day affairs.
- -Being the only University under the Minority affairs and the Madrasah Education of Government of West Bengal, it enjoys greater financial support and benefits.
- - Ease of two way communication in the hierarchical structure ensures effective functioning, and healthy exchange of ideas.

Institutional Weakness

- Aliah has a shortage of administrative and support staff as well as faculties. There is a disproportionately huge workload on teachers who shoulder many official responsibilities beyond academics.
- Being under Minority Department is often both a boon and a bane.Due to lack of matching orders from the Department there is inordinate delay in implementation of policies which are enjoyed much ahead by HEIs under Higher education.
- Delay and inability to use sanctioned funds within stipulated time, majorly due to lack of staff ,leads to inability in procuring academic and administrative necessities and uncertainty of assured financial

sanctions in the next cycle.

- The Academia , Industry interface needs to be bettered just like the library needs to offer much better facilities
- Getting consultancy and training programmes are still a problem since the competitors are branded and Aliah in spite of the years still remains a new name.
- With a bottom-heavy structure and few Professors, decision making and effective leadership , implementation of effective projects and ideas, is a chimera.
- The connection with the alumni is still weak and underdeveloped.
- Lack of effective marketing and advertising leads to relative unavailability of sponsors for programmes and projects.
- The distance between campuses, and lack of an effective administrative set up in the satellite campuses causes inordinate delay in getting jobs done.

Institutional Opportunity

- The University has a huge potential to become an institution of excellence and the stakeholders are gradually working towards it.
- Located strategically, it has opportunities to use educational resources of neighbouring HEIs, to engage in fruitful collaborations with other academic or Research institutions to organize seminars, conferences, workshops and to bring in Research Projects. Such collaborations also promise flow of funds .
- Further, the University has a huge potential to engage in industry-academic interface and opportunity to access industrial funding to set up advanced laboratories. Such collaborations also would create chances of revenue generation .
- There are immense opportunities to make vertical expansion of academic programmes, and interdisciplinary ones as Women Studies or Comparative Literature and Language, in line with NEP.
- The University has opportunities to enter into MoUs with Foreign Universities for creation of student and Faculty exchange programmes. New Courses could be offered both ways apart from collaborative seminars and conferences.
- Aliah has the opportunity and ability to set up a Human Resource Development Centre to support quality enhancement of Teachers and Academic administrators.
- The University can start, autonomous, self -financed courses, and certificate courses in Language Learning.
- It can become a member in the UGC Mentorship Programme.
- Aliah has potential to garner resources, to begin Open and Distance Learning Courses
- The university needs to seize the opportunity to make great social impact by training, first generation learners and also female learners from economically backward and Minority groups ,thereby changing the social rubric.
- Aliah can organize capacity building Programmes for female faculties and girl students.
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- The University has the opportunity to reach out to the economically weaker sections of the vicinity by adopting villages and urban slums and training them into self reliance through imparting year round education and training.
- There is opportunity to establish Centres of Excellence and Centres of Specialized Studies, especially in the Humanities.
- The University still has opportunity to build separate a Administrative Block and a Central Instrumentation Facility

Institutional Challenge

- A great challenge is to ensure effective coordination among the three campuses with a perennial requirement of teachers and students having to move among all three for academic and official purposes.
- It is veritable task to chisel into best shape, the first generation learners from rural backgrounds and economically weaker sections of the society- to make them smart responsible, employable individuals competing for the best jobs nationally and internationally.
- It is a formidable task to sustain in the stiff competition among state, central and private Universities. With the private Universities pooling in more funds, advertising themselves and offering more attractive infrastructural facilities, Government institutions face a crisis, since Teaching-Learning still remains the bedrock of such institutions.
- The University needs to continuously meet the growing aspirations of students and demands of other stakeholders like parents/ guardians or educated civilians from the immediate neighbourhood.
- It is often hard to retain quality teachers .
- The institution faces challenges to fulfill its needs due to lack of mobilization of funds internally or often delay in receiving the sanctioned funds.
- With an ever increasing number of students from the remotest parts of Bengal the University faces the year round challenge of creating and ensuring accommodation of these students who all expect to be accommodated in the University Hostels.
- It is still hard to make families understand the need of imparting education to a girl child.
- It is challenge to combat drop- out rates due to poverty and the pressure of making children join the workforce.
- It is a challenge to ensure the right media coverage and advertisement to publicize the effectiveness of teaching –learning, research, holistic development and high placement rates at this institution.
- With the ever changing needs of the industry, the institution faces the challenge of restructuring the curriculum/syllabus with corresponding and effective Course Objectives and Course outcomes so that the student is job ready by the time s/he finishes the course.
- student is job ready by the time s/he finishes the course.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

CRITERIA-I

Aliah University has addressed the primary requirements of Curricular Aspects by adopting the recommended academic structure, content, pedagogy, dissemination process and a well-placed feedback system from all major stakeholders. The University has adopted Choice Based Credit System (CBCS) comprising interdisciplinary components, new courses including value-added courses, etc. Satisfactory execution of curriculum-based activities is achieved through a well planned and documented process. The Academic Council and Board of Studies work in perfect coordination to strengthen curricular and co-curricular activities. All these are planned in synchronization with the vision and mission of the University. Twenty-three Departments of the University offer diverse academic programmes. Introduction of CBCS offers more academic flexibility to enhance employability skills of the students. CBCS also integrates discipline specific, interdisciplinary/multidisciplinary electives in curricula to meet students' interests and aspirations.

The establishment of the Institute Innovation Council (IIC) by the University, following the directives and mandate of the Ministry of Education, Govt. of India, has put entrepreneurial education into perspective. Courses relevant to Gender Sensitivity, Professional Ethics, Human Values and Community Outreach are also integrated in relevant programs. Further, the environment and sustainability issues are integral part of most of the UG/PG programs. Value-added certificate programs have been introduced to inculcate advanced technological knowhow, digitalisation of services and entrepreneurial skills to keep students conversant with current global scenarios and emerging professional demands. The University has application-oriented programs through internship, research projects, field work etc. Periodic feedback about the course curricula and its dissemination are obtained from various stakeholders (Students, Parents, Alumni, Teachers and Employers) to enrich various program contents. The University also adheres to Regulatory requirements as per guidelines of regulatory bodies like UGC, AICTE, NCTE, INC, etc. Aliah University has implemented the 4-year UG program under the Curriculum & Credit Framework with Research and without Research from 2023-24 session. The curricular framework including Multi-disciplinary Courses, Ability Enhancement Courses, Skills Enhancement Courses, Value Added Courses pertaining to Indian Knowledge System, Summer Internship Programmes and Research Dissertation (for UG Honours); academic bank of credit have been incorporated.

Teaching-learning and Evaluation

CRITERIA-II

Aliah University aims to cater to students from diverse socio-cultural-economic backgrounds. The University endeavours to provide quality education at the minimum fee structure along with adequate opportunities for scholarships and other financial assistance available for the students. Students from economically weaker sections with rural and urban backgrounds are attracted to the university. A good number of these students are first-generation learners in their families.

Admission to Aliah University is strictly merit-based, with an autonomous admission process. Prospective students are required to appear at the Aliah University Admission Test (AUAT), conducted independently by the university. The test serves as the gateway to undergraduate (UG) and postgraduate (PG) courses offered across twenty-three departments. Students from every part of the state along with certain neighbouring states such as Bihar, Jharkhand, Assam and Orissa get admitted to the university. Additionally, a notable number of foreign students from neighbouring countries like Bangladesh choose to enroll at Aliah University. A large section of these students usually come from rural backgrounds.

The University assesses the learning level of the students after admission at various stages and organizes various co-curricular, extracurricular and outreach activities and programs for slow, mediocre and advanced learners. The University believes that every student has a different learning ability due to their diverse background.

The academic module for various programs at Aliah University is tailored to give a holistic learning experience to the students. They are encouraged to participate and contribute to the learning experience of their peers. Besides the use of ICT-enabled tools, the teachers also focus on student-centric learning such as Collaborative classroom activities, Case study approaches, Quizzes, experiments and project-based learning. University creates adequate facilities for online learning resources. Emphasis is given to Outcome-Based Education where a learner attains a goal by the end of the program. Aliah University actively promotes student engagement in a variety of extension activities, leveraging platforms such as the National Service Scheme (NSS), National Cadet Corps (NCC), and Outreach programs.

The Office of Controller of Examination (CoE) at the University understands its responsibility to make continuous improvements in the evaluation system.

Research, Innovations and Extension

CRITERIA-III

Aliah University is committed to serve the society by achieving excellence in higher education, research, innovation and extension works in Engineering, Technology, Science and Management, Social Science, Humanities and Law. To achieve its mission, the University provides planned financial, technological and infrastructural support to faculty members, students and researchers to meet the challenges of advances in research, innovation and extension. Aliah University has a well-defined policy to promote research approved by the Board of Research Studies (BRS) and Academic Council (AC) of the University which is updated at regular intervals. This policy is an overview of the research support provided to faculty members, students and researchers to promote quality research. The university also has a precise set of rules for doctoral research following the UGC model guideline.

Aliah University boasts a comprehensive research ecosystem, equipped with state-of-the-art facilities and high-end equipment, catering to the diverse needs of projects and research endeavours. Its close affiliations with Government and Non-Government sponsoring agencies, including DST, Higher Education, ICSSR, ICPR, among others, underline its commitment to foster research initiatives.

The faculty members of the university are actively engaged in research and have a considerable volume of publications in Scopus, Web of Science, PubMed and other indexed journals. The University has initiated the Institution Innovation Council (IIC) comprising a diverse group of stakeholders including research fellows, students, Alumni and industry professionals. The university also participates in the Atal Ranking of Institutions on Innovation Achievements (ARIIA).

Aliah University has a well-defined policy for consultancy and testing which provides an opportunity for the faculty members to share their insights, technical knowledge and experience with real-world problems. The faculty members of Aliah University are also actively engaged in consultancy for various government, quasi-government bodies and private institutes. The university has a stated policy on consultancy and the revenue generated through the consultancy is shared between the consultant faculty members and the university. Aliah University also initiated an Industry Institute Partnership Cell (IIPC) which is actively putting effort to undertake collaborations with industries.

Infrastructure and Learning Resources

CRITERIA-IV

Aliah University has one main campus and two satellite campuses. The main campus at the New Town Kolkata has an administrative main block and an adjacent teaching block with left and right wings. The teaching block at the main campus accommodates science faculty, engineering faculty, management faculty and the economics department. There is a separate central library building and certain workshops. The satellite campus at Park Circus, Kolkata is a complete building consisting of teaching faculty and certain administrative offices. The teaching Faculty consists of the departments of humanities, social science, and law. There are Two Students'

Amenities Centres one at the main campus and the other at the Park Circus campus.

The sports activities of the university are planned, organized and executed by the Sports Board of the university which actively facilitates students to participate in various team sports like football, cricket and volleyball, and individual sports like athletics, kickboxing and badminton.

Aliah University Libraries (one central and two satellite/ campus wise viz. Park Circus and Taltala) has a rich collection of textbooks, reference books, journals, periodicals and other reading materials in print as well as in digital format. The library has the provision of subscribed international databases and other e-resources. A computerized library management system has been installed to offer diverse services to users of the library.

Campus-wise security mechanism provisions have been followed. Aliah University has dedicated CCTV surveillance on all the campuses. Administrative authorities of the University have taken diverse initiatives for the optimal utilization of classrooms, laboratories, sports, library and IT facilities for its students, teaching and non-teaching staff. Students from diverse sections of society come to this University to pursue higher education and provision is there to get financial support for their academic progression from the state and central government. The unique eco-system of this University has provided a holistic academic environment for the overall betterment of the students. Both the academic and professional expertise of students has been developed through various processes and subsequent training across the year to achieve the desired goals.

Student Support and Progression

CRITERIA-V

The University nurtures the students for their holistic development. Financially, the needy and eligible students get financial support from the State Government in the form of scholarship and Students Credit Card Scheme. The latter entitles the students to education loan upto Rs.10 lakh at a nominal simple interest, to be repaid within 15 years. Right from the Orientation training program, the students participate in different structured Capacity development and skills enhancement programs. The Training & Placement Cell offers Aptitude and Soft Skill including communication training to the students. To increase employability, regular training programs are conducted on grooming, mock interviews, coding, etc. Students participate in interactive seminars and workshops organised by both the T&P Cell and different Departments specially on technological innovations and participate in industrial training. They also get career guidance from experts. The students, thus groomed to be industry-ready, are successfully placed in various organisations by the T&P Cell. Faculty members of different departments provide guidance and coach the students for various competitive examinations for higher studies and employment in Government and PSUs. An appreciable number of students are successful in both. The Sports Board of the University arranges for proper training of the students in different games. The students have brought accolades to the University in various inter and intra-State tournaments. Friendly matches and annual sports day are also organised where students, faculty members and staff members participate. Students participate in both NSS and NCC activities. International Yoga Day is celebrated each year. To maintain a healthy and congenial environment in the University, proper grievance redressal system including Grievance Redressal Cell, Anti Ragging Squad, Anti-Ragging Committee and Internal Complaints Committee to handle sexual harassment complaints are in place. Grievances raised by the students are properly addressed on time. The University has zero-tolerance to ragging and sexual harassments and students are made aware of it through public display and during Orientation programs. The University continuously provides support for the progression of the students such that they not only gain knowledge but also become employable and become strong and responsible individuals driven towards the betterment of the nation.

Governance, Leadership and Management

CRITERIA-VI

The University has various statutory policies and guiding principles to facilitate its journey towards progress.

Competent leadership at different levels of the University with a well-defined support system and organisational structure, enhances the academic and administrative effectiveness by ensuring that the action plans are specifically aligned to the vision and mission of the University. The University follows a decentralized and participative management approach in all kinds of academic and administrative activities. Every activity of the University is governed by the Act, and Statutes. Recruitments/promotions are made following an established and transparent process. The grievances are attended promptly. E-governance has been implemented in almost all areas of operation. The University's bodies/cells/ committees function effectively. The University has various effective welfare measures for its staff. Teachers are provided with adequate and necessary support to attend conferences, workshops, professional development programmes, etc. The University encourages and provides support for a sufficiently good number of professional development/ administrative training programmes for its staff. The University has a well devised performance appraisal system for teaching as well as non-teaching staff, prior to their confirmation as well as prior to applying for promotion under the career advancement scheme. The University has a well-structured mechanism for its internal and external financial audits. It generates/mobilises funds from various sources and continues to identify more sources for the same. To monitor effective utilisation of funds, the University has codified its own financial rules and regulations.

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

Institutional Values and Best Practices

CRITERIA-VII

The University has requisite facilities necessary to promote best values and practices. For a University prophetically named after a desire for the sublime, and the summit : Aliah, sky is perhaps the limit. The institute works concertedly, to promote humanitarian, moral, nationalistic sentiments among the students and staff alike, subsequently upholding gender-equity, socially-inclusive efforts, coupled with environmental consciousness, scientific and modern outlook. It organises sensitization programmes on Anti-ragging, Women Safety, Gender Equality, Environmental Sustainability, Importance of Health, Capacity Building for employees and related issues. As an initiative towards safety-security of girl students, Aliah has a proactive Internal Complaints Committee and 24 x7 CCTV surveillance check and security checks both within the campus and in the hostels adjacent to it. The University is committed towards environment sustenance and has taken a number of initiatives like rainwater harvesting, river restoration programme (Nadir Saathe Cholo, i.e. move with river), segregation of waste including productive recycling into vermicompost and manures for production of vegetation. Both chemical wastes and e-waste are managed scientifically as a part of progress towards a paper-free green campus. Aliah shows and inculcates sensitivity and inclusivity, by making the campus friendly for the differently abled. Each person, the teacher, the peer, sees to it that the experience of a

Divangjan is positive on the campus. Further, the institution promotes societal values among students by engaging them in the activities organised by National Service Scheme, University Outreach Programmes, Women Studies related courses, Health Awareness Programmes, Cleanliness drives, organising Relief Camps in response to calamities. It has a multi-stakeholder Framework for Development in most of its enterprises. A well described Vision and Mission, ensures core Values and Code of Conduct for developing a well disciplined academic environment. Aliah also maintains complete transparency in financial, academic, administrative and auxiliary functions, and conducts all such functions as per the University statutes. A unique feature of the Institution is contributed by the student body who organise grand 'Iftar Majlish' every year, during the month of Ramadan to promote fraternity, communal and social cohesion within and in the near vicinity of the campus, thus upholding national integration.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	ALIAH UNIVERSITY
Address	Aliah University A-II/27, Action Area-II New Town Kolkata - 700160 West Bengal India
City	Kolkata
State	West Bengal
Pin	700160
Website	www.aliah.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	M WAHAB	033-23416444	8584853803	-	info@aliah.ac.in
Professor	Arup Kumar Baksi	033-23416010	9434155575	-	baksi.arup@aliah.a c.in

Nature of University	
Nature of University	State University

Type of University	
Type of University	Affiliating

Establishment Details	
Establishment Date of the University	05-04-2008
Status Prior to Establishment,If applicable	Autonomous College
Establishment Date	22-02-2006

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	Date	View Document
2f of UGC	22-10-2008	View Document
12B of UGC	12-02-2019	View Document

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

Location, Area and Activity of Campus							
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.	Programmes Offered	Date of Establishment	Date of Recognition by UGC/MHRD
Main campus	Aliah University A-II/27, Action Area-II New Town Kolkata - 700160 West Bengal India	Urban	20.00	88169.00	UG and PG Programmes in, Natural Science, Economics & Integrated PG in MBA, PhD Programmes	05-04-2008	22-10-2008
Satellite Campus	Seventeen Gorachand Road Kolkata 700014 West Bengal	Urban	8.128	24546.74	UG and PG Programmes in Humanities and Language UG and PG Programmes in Social Science PG Programme in Law, UG	05-04-2008	22-10-2008

					<i>Program me in Nursing, UG and PG Progr amme in Educatio n, PG Pr ogramme in Journa lism, PhD Program mes</i>		
<i>Satellite Campus</i>	<i>Twenty One Haji Md. Mohsin Square Kolkata- 700016 West Bengal</i>	<i>Urban</i>	<i>1.981</i>	<i>1904.42</i>	<i>UG and PG Progr amme in Islamic Theology</i>	<i>05-04-2008</i>	<i>22-10-2008</i>

2.2 ACADEMIC INFORMATION

Affiliated Institutions to the University

Type of Colleges	Permanent	Temporary	Total
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Furnish the Details of Colleges of University

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

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: Yes								
<table border="1"> <thead> <tr> <th>SRA program</th> <th>Document</th> </tr> </thead> <tbody> <tr> <td>AICTE</td> <td>104110_14249_1_1712049094.pdf</td> </tr> <tr> <td>NCTE</td> <td>104110_14249_4_1707188468.pdf</td> </tr> <tr> <td>INC</td> <td>104110_14249_7_1711892914.pdf</td> </tr> </tbody> </table>	SRA program	Document	AICTE	104110_14249_1_1712049094.pdf	NCTE	104110_14249_4_1707188468.pdf	INC	104110_14249_7_1711892914.pdf	
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INC	104110_14249_7_1711892914.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	29				81				193			
Recruited	4	1	0	5	22	6	0	28	104	41	0	145
Yet to Recruit	24				53				48			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				97
Recruited	38	7	0	45
Yet to Recruit				52
On Contract	36	8	0	44

Technical Staff				
	Male	Female	Others	Total
Sanctioned				24
Recruited	19	4	0	23
Yet to Recruit				1
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/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	14	2	0	14	4	0	79	31	0	144
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	1	0	0	1	0	21	10	0	33
UG	0	0	0	0	0	0	0	0	0	0

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

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

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	Urdu	Sir Mohammed Iqbal Chair Professor	Govt. of West Bengal

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	635	84	0	1	720
	Female	413	18	0	1	432
	Others	0	0	0	0	0
PG	Male	529	14	0	2	545
	Female	362	8	0	3	373
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	53	0	0	0	53
	Female	15	0	0	0	15
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	Yes
Total Number of Integrated Programme	1

Integrated Programme	From the State where university is located	From other States of India	NRI students	Foreign Students	Total
Male	37	8	0	0	45
Female	11	4	0	0	15
Others	0	0	0	0	0

Details of UGC Human Resource Development Centre, If applicable

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

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Arabic	View Document
Bengali	View Document
Biological Sciences	View Document
Chemistry	View Document
Civil Engineering	View Document
Computer Science And Engineering	View Document
Economics	View Document
Education	View Document
Electrical Engineering	View Document
Electronics And Communication Engineering	View Document
English	View Document
Geography	View Document
History	View Document
Islamic Studies	View Document
Islamic Theology	View Document
Journalism And Mass Communication	View Document
Law	View Document
Management And Business Administration	View Document
Mathematics And Statistics	View Document
Mechanical Engineering	View Document
Nursing	View Document
Physics	View Document
Urdu	View Document

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Aliah University has implemented the 4-year UG programme under the Curriculum & Credit Framework (CCF) in line with NEP 2020, with Research (Programme 1) and without Research (Programme 2) from 2023-24 sessions. The
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	<p>University offers multidisciplinary programmes like Arabic, Urdu, Biological Sciences, Bengali, Chemistry, Economics, English, Geography, History, Islamic Studies, Islamic Theology, Mathematics & Statistics, Physics and Management, which have adopted the 4-year CCF with 174 credits and offers Dual Degree. Students have the option of exiting from a programme after 1 year with a Certificate, after 2 years with a Diploma, after 3 years with a Bachelor's degree and after 4 yrs with Bachelor's Honours with Research degree. Students are encouraged to do community engagement and service as part of their summer internship. The courses offered, thus, would contribute towards attaining a holistic and multidisciplinary education. In order to integrate Humanities and Science with STEM, students are offered courses like Computer Application, computer software, statistics and quantitative methods in different programmes. In addition, courses and languages like Arabic and Islamic Studies, Bengali/Hindi/Urdu (Modern Indian Language) and English are also offered. In addition under Value Added course, students will study 'Understanding India' and 'Environmental Science' in two semesters. As directed by UGC, all programmes will include Multi-disciplinary Courses, Ability Enhancement Courses, Skills Enhancement Courses, Value Added Courses, Summer Internship Programmes and Research Dissertation (for UG Honours). Students will also require to enrol in vocational courses in case they decide to exit in the first two years.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>A new Academic Bank of Credit (ABC) ID has been established, and the course structure has been revised in alignment with the National Education Policy (NEP). Additionally, 3,305 records for the years 2021 and 2022 have been successfully uploaded. Furthermore, 688 ABC IDs have been generated for the students. Board of Studies of each Department discusses revision or development of new curriculum and faculty members make the required changes. Feedback received from various stakeholders, viz., students, parents, alumni, recruiters are studied in detail and incorporated if found realistic and important. Programme and Course outcomes, suggestive books, detailed break up of contents and time allotted for each are carefully added to the</p>

	<p>revised ones. Once approved by the Board of Studies, the revised/new curricula are placed before the Academic Council for approval for implementation. The University undertook two such major revisions – one during CBCS, the other during CCF in line with NEP 2020. Aliah University follows lateral entry in its BTech programmes.</p>
<p>3. Skill development:</p>	<p>The University through its Training & Placement Cell organises structured programmes for the skill development of the students keeping employability as the focal point. Courses on Communicative English, Interview Skills, Soft Skill and Aptitude Training, Elementary English for Adult Learners (for Theology & Arabic depts.) are offered free of cost. Courses like engineering, MBA, etc. have practical training ingrained in their curricula and students get industrial exposure during such internship. They also have sessions on Communication, soft skills, personality development for a holistic development of the students. In line with National Skills Qualifications Framework (NSQF), the process starts with a Base line test to assess the aptitude and sot skill level of the students. The T&P Cell has signed a number of MoUs for training and internship of the students, viz., The National Small Industries Corporation Ltd (a GOI Enterprise) for training, BASSETTI Pvt. Ltd.and Airports Authority of India for internship, Board of Practical Training (BoPT) for apprenticeship and vocational training in future.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The vision of Aliah University is to contribute to the society through the pursuit of teaching and research in emerging areas ...with a deep passion for wisdom, culture and values. One of the objectives of the University, as per Aliah University Act, 2007 is “to encourage study of modern technological and professional courses along with classical languages, oriental studies, religious studies and Islamic culture”. The University runs programmes on Islamic Theology, Islamic Studies, Arabic and Urdu. Different programmes, specially those in Social Science and Languages offer courses steeped in Indian Knowledge System. Understanding India is a compulsory Value Added Course offered by the University in all its Programmes under CCF. The medium of instruction is English except in language programmes barring English. However, faculty members are conversant in Bengali/Urdu and Hindi,</p>

	<p>and often use bi-lingual to clarify points which students find difficult to comprehend. They are confident of teaching bilingually. During pandemic, Covid 19, teaching learning was done in online mode. Now, blended mode is used by many faculty members. The University also celebrates various aspects of culture through drama and programmes.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Each Programme has Programme Outcome and Course Outcome which are shared with the students and made available on the website also. This helps in assessing whether the stated outcomes have been attained or not. Structured and informal feedback is collected from the students and suggestions, if any, are incorporated in next syllabus revision. While assessing the students, care is taken to ask questions of varied levels of difficulty – easy, medium difficulty and hard. In professional courses, the outcome is measured in terms of employment provided. In order to do so appropriate training is imparted after assessment of the level of the student. With proper guidance from the faculty members, many students succeed in competitive examinations to fulfil their zeal for higher academic pursuits.</p>
<p>6. Distance education/online education:</p>	<p>The University has taken steps in the past to start Open Distance Learning (ODL) programmes in a few subjects and propose to revive it once it is NAAC accredited. The New Normal – an after effect of Covid19 pandemic had ushered in distance learning using LMS (Learning Management System). Google classroom, google meet, whatsapp were used to connect with students for teaching-learning, conducting conferences and meetings. All classes were recorded and shared with the students. Assignments and semester examinations were also conducted online. Sometimes Google Forms were used to test the learning of the students with either multiple choice questions or one word answers. Blended mode of teaching-learning is still practised. Classes are conducted in off line mode but assignment submission, class announcements, study material upload are still done in google classrooms by many faculty members. This practise, as envisioned in NEP 2020, shows how Aliah University is preparing itself for blended mode of teaching learning.</p>

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>The University has set up an effective Electoral Literacy Club (ELC) on 03 May, 2023 directed towards making all the stakeholders aware of ethically exercising the fundamental rights in the democratic systems of the country.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Yes. The University has appointed a Committee consisting of students and faculty members as part of the ELC. ELC of this University is functional and they are representative in character. Copy of the letter from the Dean of Students' Welfare is attached herewith for clarification.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The University's ELC has taken initiatives to enhance the knowledge about the electoral process and voting among the students in a number of ways. Among such, one was to organize special lecture on Electoral Literacy in India: A Critical Study. The ELC along with the help of the Dean, Students' Welfare, Aliah University, Kolkata has organized a special lecture on Electoral Literacy in India: A Critical Analysis on 2 February, 2024 in its auditorium of the Park Circus Campus. The lecture has been delivered by Professor Subhamoy Maitra, Applied Statistics Unit, Indian Statistical Institute, Kolkata. Prof. Maitra has enlightened the students, faculties and others support staff by mapping the diverse trajectories of the electoral system and how this was crucial of the sustenance of the true democracy for the countries like India. During his talks, it has been pointed out that how proper knowledge on electoral system could be significant for those who are entitled to demonstrate meaning for the concept called democracy. It was gradually understood by all of us that the proper understanding on electoral system and minute paraphernalia is essential for the growth of democratic environment across the globe. The most intriguing part of this session was its essence and a knowledge base performance by the speaker. He has emphasized by engaging all of us that centre or club should be set up inside the institute to address issues like electoral literacy, voting, forms of democracy and the role played by students, responsible citizens etc. Furthermore, these activities should be done in a very neutral as well as non-political manner</p>

	<p>following certain norms of non-partisan models. The event was organized in one of the satellite campuses (Park Circus) of the University. Besides, The ELC of our University has organized a lecture and workshop on ‘Empowering Young Voters: Mera Pehla Vote Desh Ke Liye’. The lecture has been delivered by Dr. Asis Mistry, Assistant Professor, Department of Political Science, University of Calcutta, Kolkata. The main emphasis in his talk was that vote stands as a cornerstone of democracy, embodying the fundamental right of citizens to engage in the process of good governance. It serves as a potent instrument enabling individuals to voice their preferences, hold their representatives accountable, and steer the course of their nation. Through the act of voting, people can elect leaders who mirror their values and priorities, thus influencing policies that directly impact their lives. The new electorate ought to possess an understanding of how a single vote can influence policies on issues such as healthcare, education, the environment, and social justice. By nurturing a culture of active citizenship and civic engagement, we can only ensure that young voters wield a potent voice in shaping a brighter future for India. The event was organized in the main campus (Newtown) of the University.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The ELC of this University is planning to take up projects and is intended to take initiatives in electoral related issues and tries to survey in its neighbouring areas by voluntarily involving students and co-ordinating faculty. Further, District Election Officer, Kolkata South, Government of West Bengal has approved our ELC and its initiatives (Memo No. 72/EI/164/2024 dated: 03.05.2024). Talks are being going on with the District Election Office, Government of West Bengal to collaborate such awareness programmes and workshop related to such issues pertinent to election, voting and ethical aspects in it.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The ELC of this University has taken initiatives to do so in meaningful manners.</p>

Extended Profile

1 Students

1.1

Number of students on rolls year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
5308	5512	5528	5208	4913
File Description		Document		
Institutional Data in prescribed format		View Document		

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
1788	1784	1552	1202	1188
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

2022-23	2021-22	2020-21	2019-20	2018-19
177	178	178	173	160
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: 179

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)

2022-23	2021-22	2020-21	2019-20	2018-19
1665.89656	896.51754	1123.49	10014.57804	10845.15143

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:

Universities play a pivotal role in shaping the future by equipping graduates with the knowledge and skills necessary to address real-world challenges.

University Mission and Vision: The Vision Document of Aliah University clearly projects its aspiration to emerge as a Centre of Excellence which will create, disseminate and share knowledge and wisdom across academic domains and contribute to the holistic development of the society by staying connected with its deep-rooted culture and values. The Mission Statement of the University clearly indicates the need for the development of 'Forward-looking Students' to support the various facets of modern society through value-based education. Such focus aims to develop futuristic human-resource having- (i) Intellectual Excellence, ii) Moral Values, and iii) Social Sensibilities.

Meticulously crafted curriculum: Our university takes immense pride in its curriculum, which is meticulously crafted relevant to local, regional, national, and even global developmental needs to ensure its graduates are prepared to contribute meaningfully across various developmental spheres. This commitment to relevance is demonstrably reflected in the Programme Outcomes (POs) and Course Outcomes (COs) of our diverse programs.

Programme/ Course alignment with National Missions

Aliah University strives to contribute significantly towards regional and national development by imparting value-based quality education for the country's multicultural society. The Curricular activities seamlessly integrates the national missions, namely: Digital India (Education through ICTs), Swachh Bharat Mission (Environmental Science, Values & Ethics), Make In India (Entrepreneurship Development Course), Women Empowerment, Atma Nirbhar Bharat, Vikshit Bharat and many others.

Relevance to Local and Regional Needs

We recognise our community's distinct needs and potential locally. Engineering, Science and Social Sciences courses are aimed to develop futuristic human resources by teaching 21st-century skills and instilling social and moral principles. The UG Nursing Programme has a strong social commitment and trains skilled workers for the growing healthcare business. The University's Management and Business Administration prepares professionals for local, regional, national, and worldwide industries. Islamic Studies and Islamic Theology are two programmes at the university that are profoundly rooted in our culture. The University's Doctoral Programmes emphasise inter- and multi-disciplinary research in

priority and emerging national and global domains.

Regular Curriculum Review and Updation

Curriculum is reviewed annually through Departmental Committees, Board of Studies and Academic Council. Major review of curriculum is executed through Curriculum Development Workshops. The review of programmes and courses is undertaken according to prescribed norms of Statutory Regulatory Authorities, feedback from all stakeholders, analysis of current market trends and industrial requirements while also maintaining national and international standards.

Conclusion: The curricula developed and implemented by universities are intrinsically linked to the developmental needs of the local, regional, national, and global communities they serve. By aligning curricula with these diverse dimensions, universities ensure that their programs remain relevant, responsive, and impactful. Through the articulation of POs and COs, universities provide a framework for assessing the effectiveness of their curricula in meeting the evolving needs of society and preparing students to be responsible, engaged, and effective contributors to the world they inhabit.

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

Aliah University understands the crucial role education plays in shaping career trajectories. Thus, the academic programs of all streams from Engineering to Sciences, Languages to Social Science or Management; are designed with a three-pronged focus: fostering employability, nurturing entrepreneurial spirit, and equipping graduates with the most sought-after skills in the dynamic job market.

1. **Employability-Focused Curriculum:** Our curriculum is meticulously crafted to provide students with the knowledge and skills necessary to secure fulfilling employment upon graduation. We achieve this through several key strategies:
 - **Industry-Aligned Programs:** We maintain excellent contacts with industry experts to ensure our programmes correspond with current job market trends. Course content, guest lectures from industry executives, and internships give students real-world experience valued by employers.
 - **Skill-Based Learning:** Emphasises practical abilities for specific occupations, going beyond

standard theoretical knowledge. Hands-on learning, simulations, and project-based learning help students build critical thinking, problem-solving, and communication skills that employers value.

- **Training & Placement Cell:** A dedicated cell offers assistance and support to students throughout their academic path. Resume writing seminars, practice interviews, and job portals prepare students for the job market after graduation.

1. **Encouraging Entrepreneurship:** We recognize the growing importance of entrepreneurship in today's world and actively cultivate an entrepreneurial spirit among our students. This is achieved through several initiatives:

- **Entrepreneurship Courses:** We offer specialized courses in topics like business planning, venture capital, and marketing. These courses equip students with the knowledge and tools necessary to launch and manage their own businesses.
- **Incubation Center:** Our on-campus incubation center (ICC) provides budding entrepreneurs with the resources and support system they need to turn their ideas into viable businesses. This includes mentorship, access to funding, and co-working spaces. Workshops, seminars, and guest lectures by successful entrepreneurs are regularly organized, fostering an environment of innovation and inspiration. These events provide valuable insights and networking opportunities for students with entrepreneurial aspirations.

1. **Developing Cutting-Edge Skills:** Recognizing the ever-evolving nature of the job market, we ensure our course syllabi are constantly revised to incorporate contemporary skill requirements. This includes:

- **Regular Curriculum Review:** A dedicated team of faculty members and industry experts conduct periodic reviews of program curricula. This ensures the content remains up-to-date and reflects the latest industry trends and skill demands.
- **Emerging Technology Integration:** We actively integrate emerging technologies like data analytics, artificial intelligence, and cloud computing into our curriculum. This equips graduates with the skills necessary to thrive in an increasingly technology-driven world.
- **Focus on Soft Skills:** More than technical capabilities, we emphasise soft skills needed for career success. Communication, teamwork, critical thinking, problem-solving, and leadership. Our courses and activities develop these talents, making our graduates well-rounded for the modern workplace.

In summary, by focusing on employability, entrepreneurship, and skill development, Aliah University empowers its graduates to become valuable assets in the job market. We believe in equipping our students with the knowledge, skills, and confidence they need to not only secure employment but also thrive in their chosen career paths.

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

1.2 Academic Flexibility

<p>1.2.1</p> <p>Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years</p> <p>Response: 61.53</p>	
<p>1.2.1.1 Number of new courses introduced during the last five years:</p> <p>Response: 731</p>	
<p>1.2.1.2 Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years :</p> <p>Response: 1188</p>	
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
Provide Links for any other relevant document to support the claim (if any)	View Document

1.3 Curriculum Enrichment

<p>1.3.1</p> <p>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</p> <p>Response:</p> <p>United Nation’s Sustainable Development Goals (SDG) is reflected in the NEP-2020, specifically in SDG4-Quality Education, SDG5- Gender Equality, SDG8- Employability and Skills Development, SDG9- Research and Innovation and SDG13- Environmental Sustainability. NEP-2020 seeks to inculcate</p>
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ethical values, moral character and social responsibility in students. This is reflected in Aliah University's vision, viz., dissemination of knowledge and wisdom by staying connected with the societal culture and values and its mission statement of creating students with moral values and social sensibility. The University has integrated in its value system a proactive culture to create gender sensitivity, environmental consciousness, human values and professional ethics, as reflected in its curriculum - both Choice Based Credit System (CBCS) and new Curriculum & Credit Framework (CCF) in line with NEP-2020.

Justice, dignity of life, peace, harmony, acceptance and respect for diversity in religion, ethnicity, culture and gender, discipline and hard work, honesty and integrity of life, commitment to society, especially the less privileged, etc. are integrated into the course curriculum. While Population Geography deals with human values, quality of life etc., Social Geography emphasizes on welfare and social well-being. Management Department offers courses on business ethics. Human Rights and Value Education is compulsory for all postgraduate students. English Department offers Ethics and Value Education as an Optional course. All PhD scholars undergo compulsory course work on Research and Publication Ethics.

The objective of familiarizing students with Gender-related issues is to enable them to deal with the societal biases and dismantle the injustice inherent in patriarchy. A number of courses integrate the most fundamental concept of Gender, feminist philosophy, activism and feminist thoughts; etc. Courses on Gender Economics and Demography and Vital Statistics under CCF lays bare the gender disparity. Issues on Gender sensitivity and feminist movement are covered in Gender and Literature, Feminist Theatre etc. English Department consciously introduces hitherto-unknown women authors in all courses. Department of History covers Gender in Indian History and South Asia under CBCS and History of International Human Rights and Gender Movements under CCF. Gender Geography traces out the spatiality of the gendered development from the perspectives of the geographical factors. Indian Society and Culture under CBCS, Business Environment & India's Diversity under CCF covers the same issue. Understanding India is a compulsory Value Added Course.

The thrust given on Environment and Sustainability is evident from the fact that Environment Science/Studies is compulsory course offered by the University as Value Added Course. Ecology and Conservation, Environmental Microbiology, Nursery and Gardening, Biophysics and Bioethics courses deal with biodiversity preservation, ethical interventions, ecological balances, etc. Environmental geography, biogeography, hazard and disaster management address geo-environmental issues like climate change, global warming and sea level rise. Environmental Humanities of Language and Social Sciences programmes integrate environmental and sustainability perspectives. Green technology, green chemistry, environmental laws, pollution, green marketing, natural resource management, waste management, environment sustainability, rural development, ISO 14000, environmental audit, sustainable development etc. are also covered in various other programmes.

Various programmes provide training to make the students industry-ready to increase their employability.

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

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: 1

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

1.3.3

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

Response: 52.38

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: 55

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

Response: 105

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
Provide Links for any other relevant document to support the claim (if any)	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
Provide Links for any other relevant document to support the claim (if any	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 77.64

2.1.1.1 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2672	2660	2006	1946	2460

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

2022-23	2021-22	2020-21	2019-20	2018-19
2227	1850	1632	1626	1783

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: 92.76

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

2022-23	2021-22	2020-21	2019-20	2018-19
88	80	74	81	74

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

2022-23	2021-22	2020-21	2019-20	2018-19
90	90	83	81	84

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:

In classrooms, identification of the slow and fast learners is not any discreet process but is a continuous

one. Aliah University follows the semester system of learning cycle. Over a particular semester, the learners are systematically subjected to several processes to get a measure of their learning ability. The learners are differentiated mainly on following abilities:

1. Retention Capacity	How quick and how much the learners can retain the new body of knowledge
2. Cognitive Ability	How well the learners can comprehend the concepts taught
3. Understanding Ability	How well the learners are able to understand the subject matters
4. Application Ability	How well the learners can assimilate the concepts and use them in the practical situations

Number prognostic and diagnostic methods are used to measure the above mentioned abilities and the students are classified accordingly. For clear classification, a simple linear scale is used as given below:

Slow Learner	Mediocre Learner	Fast Learner
1 – 3	4 – 7	8 – 10

On the basis of the scores of the learners, appropriate actions are taken. This method is exclusively followed by the course teacher. However, the mentor and the class coordinator are always informed. In case of slow learners or other categories of learners showing weaknesses in a particular or several courses, following remedial measures are prescribed:

Remedial measures adopted to improve the mediocre and slow learners for a particular course or several courses:

1. Remedial Tutorials:	Students are divided into small groups and additional tutorial classes are provided to them.
2. Group study:	Here also students are divided into groups and in each group one or two fast learners are placed. They help other students in their study and assignments.
3. Individual counselling:	The students are individually counselled by the teachers and mentors who help them in their efforts.
4. Selective reading:	Selected books, chapters and other study materials are provided to the students to address their challenges.
5. Special assignments:	The students are given special assignments as per their classification.

Tutors deal with the slow learners with much more focus. A remedial approach is adopted. The performance of the slow learning students is enhanced through continuous motivation, and through scaffolding of the tutor with long term humanitarian attachment and encouragement. The performance of the slow learning students in the next semester is noticed to assess the effectiveness of such a measure. The system of taking supplementary examinations for slow learners is perhaps an established method in the Semester system, but it truly enables customizing question papers to suit the needs of particularly weak and average learners who fail to cope up with the standard strategies of Teaching-learning and

Evaluation. The system of supplementary exams also to a great extent protects the weaker learners from suffering a loss of year or more and thereby prevents possible psychological trauma in the student.

File Description	Document
Upload Any additional information	View Document
Provide link for additional information	View Document

2.2.2

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

Response: 29.99

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

Experimental and Experiential Learning:

The Institution has initiated a number of student centric methods. Experimental and Experiential learning occurs in both Humanities and Social Sciences, as well as Natural Sciences and Engineering. The following initiatives are taken to enhance the first-hand experience, skill set and knowledge of the students.

Internship: Several courses such as Five-year Integrated MBA and all the engineering courses include 6 week to 8 week internship as a part of the curriculum. The Training and Placement Cell of the university

actively supports students to find internships at top level organizations. The Nursing Department has an inbuilt component of internship as a part of their course. Moreover, the university provides academic support for intern fellows from other universities at the postgraduate level.

Field Trips: Departments like Economics, Geography, Biological Sciences, Nursing organizes regular field trips for the students as a part of their learning. Students of the Departments of Mathematics and Statistics, Law and Education, undertake Field Work and Survey Methods for data collection while writing Masters dissertation and Doctoral thesis.

Role Play/ Case Study: Departments like Management & Business Administration, Economics English, Arabic, Education, Law, Journalism and Mass Communication use teaching methods involving role play and case study. Geography likewise relies heavily on Case study method. Students are encouraged to develop live business cases, live classroom ambience, live socio-cultural, socio-political situations and offer solutions.

Community projects: Several departments of the university namely Geography, Journalism and Mass Communication, Biological Sciences Nursing along with NSS directly involve students in community development activities and other outreach programmes.

Use of ICT enabled tools: In this context the disciplines may be divided into two halves. Programmes of Humanities and Languages use ICT in teaching and learning process but in a restricted way, although Journalism and Mass Communication, Geography and certain Courses in English are heavily dependent on Powerpoint presentations, screening of cinema and You-tube and other social media handles. The pandemic has perhaps more of the flipside, but it has definitely brought in a positive revolution in the field of ICT enabled teaching.

Programmes of Science, Engineering and Management have been conventionally making use of ICT as a tradition. The practice has in recent years upgraded from good to better. Using the Google classroom platform has become an additional and alternative space for teaching since the covid years. The university has a number of smart class rooms for the purpose and each department has LCD projectors installed to make use for PPT presentation in the class. Study materials, and associated links are uploaded in the LMS platform.

Participative learning:

-Use of survey and other instruments based learning need participation of a number of students. While teachers train and supervise such works at the initial stage of learning, they are subsequently encouraged and assigned participative learning of their own.

-Professional courses as English Language Teaching and Programmes as B.Ed. require participative, micro or practice teaching. A number of innovations are noticed through such learning processes and hence it enhances learning experience too.

File Description	Document
Upload any additional information	View Document
Provide Link for Additional Information	View Document

2.3.2

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

Response:

Mentoring is a dynamic and reciprocal relationship in the academic environment between a faculty member (mentor) and a student (mentee) aimed at promoting learning, knowledge assimilation and career focus. A mentor helps mentee to learn and adopt various co-curricular and extra-curricular activities and prepare for his or her future career. A mentor emotionally protects the mentee, helps to develop exposure and visibility, and provides assignments and coaches accordingly. Various departments of the university have implemented mentoring programme with the following steps:

1. Introducing mentoring programme
2. Creating mentoring implementation structures where the department develops a mentoring policy, formulate various mentoring strategies and allocate proper resources to make the mentoring process a success.
3. Faculty members who act as mentors are made aware of responsibilities and they hold several meetings to make the mentoring process effective.
4. The fresh mentees are placed under the identified mentors and mentor-mentee sessions are made the part of the session plans.
5. Feedback is collected from the mentees and adjustments are made accordingly

Given that a general pattern is followed (as cited above) there is a heterogeneity of approaches within permissible limits. At many departments, especially in the Management, Sciences and Engineering, each Faculty is a mentor to a specific and small group of students and looks after their well being both in academic and personal aspects. This includes grooming them into abilities and strategies to cope with psychological crises related to campus and home. Students (mentees) trust such mentors, in whom they confide their fears and hopes, in return to be motivated, encouraged and counseled for the odd problems they face. The routine reflects such regular and periodic contact sessions with regular documentation of such contacts. At the Departments of Humanities, and Social Sciences there is a mix of individual mentor- mentee systems for personal and specific problems of students with an additional system of having class coordinators. The first one operates effectively and deeply with genuine human concerns ranging from the mental health issues to the economic crisis faced by the students, yet it operates best at an informal and confidential level since most mentees are reluctant to document the details of these informal meetings. There are instances of difficulties as huge as icebergs being trouble-shot and removed by faculty mentors of the concerned Departments. The faculty coordinators on the other hand

systematically and effectively handle academic issues Semester- wise. Records are kept of such issues in discussions at Departmental meetings. This apart, the University also appoints centrally a Student Counsellor for addressing online and offline queries of students. The Counsellor appointed upto the session 2021 was an accomplished faculty who was also trained in psychological counseling. Hence the University saw also a few workshops on Mental Health of Students organized by the Counselling Unit and the Department of Nursing.

File Description	Document
Upload any additional information	View Document
List of Active mentors	View Document
Provide Link for Additional Information	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: 59

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

2022-23	2021-22	2020-21	2019-20	2018-19
297	297	297	297	297

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:** 80.45**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:** 144

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View 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
Provide Links for any other relevant document to support the claim (if any)	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:** 12.18**2.4.3.1 Total teaching experience of full-time teachers as of latest completed academic year****Response:** 2155

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
Provide Links for any other relevant document to support the claim (if any)	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: 29.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
30	38	27	23	30

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](#)

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

[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: 0.14

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	8	10	8	7

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

2022-23	2021-22	2020-21	2019-20	2018-19
5990	6068	6064	5738	5558

File Description	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

2.5.3

Status of automation of Examination division along with approved Examination Manual/ordinance

Response: D. Only result processing

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:

Aliah University has developed an effective structure to measure the attainment of the Programme outcomes, Programme specific outcomes and course outcomes and the same are communicated to the students at the end of the each semester first through classroom meeting. A well-defined Outcome Based Education Manual has been developed for both Faculties & Students, defining the parameters & procedures for evaluating the assessment on the basis of defined Learning Outcome. Attainment of program outcomes, program specific outcomes and course outcomes are evaluated on the basis of both Continuous Internal assessment and End Semester Examination.

Continuous Internal Assessment and Semester End assessment are designed on the basis of PO, PEO & CO's, defined for each course. Mapping of the evaluation items is carried out with the specific Course Outcome. Mapping of question is also carried out to ensure the both Lower Order & Higher Order of understanding of the Course by the students. The students are categorized as slow learners, mediocre learners and fast learners following the mapped evaluation process.

	1-3	4-7	8-10	Methods
Retention capacity	Slow Learner	Mediocre Learner	Fast Learner	Quiz, surprise MCQ Test, Description
Comprehensive ability	Slow Learner	Mediocre Learner	Fast Learner	Comprehension, Explanation with audio – visual aids (PPT)
Understanding ability	Slow Learner	Mediocre Learner	Fast Learner	Case study, Incident development, Situation development
Their application ability	Slow Learner	Mediocre Learner	Fast Learner	Case study, Live projects

Attainment level of Continuous Internal Assessment and Semester End Examination by each student is then integrated using the defined procedure & formulae. Special diagnostic measures are taken for the identified slow and mediocre learners to ensure proper outcomes.

The university website uploads the current and previous curriculum of all programmes. Therefore, even before learners take admission, the aspirants are able to clearly read the Programme objectives and expected outcomes which are stated at the introductory part and the conclusive part of the course respectively.

The academic calendar, examination rules and detailed results of Semester End- Examinations of the UG and PG Programmes (as a part of final evaluation and assessment), are published on the website by the Examination section.

The Continuous Internal Assessment of the UG PG Programmes throughout the Semester, in form of Class tests, Assignments, Viva-Voce or Quiz are conducted by the respective Departments. The students are informed well in advance and Official Notices are circulated by the Head of the Department for the knowledge of all stakeholders.

The Syllabus of the Pre-PhD Course Work of all Doctoral Programmes are similarly circulated and publicized widely. For the Doctoral Programmes the PO and CO of Pre-PhD syllabus are assessed through a semester- end examination consisting of four papers following the UGC guidelines. This apart, the progress of the scholar is mapped every six months through Half- Yearly Research Progress Report which consists of Presentation before the concerned DSC of the scholar.

The guidelines for the progress and assessment of scholars in Doctoral Programmes are very well documented and publicised by the University Research Programmes on the University Website .

File Description	Document
Upload COs for all courses (exemplars from Glossary)	View Document
Upload any additional information	View Document
Provide links as Additional Information	View Document

2.6.2

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

Response: 79.59

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

Response: 1423

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
Certified report from the Controller of Examinations indicating the pass	View Document
Annual report of COE highlighting the pass percentage of students	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.7 Student Satisfaction Survey

<p>2.7.1</p> <p>Online student satisfaction survey regarding teaching learning process</p> <p>Response: 3.48</p>	
File Description	Document
Upload any additional information	View Document

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:

Research facilities play a pivotal role in advancing knowledge and fostering innovation within any institution. Aliah University is dedicated to fostering a vibrant research culture. We understand the importance of staying at the forefront of our fields, and to achieve this, we provide our researchers with state-of-the-art facilities and a well-defined research promotion policy.

- **Specialized Labs and Modern Equipment:** A variety of specialized laboratories dedicated to specific fields of study has been set up by the university. These labs have the latest equipment and technologies necessary for ground-breaking research tailored to the unique needs of each research area. Language labs also have been established for innovative research, training services and informational services in social science and language research.
- **Comprehensive Scholarships for Full-Time Scholars:** Aliah University offers research opportunities for both full-time and part-time students. Full-Time Scholars invariably receive financial assistance in some capacity. Be it as Junior Research fellowship from central agencies like UGC, CSIR or DST INSPIRE or National Fellowship for Other Backward Classes (NFOBC) fellowships. Those not covered under the above, receive Swami Vivekananda Fellowship for four years, which is funded by the state of West Bengal.
- **Collaborative Spaces:** We recognize the importance of collaboration in research. To this end, we provide dedicated spaces for researchers from different disciplines to come together, brainstorm ideas, and foster interdisciplinary research projects. All the campuses have a state of art library where the Research scholars have access to electronic databases and advanced resources online and offline.
- **Clearly Defined Research Policy:** One hallmark of the institution's dedication to promoting research is its transparent and accessible policy framework, which is readily available on the institutional website. This policy serves as a guiding beacon for researchers, outlining the criteria and procedures for various aspects of research promotion, including funding opportunities, ethical guidelines, intellectual property rights, and recognition mechanisms.
- **University Research Programme (URP):** It is a dedicated body of the University to guide, supervise and monitor Departments and scholars centrally. It streamlines and maps scholars' progress by generally creating common provisional bi-yearly duration/ span for course work examinations, following UGC mandates with compulsory papers on Methodology, Plagiarism and Ethics abiding by the recommended number of credits.
- **Transparent Admission Policy:** The admission process of Research scholars is a very transparent one with a dedicated committee created each session for the purpose. It conducts the AURET and looks into the interview process of the applicants as per UGC regulations
- **Recognition and Incentives:** The University recognizes and rewards a variety of research achievements and funds for participation and paper presentations in different prestigious conferences. This provides strong motivation for faculty to excel in their research endeavors.

- **Career Development Support:** University offers various programs and resources to support the career development of the researchers. This may include workshops on grant writing, research methodology, and scientific communication, etc.

In conclusion, Aliah University constantly upgrades research facilities, maintains a transparent research policy, and offers career development support, and strives to be a leading hub for innovative research.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	View Document
Upload any additional information	View Document
Provide links as Additional Information	View Document

3.1.2

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

Response: 0

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)

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

File Description	Document
Institutional data in the prescribed format (data template)	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: 24.02

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: 43

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

3.1.4

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

Response: 57.81

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

Response: 185

3.1.4.2 Number of PhD Scholars enrolled during last five years

Response: 320

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
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 Governme006Et

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: 314.99

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: 0.16

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

Response: 29

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:

Aliah University is committed to fostering a vibrant ecosystem that encourages innovation, celebrate the Indian Knowledge System (IKS), and facilitate the creation and transfer of technology and knowledge. Here's a glimpse into our key initiatives:

- **Promotion of IKS Awareness:** The University prioritises the promotion of the IKS by organising seminars and conferences on Indian Languages and Literature, specifically led by the Departments of English, Bengali, Urdu and Education. The objective is to appreciate these subjects as a part of Culture, along with Indian History and Indian Heritage. Some of these events, organised in collaboration with ICSSR, have recently taken place under the scheme of "Atmanirbhar Bharat". The IKS principles and practices have been integrated into the curriculum across various disciplines of Departments of Humanities and Social Sciences to ensure holistic learning and appreciation.
- **Cultivating a Culture of Innovation:** Institution's Innovation Council (IIC) was established in the year 2021; inspired by the objectives and resolutions of Innovation Cell of Ministry of Education (MoE), Govt. of India. The university participated in Atal Ranking of Institutions on Innovation achievements (ARIIA). The IIC of Aliah ensures a multifaceted approach to promoting innovation and entrepreneurship within the institution in turn creating vibrant, local innovation ecosystem and opportunity for Start-ups/ entrepreneurship for budding students. The University arranged the screening of the Inaugural Address by Hon'ble Prime Minister of India at the Viksit Bharat@2047 Utsav on 11th December 2023 which was watched live at Aliah University Campus. Seminars and workshops are frequently arranged to spread awareness on recent trends in Innovation and Technology. The Smart India Hackathon (Intra-Departmental) organised by IIC and the Electronics and Communication Engineering Department has resulted in coming together of the brightest minds. This apart, a host of other activities like Young Ambassador Training and planning, Regional Meets and Tech Fests also have been organized.
- **Intellectual Property Rights (IPR) Awareness:** University host regular seminars and workshops to educate the teacher and students about IPR protection, empowering them to safeguard their ideas. A IPR cell under ICC provides guidance on patenting, copyrights, and trademarks. Faculties from the Department of Law, Aliah University have been particularly resourceful in acting as experts and spreading the awareness
- **Collaborative Research Initiatives and Patents:** University is actively fostering collaborations with industry, government agencies, and research institutions to facilitate technology transfer and knowledge exchange. Quite a few number of patents have been filed by university faculties and a few MoU signed. There are joint research projects, consultancy services, and technology licensing agreements to bridge the gap between academia and industry.
- **Research and Placement Cell:** The Research and Placement Cell of University serve as a catalyst for fostering innovation, preserving and promoting Indian Knowledge Systems, and facilitating the seamless transfer of technology and knowledge between academia and industry, thereby driving positive outcomes for all stakeholders involved.

Thus through these multi-pronged approach, Aliah University is building a robust ecosystem that fosters innovation, celebrates IKS, and empowers our community to create and share knowledge for a better future.

File Description	Document
Upload any additional information	View Document
Link for Additional Informationa	View Document

3.3.2

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

Response: 64

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
Provide Links for any other relevant document to support the claim (if any)	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: A. All 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
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4.2

Total number of Patents awarded during the last five years

Response: 18

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

Other Upload Files

1	View Document
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3.4.3

Number of Ph.Ds awarded per recognized guide during the last five years

Response: 0.62

3.4.3.1 How many Ph.D s were awarded during last 5 years

Response: 74

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

Response: 120

File Description	Document
PhD Award letters to PhD students.	View Document
Letter from the university indicating name of the PhD student with title of the doctoral study and the name of the guide.	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: 4.95

3.4.4.1 Number of research papers published in the Journals as notified on UGC CARE list during the last five years

Response: 886

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 to the institutional website where the first page/full paper (with author and affiliation details) is published	View Document
Link re-directing to journal source-cite website in case of digital journals	View Document

3.4.5

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

Response: 2.33

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

Response: 417

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: E. None 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
Provide Links for any other relevant document to support the claim (if any)	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:** 6.49

File Description	Document
Bibliometrics of the publications during the last five years	View Document
Any additional information	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:** 30.5

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

3.5 Consultancy

--

3.5.1**Revenue generated from consultancy and corporate training during the last five years****Response:** 0**3.5.1.1 Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).**

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

File Description	Document
Institutional data in the prescribed format (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:**

Over the past five years, various departments of the University have taken proactive role in motivating students to realize their social responsibilities and reach out to the fellow human beings with either a deep impact of healing and restoring their lives or to leave lasting influence on people's minds by showing ways to improve their own health and the health of the planet. Thereby creating a better society through pursuit of a curriculum which envisages holistic learning.

Apart from the ongoing practices of restoring the decaying rivers of Bengal Delta by Geography, and the practice of Street Theatre to create neighbourhood awareness about social ills and necessity to discuss social taboos by English departments, four different case studies of extension activities, will prove that altruism and responsible behaviour have become a matter of habit rather an exception for the students:

1. The Aliah University NCC team engaged in the 'PuneetSagarAbhiyan', a statewide flagship programme, from 4 April 2022 to clean seashores of plastic and other debris and raise awareness of cleanliness. Along with cleaning the premises and surrounding area, cultural and literary competitions were held. Student volunteers were motivated to keep the community clean and plastic-free. When litter went into the public garbage van instead of the streets, observers were interested and affected.

https://aliah.ac.in/upload/media/07-05-24_1715072679.pdf

1. On 16-01-2020, the Nursing Department organised Immunization Camp at Gram Panchayat of Singur, Hooghly, as a part of community health awareness Programme. The camp was a preparatory one, creating sense of real duty in would be nurses, to spread awareness about immunization as a safety valve, to prevent future diseases. The free check-up and immunization immensely benefitted the very poor population of the area and sensitized the parents about the health issues of children.

https://aliah.ac.in/department/gallery.php?key=nursing&page_key=gallery&cat_key=8

1. From 29 April to 4 May 2020, the NSS unit again, distributed food and necessary items in selected villages of the districts of Maldah, Murshidabad, Nadia, Kolkata, North 24 Parganas, South 24 Parganas and Bankura Districts in West Bengal, during Covid-19 and Lockdown. This created lot of awareness among the student volunteers about issues and problems related to COVID -19 pandemic, coupled with strategies to reach out to others while keeping one safe. This programme had an enormous impact on the beneficiaries during times when few had the courage to socialize and help others to keep alive.

https://aliah.ac.in/upload/media/23-03-24_1711141735.pdf

https://aliah.ac.in/upload/media/23-03-24_1711141735.pdf

1. 'NukkadNatak' or its other form of Community Media Performance has been a regular annual event in the department of Journal of Mass and Communication, where the students conceptualise and perform on issues pertaining to the contemporary times as Social evils, domestic violence, alcoholism, Government policies, Internet addiction, etc. Very recently, Students performed a Community Media Performance on Menstrual Hygiene on 24 May 2023. Students and faculty members of MAJMC along with Dr.Rajesh Das, faculty, University of Burdwan participated in the event.

https://aliah.ac.in/upload/media/01-05-24_1714576828.pdf

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

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: 62

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.

2022-23	2021-22	2020-21	2019-20	2018-19
26	13	6	7	10

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

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

Response: 179

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

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:

Aliah University has adequate facilities for teaching and learning in terms of general facilities, classrooms, laboratories, computers and laboratory equipments etc. in its 3 campuses. The University has high speed 1 GBPS broadband Internet connectivity and Wi-Fi facility. All three campuses are LAN connected. The Newtown campus has one Computer Centre with 112 computers, Central Library, Playground, Gymnasium within hostel premises, Hostel and Canteen as general facilities for students. The University has facilities like Photocopy machines, and Water ATM machines within Newtown campus. The University has an Auditorium, Computer Centres, Central Library, and Playground in its main campus, Hostel facility and Canteen facility in its Park Circus Campus. In its Taltala Campus, the University has Computer Centre, two/ three smart classrooms with ICT facilities, one small playground, Hostel and Canteen facilities. Smart classrooms with ICT facilities are available in all Departments of Newtown and Park Circus Campuses.

There are 11 Departments at the Newtown Campus, 12 Departments in Park Circus Campus and 1 Department at Taltala Campus. Each department has its own class rooms and laboratories as per the requirement of the discipline of study. Laboratories have necessary instruments/equipment and computing facilities. Some of the equipments available are *UV-VIS-NIR Spectrophotometer, Dielectric Analyzer, RF/DC Sputtering Unit, UV Curing System, UV-Visible spectrophotometer, Microwave Reactor System, Gas-chromatograph (GC), Autoclave, Rotary Evaporator, Unconfined Compression Test Apparatus, Direct Shear Testing Machine(Motorised), Marshal Stability Test Apparatus, Geared Lathe Machine, Milling Machine, Pelton Turbine, Universal Testing Machine, Electro Discharge Machine, Microcontroller and MATLAB based Servo and stepper Drive, Micro Controller Based Three Phase Differential Relay Study Trainer, CRO/DSO, Spectrum Analyser, Vector Network Analyser, Microstrip Antenna/Transmission Line/RADAR Trainer, Laser Diode & Photo Diode based Fiber Optic Trainer, Petrological Microscope, Digital PH Metre, Soil Testing Kit etc. Various licensed Software like Matlab, Proteus Virtual System Modelling (VSM), Mi Power, PSIM, Lathe tool and Drilling dynamometer software, Creo, Ansys, NETSIM, XILINX ISE Design Suite, OptiSystem, Rolta Geomatica, MapInfo Professional, ArcGIS etc.*

The number of Departments, number of classrooms, seminar/smart rooms/halls, and laboratories are

given below in three Campuses of the University. Total average area for teaching facilities is also mentioned.

1. New Town Campus:

No. of Departments : 11

Total No. of classrooms and tutorial rooms : 110

Total No. of laboratories : 101

Total No. of seminar rooms/halls : 10

Total average area is more than 14,500 Sq. mts. (considering 221classrooms/seminar rooms/laboratory of area 66 sq. mts. each)

2. Park Circus Campus:

No. of Departments : 12

Total No. of classrooms and tutorial rooms : 48

Total No. of laboratories : 16

Total No. of seminar rooms/halls : 2

Auditorium : 1

Total floor area of the Academic Building : 18,632Sq. mts.

3. Taltala Campus:

No. of Departments : 01

Total No. of classrooms and tutorial rooms : 26

Total No. of laboratories : 1

Total floor area of the Academic Buildings : 5090 Sq. mts.

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: 54

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

2022-23	2021-22	2020-21	2019-20	2018-19
583.67	50.18	124.49	5926.90	6570.17

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The University Library came into existence in 2010. The university library system, which comprises three campuses located at Newtown, Park Circus and Taltala, provide a pleasant atmosphere for scholarly reading and research. Library has more than 51,000 print books on different subjects that have been collected over the years. The library provides access to 5000 and above, peer reviewed full-text e-journals of more than 13 from internationally well-known publishers like Elsevier, Springer, Taylor& Francis, OUP, CUP, ACS, RSC, Emerald, Pro-Quest, IoP, IEEE and few bibliographic, citation, and aggregator databases as a member of the UGC INFLIBNET . The library portal also facilitates access to

an exhaustive Discovery Tool J-Gate Plus covering more than 5000 e-Journals, Sage Journals, OA Journals and 1404 e-Books accessible under different databases, and other kind of documents like e-theses. Prominent services include document lending, Web-OPAC, CDs and DVDs, internet, and reference, and access to online databases. The library has also subscribed to more than 60 magazines and 12 different newspapers in Bengali, Hindi and English.

The University Library has automated its housekeeping activities using the universal and user-friendly open source automation software Koha and RFID.

Aliah University Library earlier used to provide remote access to all e-resources through Remote Xs, which it plans to resume as soon as possible. It is in the process of creating a 24x7 reading hall for its users. Now the library has planned to switch over to the INFED, provided by INFLIBNET.

- Library Services:

- Circulation: Issue, Return, Renew, Self Issue- Return
- Newspapers and Magazines access
- Access to print and electronic books, journals and databases
- Plagiarism check
- Remote Access Service (to be resumed)
- Reference services

? Library Facilities:

- Reading rooms with proper ventilation, furniture, aeration and lighting facility.
- There are more than 50 computers in the library with Internet facility.
- The library is attached with an intercom facility.
- The library has a sitting capacity of approximately 450 students simultaneously
- Centralized AC
- WiFi facility for all.
- Information Deployment and Notification Facility is Done Through Notice Board, Intercom, Personal Interaction and Display Boards
- OPAC/Web OPAC facility.
- RFID Facility

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: 1.78

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

2022-23	2021-22	2020-21	2019-20	2018-19
135.95	0	0	129.57	170.73

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

The campuses of Aliah University are well connected through campus area network and multiple campuses are connected through dedicated P2P line from BSNL. State-of-the-art devices like Router, L2 & L3 switches, and firewalls are available in the campus. There is a central server room which controls the entire operations through a dedicated IT team. The salient features of campus network are as follows:

- There are around 1300 I/O points in the campus. Different types of users namely students, teachers, administrative staff use the services. Dedicated I/O points are allotted to all the teaching faculty members and their research scholars.
- The total network is established following three tier architecture.
- To secure the network firewall is installed with customized security policy for different types of users. Right now we are using Fortinate 40 1E firewall in HA configuration mode.
- There are two ISPs right now in our campus. The first one is a 1 GBPS connection from BSNL

which is part of the NKN connection. There is a secondary connection of 100 mbps capacity from Airtel. Both the connections are optimized using a link load balancer. The LLB we are using right now is Araay A2600.

- Part of campus and campus peripheral has Wi-Fi facility. This Wi-Fi system is maintained as an integrated system by a dedicated wireless controller.
- Some portions of the campus are under CCTV surveillance. This is an IP based system having around 45 days backup storage capacity. The system is fully customizable and it can be monitored from any I/O point of the campus.
- The University has an EPABX system with around 300 connections along with 2 PRI connections with 200 DID.
- The University has a dedicated computer centre facility having 112 PC capacities which is used by all the departments for common use. We conduct online tests/evaluations using this common computer facility.
- All the Departments have computer support system which is well connected and internet facilities are available.
- Fibre optics has been extended from server room to boys' and girls' hostels in order to optimally use the internet for academic and research activities. The University is in process of hostel Wi-Fi connectivity and for the same the tending process was already done. We are expecting to complete these works soon.

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: 4.4

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

Response: 1206

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

4.4 Maintenance of Campus Infrastructure**4.4.1**

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

Response: 1.5

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)

2022-23	2021-22	2020-21	2019-20	2018-19
33.43	30.47	32.21	150.42	121.87

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

This university has a Training and Placement Officer, Campus Maintenance Committee, Building Committee and other respective committees which function through diverse ways to achieve the goals and targets accordingly. Infrastructure, such as classrooms, smart classrooms, labs, computer labs, etc., has been used in such a way that it could reflect the perspective/s of the University and its eco-system. The Central Routine Committee is dedicated to prepare the Time Table in such a manner that classrooms, labs and computer labs are available to all the learners in a systematic, rotational manner and it is maintained in every semester across the three campuses. There is a strong built in eco-system to check and a committed housekeeping to maintain the class rooms, laboratories and computers and sports facilities. Also, concerned Departments and wings take diverse trajectories of cares for optimal use of these facilities. All the above-mentioned committees are beholden to and governed by the active guidance of the highest university authority and their responsibilities in ensuring proper campus maintenance, class room and laboratory and maintenance of other academic or cultural facilities are regularly spelt out and monitored and reported. Regular meetings of all these committees and forums are held and they act in sync with each other to meet the demands of overall campus maintenance. All the concerned Departments and Centers also maintain their laboratories and the computers and other equipment too which are regularly maintained and preserved properly.

The common computer laboratory facility along with language lab was set up in the University for common use of the students of both the UG and PG Departments. Accordingly, the Value Added Courses and the laboratories are maintained smoothly for the academic benefits of the stakeholders. Class rooms and other support facilities are used in optimum ways for maintaining a better teaching-learning environment and maximum utilization of infrastructure of the University.

Besides, support facilities like those aiding physical exercise are available inside the campus. The University encourages the members to use it in the morning and also in the evening as per their preference. Furthermore, the officials, staff members who are related to the gym and sports facilities, take every initiative in this regard for the larger benefit among users. Chairman of the Sports Board along with his respective Committee used to take necessary steps for organizing other outdoor and indoor games Round the year, both UG and PG students of Aliah University regularly participate in indoor games and outdoor games organized by the University itself, and participate and compete at the State and Central level in sports as football, hockey or cricket. The University organizes Annual Sports meet every year to encourage the students. There are instances of Departments or the University sponsoring their jerseys and boots on many occasions

File Description	Document
Upload any additional information	View Document
Provide the link for 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: 68.77

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

2022-23	2021-22	2020-21	2019-20	2018-19
4329	4633	4020	3525	1697

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](#)

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

[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:

One of the focus and thrust area of this emerging University has been to make the students empowered and employable for jobs both in traditional and emerging sectors.

The curriculum itself is framed in a manner which follows the previous CBCS and the current NEP

guidelines, thereby emphasizing on students being able to acquire skills and manifest their latent abilities required for employment opportunities. Some such courses which are embedded in the syllabus for students, along with academic courses are, English for Communication, Computer Literacy with basic skills, Soft skills and Technical Writing. These classes are rather hands on training and interactive ones rather than using traditional lecture method and students are made to speak, present, write and interact as they would have done in a job scenario.

The mentors at the Departments do take care to counsel students not only regarding academic and psychological problems but also steer the students to the best career paths.

A free residential coaching programme for West Bengal Civil Services Examination for candidates from the minority communities has been run by the University from 2017 to 2020. The coaching classes were held at the New Town campus of the University and on some years at the Haj Tower at Kaikhali near the vicinity of New Town. Non residential candidates were also accommodated initially. Applications were received from candidates all over West Bengal. Shortlisted candidates were called for an interview through which the final selection was made. The performance of candidates having received the coaching was good with 05 students getting selected in the 2019, WBCS examination under various categories.

For a brief spell of time, the Departments were given modest financial aid by the university to run Coaching classes for competitive exams in order to secure jobs in HEIs : NET/ SET and equivalent. The Department of English for example, ran the coaching for the PG final year students, through the autumn and spring semester in the year 2018-2019. Classes were held after scheduled time-table hours. Quite a few PhD scholars who had cracked NET and equivalent exams, also trained the students along with the full time faculties of the Department. Mock tests were taken too.

Apart from coaching to crack competitive exams for securing government jobs, the University appoints a Student Counsellor who responds to career and academic queries of students over emails. Beginning from 2022 onwards, the option of such online queries is usually related to admissions, choice of subjects, counselling sessions prior to admissions and the like. The Counsellor, also caters to the queries of the foreign students. Prior to 2022, the University Student Counsellor was physically available for queries.

Over and above all, the Training and Placement cell of the University is always active in guiding students to their chosen careers in private, corporate, I.T. houses and other emerging sectors of Employment. Grooming in etiquettes and soft skills before each session is the regular affair of this cell which works untiringly throughout the year.

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

5.1.3

Following capacity development and skills enhancement activities are organised for improving

students' capability

- 1.Soft skills**
- 2.Language and communication skills**
- 3.Life skills (Yoga, physical fitness, health and hygiene, 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: A. All 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
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students during the last five years

Response: 11.67

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

2022-23	2021-22	2020-21	2019-20	2018-19
229	253	123	60	126

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: 10.95

5.2.2.1 Number of outgoing students progressing to higher education

2022-23	2021-22	2020-21	2019-20	2018-19
217	151	113	134	121

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: 5.71

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

Response: 429

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: 28

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	8	1	2	10

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:

Along with other sensitised institutes, Aliah University too realizes that the culminating aim of all activities on the campus, is to groom students into worthy and resourceful citizens of tomorrow.

There are students' representatives in several important academic and administrative committees of the University like Internal Complaints Committee, Anti-ragging Committee or rotational / temporary committees created for organisation of cultural activities, seminars, conferences and Fests. The students eagerly and actively support the organization of events, look into the interest of the students, but also suggest, argue and if necessary differ in case such proposals are not for the greater good.

The university milieu creates spaces whereby students create Forums or clubs to sharpen their Research and Managerial skills. Along with other co-curricular activities they develop their potentials to be active intellectuals or explore the aesthetic sensibilities which are partially addressed and satiated in the classrooms.

As such, in absence of a formal Student Council at the University, it is these forums and clubs which become a cohesive centre for the students who live their meaningful future and mature adult life in a simulacrum. These forums and clubs are fully and solely managed by the students with teachers playing the role of honorary advisors. The Forums meet at periodic intervals over meetings discussions, activities and planning for festivals like LITMANIA which involve the student community of the entire university in a huge camaraderie.

The Economics Department has a Research club which promotes new thinking and innovative application at the microcosmic level. The Business Conclave of the Management and Business Administration Department is a station where students get ready with their skill sets to be future

entrepreneurs in the Global Markets and plan future set ups and strategies to make the same successful. The Biological Sciences have the “Journal Club Presentation” and the Chemistry Department has a students’ club christened as “Aliah’s Chemists” .

The clubs at the Departments of Chemistry, Biological Sciences and Economics create a huge repertoire of emerging areas of episteme through research and discussion. The students contribute significantly to the academic ecology . The clubs veritably become laboratories to produce literature for future publications in standard journals. The faculties and students in this case, collaborate to represent the empirical approach in seeking knowledge and upgrading academics.

The FABULINOUS club of the Department of English is always abuzz with hectic activities . The Department has an active, Literary club which hosts miniature seminars, paper readings with presentations, and such related activities. The Drama club is a preparatory space for nurturing the talents of future actors and directors . Coupled with the yearly Drama workshops , these students try to envision a literary genre which is useful for the society. The Quiz club makes students ready for with general knowledge useful for various competitive exams. The Film Studies and the Book reading Club, chisel the skills of a responsible reader, viewer and above all a critic of the society. The Debate club addresses the responsibilities associated with freedom of expression.

File Description	Document
Upload any additional information	View Document
Provide the link for 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: A. All four 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 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 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: 0

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:

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

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:

Aliah University has had its first batch of alumni around 2011, who graduated from the PG courses of the University which were introduced prior to the Five year Integrated Post Graduate courses continuing for some years, before the courses were separated into UG and PG. The enthusiastic group of youngsters, most of whom are now gainfully employed, have maintained ties with their alma mater in many informal ways.

Some of the alumni with outstanding academic potentials have been reabsorbed by the University as Researchers. These alumni yet scholars, have been assets to the respective Departments by shouldering responsibilities of teaching, mentoring and all such matters where their contribution could enrich and ease the burden of their teachers. Batches of alumni over years have met informally at their Departments for festivities, meetings and future plans.

The University has been a melting pot of all cultures and communities over several years now and this effort becomes conspicuous at the 'Iftar Majlis' during the period of Ramadan where the Past pupils make a significant contribution with their sheer physical effort and organizational skills to make this inclusive programme of harmony and tolerance, a great success.

Some of the alumni in various Departments have been contributing significantly, by teaching in the NET/SET coaching classes initiated by the Departments at the behest of the University.

Of particular interest is the activity of "Aliah's Chemists": The training club of the Department of Chemistry. Here, from 2021 onwards, notable alumni of the Department, deliver lectures, preparatory training for various competitive examinations and talk about employment opportunities in the industrial sectors. The club has been functioning consistently and the alumni have proved to be a strong support system for the Department as well as the Institution.

Sensing the potential of the alumni who can become a powerful link between the institution and outside world, the University had started taking steps to have a registered body of Alumni Association who would forge the institution ahead. The delay in initiation is due to the waiting time required to create a significant pool of individuals empowered enough to support the alma mater. The Institution, it must not be forgotten, has been initially catering to the very economically backward, first generation learners from the districts.

Efforts have been taken to reach to the alumni far and wide through newspaper advertisements and website notifications for creating the alumni association. The process of notification which began in July 2023, bore its fruits in October of the same year, when about 100 past pupils gathered at the Park Circus auditorium of the University and the 1st meeting of the association was held with a vow to register the body and create a constitution to pave the mode of future working. The Committee of teachers responsible for providing support in the formation of the committee has been sitting periodically with the alumni to decide on the office bearers of the association and the future course of action to be taken.

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:

The academic and administrative governance of Aliah University is structured, guided and conducted by its clearly stated vision and mission statements [Link to Vision and Mission Statements in the website]. The academic governance initiatives are taken up by the Board of Studies (BoS) of each academic department. The BoS, consisting of the Dean of the concerned Faculty, the Head and other teachers of the Department as well as external subject experts, initiates the process of devising the courses of study and research, keeping in mind specially, the emerging areas of knowledge in the concerned field of study, for the intellectual, professional, and moral development of the students. The BoS also undertakes periodic revision of the course contents to make it up-to-date and relevant with the current requirements in the national and multinational job market, so that the students can compete and excel in their chosen field of work in society, industry, business and academia. This apart, the list of nominated paper setters, moderators and examiners of the University exams are placed at the BoS for approval. All decisions of the Boards of Studies are presented, discussed and approved in the meetings of the Academic Council, and subsequently, those of the Executive Council of the University.

The day-to-day administrative, matters related governance and other related aspects of the University are, at various stages, planned, organized, directed, and supervised by the Officers of the University including the Vice-Chancellor, the Registrar, the Finance Officer, and the Controller of Examinations. Various Statutory committees, comprising of the faculty members and non-teaching staff and external members with specialized knowledge, assist in the overall implementation of the administrative policies and decisions. The active cooperation and teamwork of all concerned in the academic and administrative governance of the University help in creating a conducive atmosphere and necessary facilities for the holistic development of the students and smooth functioning of the university affairs. All the efforts and practices constituting the academic and administrative governance are thus focussed to bring into reality the vision and mission of the University.

Above all, all governance practices also attempt to fulfill some of the objectives of the University like widening the opportunities for higher education, providing affordable education to the economically backward sections of the society, promoting the study of modern technological courses along with traditional subjects, encouraging research in these fields, creating creating space for suitable grooming to make students employable and through all these endeavours, preserving the Indian Culture and heritage, advancing national integration, secularism, and international understanding.

The vision of the University:

To become a Centre of Excellence and to contribute to the society through the pursuit of teaching and

research in the emerging areas in each branch of modern science, engineering, technology, social studies, and humanities with a deep passion for wisdom, culture and values.

Mission of the University:

To nurture and produce forward-looking students with a focus on their intellectual, moral, and social development enabling them to excel in their chosen field of work in society, industry, business and academia.

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:

The academic and administrative governance of Aliah University is structured, guided and conducted by its clearly stated vision and mission statements. Guided by the Aliah University Act, 2007 and Further Statutes, 2016 the University is led by the Vice-Chancellor and aptly supported by the Registrar, Academic Deans, Finance Officer and Controller of Examinations. Approved by the UGC (under 12B and 2f), and accredited by AICTE/NCTE/INC for its different programmes, the University has well-structured governing bodies like the Court, Executive Council, Academic Council and Finance Committee with representation from both internal and external members including representation from the Government.

At the department level, academic governance is done by the Board of Studies (BoS) comprising Dean of the concerned Faculty, Head and other teachers of the Department, members from allied Departments as well as external subject experts. Introduction of new courses, periodic revision of existing courses, approval of experts for recruitment boards, paper setters, moderators and examiners are done under the tutelage of the BoS. Likewise, the Board of Research Studies looks after the governance of the Doctoral scholars. All decisions of the BoS and BRS are presented, discussed and approved in the meetings of the Academic Council, and subsequently, those of the Executive Council of the University.

The University has clearly drafted policies like research, IT, Consultancy, Ethics, IQAC, grievance redressal, etc., duly approved by the Academic Council, which provides the framework for their fair implementation. Various Statutory committees for Maintenance, Hostel Management, Library, Purchase, Examination, Admission, Research, , etc., comprising faculty members, non-teaching staff and external

members in a few, assist in the day-to-day administration. Grievance Redressal Cell, Disciplinary Committee, Internal Complaints Committee, Anti-ragging Squad and Committee helps in maintaining a conducive atmosphere.

The recruitment of teaching staff is governed by the minimum eligibility conditions as prescribed under the UGC/AICTE/NCTE/INC and regulations of the West Bengal Higher Education Department. The recruitment process of teaching of non-teaching positions are governed by Section 65, Schedule-II and Schedule-III respectively of the University Statues, 2016 and the Govt. of West Bengal.

Service conditions of the faculty members including promotion are governed by the UGC regulations and Orders/ Regulations of the Department of Higher Education of the Govt. of West Bengal as well as Further Statutes and Act of the University. Internal Quality Assurance Cell (IQAC) plays a pivotal role in the career development and advancement of the faculty members. Training programmes are also conducted for enhancement of skills and knowledge of the non-teaching staff and students. Placement cell looks after the employment of the students.

The active cooperation and teamwork of all concerned in the academic and administrative governance of the University has helped in creating a healthy atmosphere for the holistic development of the students and smooth functioning of the University affairs. All the efforts and practices are thus focussed to bring into reality the vision of the University, i.e, to become a Centre of Excellence and contribute to the upliftment of the economically backward sections through the pursuit of teaching and research.

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: B. Any 3 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
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 provides due encouragement for career development equally for teaching and non-teaching staff. They are encouraged to pursue higher studies, undergo training programmes, attend seminars, symposium, conferences, workshops at national and international level with or without financial support. The University provides duty leave/special casual leave to such aspirants. A good number of teachers were granted duty leave or special casual leave to present research papers and take part in conferences as participants or resource persons or act as experts in selection committees of other institutions/Service Commissions for recruitment and research. A large number of faculty members delivered invited lectures in other institutions and chaired technical sessions in academic conferences.

During the last five years the University has been quite liberal in permitting the teachers to pursue different research programmes and acquire their PhDs. Faculty members and non-academic staff were also allowed to attend various in-house or external training and development programmes, workshops, Management Development Programme etc. to enhance their skill and knowledge to achieve career growth and work more efficiently.

For career progression the University follows UGC CAS (Career Progression Scheme) norms and promotion rules of the Government of West Bengal for faculty members and Officers. IQAC (Internal Quality Assurance Cell) plays an important role in fair and transparent evaluation of the claimants. Wherever required, IQAC seeks clarification from the concerned and decisions are taken based on satisfactory submission of data. IQAC has designed a form so that there is no disparity in evaluation by the IQAC members and whether a claimant fulfils the minimum criteria or not becomes transparent to all. Such transparency is vital for maintaining sound interpersonal relationships and congenial environment at the University. During the last five years, a large number of applications were reviewed by IQAC and cleared for career progression. Performance appraisal of the faculty members are mainly

done for assessment for career progression and prior to confirmation of service.

Non-teaching staff are promoted as per provision of Govt. of West Bengal policy through the avenue of merit-cum-seniority basis. During the last five years non-teaching staff and technical staff have got promotion to their next higher level.

Aliah University being a state funded university has been providing a few employee welfare benefits and amenities. It provides all statutory social security and welfare schemes such as, Maternity benefits, Paternity Leave, Child Care Leave etc. As per Gazette notification No. 402-MD-11018/69/2017 dated 25.02.2021 titled “West Bengal Health Scheme for the Beneficiaries of Grant-in-Aid Colleges and Universities under Minority Affairs and Madrasah Education Department”, serving permanent Teachers/Officers and their dependant family members of the Aliah University will be entitled for the benefits. Moreover, as per Gazette notification No. 1260-MD/0/14M-24/10 Pt.I dated 15.6.2017 all employees (Teachers, Officers and Non-Teaching staff) of Aliah University appointed on whole time basis against posts and scales approved by the State Govt. from time to time, are eligible for Death-cum-Retirement Benefit (DCRB) scheme. Under this scheme, all such employees are entitled to Gratuity, Pension, Dearness Pay, Family Pension, Death Gratuity, etc.

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: 6.93

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	8	3	9	33

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
Audited statement of account highlighting the financial support to teachers to attend conferences/workshops and towards membership fee for professional bodies.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3.3

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

Response: 43.42

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

2022-23	2021-22	2020-21	2019-20	2018-19
66	88	121	51	50

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
Annual reports highlighting the programmes undertaken by the teachers	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

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:

Aliah University mobilises its funds received mainly from the Department of MAME, Govt. of West Bengal on various Heads of Expenditures of the University. Funds received from the state government are spent on payment of salary of teaching and non-teaching staff of the university, infrastructure related growth and developmental work, as per budget allocation. MAME grants are spent after approval from statutory Committees like Finance committee, Building committee, Purchase committee, etc.

The University also mobilizes its resources from funds generated from Self-financing/Value Added/Vocational courses and running Research and Consultancy Services by the University. All expenses of contingent nature are spent from this fund after getting approval from financial authorities of the university, the Registrar of the University and thereafter it is finally approved by the Vice Chancellor.

Resource mobilization is also carried out by following means:

1. Students' fees,
2. Interest on corpus fund,
3. Overhead charges from the research grants received from various governments such as UGC/DSTBT, Government of West Bengal and DST, Government of India/CSIR/ICSSR and non

government agencies,

4. Fund is also generated through conducting competitive exams/admission tests and other such tests/exams as WBPSA, WBSSC, WBSSC, WBMSC and many other such exams of centrally and state funded institutions and organisations. In these cases the University premises are offered as a test centre for these exams.
5. Some amount is earned through renting out of auditorium for academic, social and cultural programmes of other institutions/organizations.
6. The University provides space on lease to various commercial utility facilities for students, faculty members and officials of the University such as Canteen.

Funds generated from the above sources are principally used for maintenance and development of the University.

The optimum utilization of funds is ensured through:-

1. Adequate allocation for effective teaching-learning practices that include organizing Orientation Programmes, Workshops, Special Lectures, Inter-disciplinary activities, and Training programmes for teaching, non-teaching and technical staff that ensures quality education and administration.
2. Utilization of Budget to meet day to day operational, administrative expenses and maintenance of fixed assets.
3. Payment of salary (a good amount of fund accrued is utilized under this head) to contractual/casual/adhoc support staff and security guards.
4. To nourish and help flourish the talent of the students by allocating adequate amount to organize cultural, sports and other such events.
5. Commemorate events of national importance such as Independence Day, Republic Day, Gandhi Jayanti and Teachers' Day; International days such World Environment Day, International Women's Day, World Nursing Day, International Mother Language Day and World Population Day etc. to name a few.
6. Upgradation of Laboratory facilities including procurement of specimens, chemicals, instruments and devices, software, computation devices, etc.
7. Enhancement of library facilities which is needed to augment new learning practices and accordingly requisite funds are utilized every year.
8. Efforts in development and maintenance of infrastructure of the university, including networking of three campuses.
9. Some funds are allocated for social service activities as a part of social responsibilities through NSS.

File Description	Document
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: 13661.89

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)

2022-23	2021-22	2020-21	2019-20	2018-19
688.55457	171.78	124.49	5926.89804	6750.17143

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Copy of the sanction letters received from government/ nongovernment bodies and philanthropists for development and maintenance of infrastructure	View Document
Annual audited statements of accounts highlighting the grants received.	View Document
Provide Links for any other relevant document to support the claim (if any)	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:

The Institution regularly conducts its internal audit in accordance with the Auditing Standards generally accepted in India. These standards require that the University plans and performs the internal audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An internal audit includes examining, on a test basis, evidence supporting the accounting principles used and significant estimates made by management, as well as provides a reasonable basis for our opinion. The internal audit occurs regularly but the external audit is purely decided as per schedule of the state government. There has been an external audit in 2019.

Internal audit is generally conducted after the completion of a financial year, i.e. in May-June every year. The audit report is placed before the appropriate authorities i.e., Finance Committee and the Executive Council for necessary action in case of any anomalies. With the aim of being Cashless, the major portion of the financial transactions are done through electronic mode. Internal Financial audits are also conducted by the auditor fixed by the university authority.

This internal Audit has been conducted in the last five years (FY 2018-2019), (FY 2019-2020), (FY 2020-2021), (FY 2021-2022) and (FY 2022-2023). The purpose of the Internal Audit Report is:-

1. To detect irregularities, embezzlement and fraudulent transactions.
2. To ensure good governance, risk management and internal controls.
3. To provide valuable support and assurance to the University.
4. To act as a tool for a good corporate governance practice.
5. To give recommendation for improvement of the University's financial position.
6. To facilitate the organisation for complying with the laws and regulations.

The Internal Audits carried out by Sen and Co., Chartered Accountants. 1/13, Chittaramjan Colony, Jadaavpur, Kolkata-700032 for these years recommended the following:-

1. The University should maintain all bank vouchers in separate file(s) with proper supporting in an orderly manner.
 1. The University should ensure that cash collection from various sources is deposited within 1 - 2 days at bank.
 2. The University was recommended to acquire and install fees processing software so that proper control over fee receipts can be exercised.

The mechanism for settling audit objections during the previous five years are as follows:-

1. The University has maintained files of purchase and tender documents for fixed assets and Repair and Maintenance charges.
2. Grants received from Government from time to time have been recorded by University in both Tally as well as in Excel file.

File Description	Document
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 Aliah University is a mechanism to build and ensure a quality culture at the institutional level like all other Universities. Although the University is past its childhood and at the threshold of adolescence (it being established in 2008), the IQAC has gathered momentum at this institution recently, working at a hectic pace from 2018 onwards. One of the salient objectives of the cell being continuous motivation and upgradation of the faculties teaching at the University, the IQAC had concentrated on monitoring, motivating and enabling the teachers of the University, to move to their next higher levels through quality teaching, research and shouldering of official/administrative and co-curricular activities, thereby resulting in not only promotions through CAS in the literal sense, but also culminating towards a holistic development of the teaching community.

Practice -1

Looking forward to a path of continuous improvement, the Internal Quality Assurance Cell (IQAC) of Aliah University organises Seminars and Capacity Building programmes. The cell started with organising two separate Seminars on Quality Improvement, one for the teaching staff and another for the non-teaching staff of the university. In order to make it a regular practice, the IQAC of Aliah University started collaborating with Departments in sponsored (Funded by agencies like ICSSR) Capacity Building programmes.

Practice-2

To enable the evaluation and the screening of the applicants under the career advancement scheme, the IQAC cell has developed a comprehensive evaluation form. This form termed as “CAS API and Eligibility Screening Sheet” is indigenously developed by the IQAC cell of the University. The form has incorporated the minimum requirement criteria under Category-I, Category-II and category-III from both

the UGC Notification 10 and subsequent West Bengal Higher Education Department order 12 or the UGC Notification 17 and the subsequent West Bengal Higher Education Department order 18. The form serves the quality assurance programme in multiple ways. It sets up a clear and well defined expectation criteria for the CAS incumbents of the University. It has created a transparent and trustworthy environment for the incumbents. Finally, subsequent review of the form by two reviewers and countersigning by the IQAC director makes the decision for promotion objective and impartial.

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: A. Any 5 or more 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
Provide Links for any other relevant document to support the claim (if any)	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:

From the rented and cramped quarters of Salt Lake, Sector V, the IT hub of Kolkata where the students, faculty and the staff jostled for space in 2012 and 13 to the sprawling, state-of-the-art Campus boasting the grandeur of Islamic architectural designs at New Town and Park Circus, the growth and expanse of Aliah University has been phenomenal and exponential.

Over the past five years the University has continued to improve its methods of reaching out to furthest districts of West Bengal and has addressed and catered to the needs of the students' economically backward families. Having consistently improved its on line mechanisms to reach out to the students before and during the times of admissions through the dedicated team work at AUAT, the University has been able to steadfastly attract students in traditional and modern subjects. There has also been a heartening rise of the number of students taking admissions from the neighbouring country of Bangladesh.

One of the wonders at this University is its incremental manifestation of the ability to groom and shape the weakest of the students from the poorest areas of Bengal as conscientious citizens, worthy of being

employed and being used as a prized human resource. The teaching -learning system has continued to adopt and adapt systems like Choice Based Credit System (CBCS) and Curriculum & Credit Framework in line with National Education Policy (NEP) to optimize the benefits offered to the students and to make them at par with the finest institutions of the country.

Each year and progressively the training and placement, fellowship records and admissions of alumni in other premier institutes evince the improved output of the University. The reorganised Research policies, framework and modalities of functioning of the University Research Programmes, in the past five years has ensured better doctoral outputs. During and subsequent to the pandemic, the institution has developed an even better system of IT enabled and computer assisted learning with the creation of G suits, smart classrooms, whiteboards, Lectures aided with PPTs, Audios and Videos. Post-Covid, educational tours and visits, practicals have made education experiential and participatory. Numerous seminars, invited lectures, conferences, workshops, Board of Studies meetings have brought in the luminaries from the academia to contribute to the growth of the institution. Both in Teaching-Learning, administration and financial transactions, the University has strived to go paperless. The setting up of the Enterprise Resource Planning (ERP) cloud solution, is a significant step towards integrated management of the organization's financial results. The campuses have gone greener, cleaner, gender sensitive and safer. Better and empirical practices of rainwater harvesting, waste segregation, conserving the green and composting have shown the way to the university's commitment towards society. There have been more organised efforts to celebrate campus life in a more robust manner through co-curricular activities, festivities and sports. Implementation of welfare policies, health benefit facilities like Swastha Saathi or Death-cum-Retirement Benefit scheme for employees in the course of these five years have provided further incentives to work better.

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

Aliah University is deeply aware of its historical responsibility of creating awareness of gender equity and ensuring equal opportunities for all in the campus, and thus spreading the message for obliterating the deeply ingrained patriarchal biases from society. This university has adopted various measures to give equal access to all its resources to the women students and staff and thereby ensuring their empowerment. Some of these steps are as follows:

1. To encourage the girl students, particularly from the underprivileged sections of society, the Application Fees for admission for girl students have been kept lower than those for the male applicants.
2. The university has constructed two hostels in two of its campuses with 450 and 240 seats for girl students with up-to-date and state-of-the-art facilities, along with two boys' hostels with 600 and 50 seats respectively.
3. Both the girls' hostels have women security staff, along with Wardens and other staff to ensure optimum safety and security.
4. The university has constituted an Internal Complaints Committee (ICC) as per UGC guidelines. The ICC deals with all complaints of sexual harassment with promptness and fairness. Bodies like Anti- Ragging Committee, Anti-Ragging Squad, Grievance Redressal Mechanism address complaints of other kinds.
5. The university has employed women house-keeping staff, selecting them from Self-Help Groups formed by women chiefly from adjoining rural and semi-urban areas. In this way this university contributes to providing economic and social security to women from disadvantaged families.
6. Most of the Departments of the Faculties of Humanities and Social Sciences have included gender awareness courses in their curricula. The university plans to start a Centre for Women's Studies in the near future, if a financial grant is given by the State Government.
7. In order to create awareness of gender justice, Seminars and Workshops on sexual harassment in workplace, gender violence, and gender sensitivity in the campus in particular and in home and society in general, have been organized periodically by the ICC and other Departments of the University.
8. Celebrations of International Women's Day (8th March), World Aids Day with seminars, exhibitions, poster competitions, open-air theatre / street drama, skits, songs, and other performances are organized every year by the University.
9. The university encourages organizing co-curricular activities like annual sports, educational excursions, debates, various interdepartmental literary and cultural programmes with active participation of both the male and female students.

10. At the Departmental level, it is encouraged that the women students volunteer to be class representatives. The practice focuses in bringing out the latent leadership qualities within girls.
11. The university endeavours to maintain a healthy parity in numbers between the male and female students, as well as male and female employees.
12. The Nursing Department is an all girls Department which trains girls in the best manner possible for a noble profession.
13. The Female faculties and students of the University get fair representation in decision making bodies and committees .

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: C. Any 2 of the above

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

Aliah University boasts comprehensive facilities for managing various types of waste effectively, as per standards regulations; ensuring a sustainable and environmentally friendly approach to waste management.

Solid waste management: It encompasses a multi-faceted approach to handle different categories of waste with designated collection points. The dry waste consists of the non-bio-degradable waste like metal cans, glass, plastic bottles, laboratory glass apparatus, and other items that can be recycled. Segregation at the source is facilitated through clearly marked bins (e.g., green for degradable, blue for recyclables, red for non-degradable). The institution has designated areas for composting organic waste like garden waste, leftover food from university and hostel canteens, kitchen wastes, etc., ensuring its conversion into nutrient-rich compost for landscaping or gardening. Non-recyclable solid waste undergoes proper disposal through either landfilling or waste-to-energy processes in collaboration with Newtown Kolkata Development Authority (NKDA), minimizing the environmental impact.

Liquid waste management: The University adheres to a strict protocol of liquid waste disposal in its laboratories focussing on minimizing the impact of liquid waste on the surrounding environment. The laboratory liquid waste from Chemistry or other labs are treated first or diluted, as per required environmental standards before being discharged. The blackwater (from toilets) are separated from greywater (from sinks, showers) and subjected to targeted treatment to prevent any spread of water borne diseases. Additionally, the university has a robust rainwater harvesting systems in the campus to conserve water resources and reduce dependence on external sources. The conserved rain water is utilised for watering the gardens and ground water recharge.

Biomedical waste management: The institution maintains dedicated biomedical waste collection points equipped with biohazard bins and autoclaves for sterilization. Stringent protocols are followed to ensure the protection of staff, students, and the environment from the hazards associated with biomedical waste. This includes the safe collection, segregation, treatment, and disposal of waste generated from healthcare facilities and research activities in compliance with standard regulations.

E-waste Management: With the proliferation of electronic devices, proper management of electronic waste (e-waste) is imperative. The institution facilitates e-waste collection drives and recycling programs to divert electronic devices from landfills. Specialized recycling partners are engaged to responsibly dismantle and recycle electronic components, recovering valuable metals and minimizing environmental pollution from hazardous substances.

Waste Recycling System: The Institution has set up a robust waste recycling system that encourages the separation and recycling of paper, plastics, glass, and metals. This is facilitated through awareness campaigns, convenient recycling bins, and partnerships with recycling companies.

Hazardous Chemicals and Radioactive Waste Management: Specialized facilities and protocols are in place for the safe handling, storage, and disposal of hazardous chemicals and radioactive waste. These

materials are managed in accordance with stringent regulations to safeguard the health and well-being of the community and prevent any adverse effects on the environment.

In summary, Aliah University prioritizes the implementation of sustainable waste management practices across all its facilities, with a focus on minimizing environmental impact and promoting a culture of responsible waste disposal and recycling.

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

7.1.4

Water conservation facilities available in the Institution:

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

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

Aliah University boasts comprehensive facilities for managing various types of waste effectively, as per standards regulations; ensuring a sustainable and environmentally friendly approach to waste management.

Solid waste management: It encompasses a multi-faceted approach to handle different categories of waste with designated collection points. The dry waste consists of the non-bio-degradable waste like metal cans, glass, plastic bottles, laboratory glass apparatus, and other items that can be recycled. Segregation at the source is facilitated through clearly marked bins (e.g., green for degradable, blue for recyclables, red for non-degradable). The institution has designated areas for composting organic waste like garden waste, leftover food from university and hostel canteens, kitchen wastes, etc., ensuring its conversion into nutrient-rich compost for landscaping or gardening. Non-recyclable solid waste undergoes proper disposal through either landfilling or waste-to-energy processes in collaboration with Newtown Kolkata Development Authority (NKDA), minimizing the environmental impact.

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the community and prevent any adverse effects on the environment.

In summary, Aliah University prioritizes the implementation of sustainable waste management practices across all its facilities, with a focus on minimizing environmental impact and promoting a culture of responsible waste disposal and recycling.

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: B. Any 3 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
Provide Links for any other relevant document to support the claim (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 campuses have made friendly as far as possible for the differently abled people. There are ramps for easy access to buildings with at least one lift earmarked for giving priority access to the differently abled. One rest room in each floor is dedicated for the Divangjan. The Departments having Differently abled students do bring in a human and a compassionate touch by conventionally assigning a classmate to assist the student in his/her movement and other academic needs. Often, students (especially girls) volunteer themselves to help the classmate. Teachers make learning and comprehension easier by allowing their lectures to be recorded (often in personal mobile phones of the Divangjan). Special efforts are taken during lectures to repeat and clarify concepts not grasped by such a student. Soft copies of reading materials are shared. It goes without saying that such students are seated on the front rows of the

classroom. During exams Differently abled students are assisted with scribes who write exams for them. The scribes are necessarily from different Departments or juniors from the same Department who volunteer for the cause. The Nursing Department of the University provides whole hearted assistance in this regard to Divangjans at the Park Circus Campus.

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 believes in building an ethos of multiculturalism, plurality, inclusiveness, tolerance and harmony to develop the idea of an integrated nation. The institution also strives to instill in its students the value of service, hardwork, respect and appreciation of people, ideas and programmes worthy of them. The concept of a clean and a healthy nation for better progress is also an agenda which propels the University to initiate programmes which involve active participation of students. All round the year, several projects and programmes are undertaken to ensure the inculcation of values which nurture the same:

- Towards fostering the dream of a shaping a nation, able and bold, The University organizes The Republic day, International Mother Language Day, Independence Day which are celebrated every year with much fanfare . They promote thoughts of a united and resolute India looking towards a future where citizens of all communities , regions, cultures and tongues can find a safe haven in this nation. This is also a clarion call for a robust progress towards blending the traditional values with the empirical and dynamic moves of the contemporary world.
- The importance of honouring and remembering great people with a purpose of following their principles to consolidate a better nation, is achieved through organization of Teacher’s Day and Maulana Abul Kalam Azad Memorial Lecture. Every year, the celebration of the Teacher’s Day further reminds students and faculties alike the sanctity of the entire concept and system of Education.
- With a dream of contributing in a small but in a significant way towards the making of a Swachh Bharat and a strong, healthy nation, various Health Awareness Programmes as World Aid’s Day, World Hypertension Day, World Heart Day, World Cancer Day, World Breast Feeding Day and Cleanliness Programmes are organized throughout the year.
- The various Outreach Programmes organized by the NSS and sometimes Individual Departments of the University, similarly instill the value of responsibility and empathy towards the people struck by accidents, natural calamities, and such other misfortunes. Apart from reaching relief to people in far flung areas, Departments and the NSS sets up immunization camps to spread awareness at the local level

or arrange for Fit India Run Outreach programme, at community level to spread awareness. Students who are also the generation next realize their potential to be the greatest support to restore the poor and hapless to normal life and push back the nation to stability once again.

The annual Iftar Majlis during the time of Ramadan organized by the Students' representatives bring together people of all beliefs and colours and cultures within the University and in the neighbourhood to create an environment of communal harmony and amity. As such the practice converts into, 'Dosti ki Iftari'. Special mention must be made of the senior nursing staff of Calcutta National Medical College who participate almost every year in this Majlis.

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

Aliah University undertakes several measures to sensitize students and employees of the institution to the constitutional obligations of citizens. Different initiatives are taken to maintain cultural harmony, respect to national flag and national anthem, service to the nation, develop ethical and scientific approach, right to equality and freedom, protection against exploitation, freedom of religion and culture.

Different programmes offered under various departments like engineering, management and business administration, law, nursing etc. incorporate professional ethics, code of conduct, moral principles, human values, justice, peace, dignity, respect to all religion and culture, discipline, gender equity etc. in the curriculum.

At the Postgraduate level, all students of all streams (CBCS system) are taught a compulsory course on Human Rights and Value Education. Some Departments offer Ethics and Value Education as an Optional Course at the Undergraduate and PostGraduate level too.

Apart from Research Ethics the UGC prescribed compulsory 2nd paper of the Doctoral Course work encompasses the wider scope of ethical and responsible conduct in research and professional life.

Independence day, Republic day is celebrated at all three campuses of the university every year. National

flag is hoisted, patriotic songs are sung. Other important commemorating events such as Teachers' day is celebrated by all departments every year. Cultural harmony is maintained by the students and employees of different background by organizing different academic activities and cultural programs.

Safety and security issues for all are taken care of by appointing security supervisor and staff (both male and female), electronic surveillance by CCTV cameras, resident warden in every hostel etc.

The NSS unit organizes National unity day, tree plantation day to celebrate world environment day, Swachh Bharat Aviyaan, relief work during natural disasters to aid the affected districts .

The students and employees of the university rendered relief work to various affected areas and donated to the CM relief fund during the cyclone Amphan and Yash.

Anti ragging committee and squad, grievance redressal cell are active in the university.

File Description	Document
Details of activities that inculcate values necessary to nurture students to become responsible citizens	View Document
Any other relevant information	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: A. All of the above

File Description	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
Provide Links for any other relevant document to support the claim (if any)	View Document

7.2 Best Practices

7.2.1

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

Response:

Best Practices_1_ *Nadir Saathe Chalo*

In the era of Anthropocene, human interventions have escalated in terrestrial systems affecting the river health and water quality. The Indian rivers especially the rivers of the Bengal Delta (West Bengal in the Indian part) are either decaying or dead due to neotectonic movements (e.g. Allison et al. 2003), climate changes (e.g. Rajesh & Rehana 2022), anthropogenic intervention in the forms of construction of dams and barrages, changes in the land use and land cover, intensive agricultural practices, urban and industrial development (Islam and Guchhait 2017; Das et al. 2020). The rivers like Mathabhanga-Churni, Ichhamati, and Jalangi are disconnected from the Ganga-Padma system (Sarkar et al. 2020; Das & Bhattacharya 2020). Naturally, these rivers are suffering from shortages of discharge especially in the lean months and river water quality has deteriorated to a large extent, which is reflected in lower dissolved oxygen, higher biological oxygen demand and eutrophication (Sarkar and Islam 2020). As the surface water is connected with groundwater, the availability and quality of the groundwater is also depleting, especially in urban areas (Mahammad et al. 2023). Therefore, restoration of the river and

maintenance of the environmental flow (Hoque et al. 2022) through the fluvial systems of the Bengal Delta and surrounding regions has become imperative for ecological and economic sustainability. Already, several initiatives from the local people, govt. and NGOs are adopted for the river restoration. However, the improvement in the river health has not been achieved much for several reasons.

In an attempt to the journey of river restoration, the Dept. of Geography, Aliah University has initiated a river restoration programme ('*Nadir sathē cholo*' i.e. 'Go with river') as part of academics, namely the ***Advanced Geomorphology Practical paper in the PG 4th semester*** from 2016. The 4th semester students, undertake this fieldwork-based practical on various dimensions of rivers of the Bengal Delta and surrounding regions every year. Since 2016, PG students have visited rivers like Churni, Jalangi, Shilabati, and Brahmani-Baitarani rivers. The data on river velocity, discharge, cross-sections, and river water quality were collected from the field survey by the students for analyzing the riverine decay (Fig. 1-4). The results show that the quantitative and qualitative river decay are strikingly found for the study rivers. For this purpose, students become engaged with the local people about the river's decay and possible ways of river restoration. Moreover, the students also engage themselves in cleaning the water hyacinth and similar biological growth in the river water. Also, students along with the mentors meet the local administration, and village panchayats to clean the river and minimal disturbance on the river. The students also inform the local people about the effects of activities like jute rotting, onion cleaning, disposal of solid waste, sewage disposal etc. on river decay. These initiatives can help clean the river and reduce the level of pollution and restore aquatic habitats, ecosystem services, and human well-being. The departmental initiatives though not large, may usher in the consciousness of the local people and all stakeholders for furthering environmental awareness and development.

Best Practices 2_We Know, We Dare: Indigenous and Participatory Theatre to Raise Social Awareness

Aliah has embraced the tradition of the forms of *Nukkad Natak* and *Street theatre* not only in letter but also in spirit (hence the name: *We Know, We Dare*), to raise social awareness and to reach out to the immediate community around the campus.

The students of Journalism and Mass Communication at the Park Circus Campus of the University have performed *Nukkad Natak* as part of their course curriculum since the inception of the Department in 2013. Courses **JMCPGCCT09-** Communication for Social Change and **JMCPGDET03(a)-** Folk, Traditional and Community Media and **JMCPGDET03(c)-** Advanced Understanding of Communication for social change engage students in reading and comprehending the contemporary related forms of Indian theatre and has sensitized the students with the need and issues of socio-political development along with paradigms of development. The focus of the courses and resultant performance has also been to familiarize the students to the indigenous folk theatre of India: Jatra, Baul, Yakshagana, tamasha, therukuthu. The students get familiarized with Puppetry, a traditional form and street play as a modern form, for voicing public opinion. During this process students gather knowledge of the approaches to development of communication particularly in Indian perspective through drama and aim at recyclable, sustainable development goals. 'Nukkad Natak' has been a steady annual event in the department, where the students conceptualise and perform a Nukkad Natak on issues pertaining to the contemporary times as Social evils, domestic violence, alcoholism, Government policies, Internet addiction, Menstrual Hygiene. Nukkad Natak are sometimes performed within the campus and sometimes near the gate of the campus for the passerbys.

A sister Department of the same campus, the English Department too, has been par-taking the same spirit of enthusiasm as JMC (sometimes in collaboration with them) by implementing the reading and understanding of third theatre (the theatre of the downtrodden, on the streets, without walls), particularly, as it has been initiated and practiced in Bengal by the erstwhile author and artist Badal Sarkar and his theatre Group: *The Shatabdi*. Badal Sarkar's *Evam Indrajit* had been a part of the syllabus (UG, 5th Semester) even before the inception of the CBCS and had continued percolating into the CBCS curriculum featuring itself in **ENGUGGE03-Text and Performance (Unit 2)**. The students study the concepts of Street theatre followed by a hands on training, where they realize the importance of bonding and performing while being absorbed as artists of *Shatabdi* in plays crying out for justice against the excesses of urbanization, exploitation of poor, protesting against autocracy, dictatorship and discriminatory treatment of rich and poor or unequal laws. The performances at the end of the four day training, did draw the attention of curious passersby s and fellow students, faculties who stopped to see, participate and think. The pandemic did take away the precious years from 2020 to 2022, but the Department is limping back to normalcy with the revival of the tradition of Drama clubs, which are to continue and foster the tradition of street and participatory theatre.

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:

The institutional distinctiveness of Aliah University embarks upon its Vision to emerge as a Centre of Excellence in research and academics, entrenched in wisdom, culture and values, that would contribute to the holistic development of the society. The strategic intent of the University is reflected in its Mission statement, whereby, it emphasizes on producing human resource with preemptive capabilities and value-based alignments who can contribute to the holistic development of the society. This distinctive mission of the University has been supported with academic and administrative initiatives.

The focus on interdisciplinary studies and adoption of advanced technology-based teaching-learning

process is reflective of and in-synch with the new National Education Policy which intends to produce manpower with multi-level skills and competency. The University has taken steps to ensure successful implementation of focal areas, such as, adoption and dissemination of CBCS course curricula, deciding on, framing and strategizing the implementation of NEP following the central guidelines from May-June 2024. creating conducive infrastructural ecosystem and seamlessly integrating functional areas through Enterprise Resource Planning. It has periodically reviewed the pedagogical systems and adopted the appropriate one to foster a learner-centric environment to ensure authentic learning. The University offers programmes in Engineering, Management and Journalism and Mass Communication which has a distinctive feature of Industry-Lecture sessions and Industry-Visits to enable the students to correlate the theory with its immediate applications and to have deeper insights into the industry dynamics. The BSc programme in Nursing goes beyond the classroom routine & internship engagements and connects with the community stakeholders with pertinent health-related campaigns and programmes. The departments of English, Bengali, Journalism & Mass Communication and Nursing have also baptised the outreach programmes which touched upon pertinent social issues and cultural practices. These initiatives are distinctive of societal and industry inclusivity that reinforces the University, Vision, Mission and Objectives. The institutional preparedness is reflected in its prompt migration from the physical platform to the virtual one during the pandemic times which enabled academic and research transactions by following the mandates of University Grants Commission and other statutory bodies.

The emerging attributes and demands of Industry 4.0 and the associated ambiguity, volatility, uncertainty and complexity must be addressed by a new breed of human resources with augmented skill-sets and psycho-somatic grooming. Cross-disciplinary dialogues have replaced the mono-dimensional studies as those stereotyped models narrow down the scope of transdisciplinary skill development and knowledge formation. The new world of digital marvel and globalised economy require multi-skilled and multi-epistemic approaches to acquire latest knowhows in every field. Aliah University has successfully merged its academic imperatives with human-resource development initiatives. The Training and Placement Cell of the University is the hub of a plethora of activities leading to soft-skill development, pre-placement training, internship engagements and final placements. With more than 500 internship engagements and close to 400 successful final placements, the Training and Placement Cell of Aliah University is a distinctive functional process that strategically fits into the value-chain of the University. Further, the University has also taken initiative to roll-out industry-focused Value-added-courses (VACs) to allow its own students to boost up their technical know-how and, at the same time, to reach out to the broader section of the learners in the society who are unable to pursue regular courses due to financial obligations and other resource constraints.

To strengthen its industry interactivity the University has set up its own Institute's Innovation Council (IIC) which explores opportunities of industry collaboration, consultancies, training programmes, executive development programmes (EDPs), management development programmes (MDPs) etc. The initiative is focused on revenue generation with an objective to create a corpus for further developments. The Management department of the University has already offered consultancy services for clients, namely, Govt. of West Bengal, New Town Kolkata Development Authority (NKDA) etc., and, has also conducted training programme in adopting Quality Assurance parameters in higher education to the teaching and administrative members of The University of Mataram, Indonesia.

Aliah University has also realized that the world around the academic bodies and institutions is rapidly changing. As a Higher Educational Institute (HEI) it can no longer pursue a strategy to produce job-seekers only. The twin-notion of Entrepreneurship and Innovation are evolving fast and has been catalysed by the technological breakthrough. Aliah University has acknowledged this transition and

created the Institution Innovation Council (IIC) in line with the recommendation of Ministry of Education, Govt. of India. In doing so, the University has adopted the National Innovation and Start-up Policy (NISP) and has appointed a Professor as the Coordinator of NISP. The IIC has started its function and various members of the faculty has successfully completed the certification for Innovation Ambassador. The University already offers courses on Entrepreneurship Development, Project Appraisal and Analysis, Marketing, Financial Management etc. through its Management programme and it is now witnessing that Entrepreneurship Development has been widely accepted by the students of other discipline as an Open Elective course. The University has conducted a number of programmes in collaboration with the MSME and has organised and participated in various competitive events with prototypes and business-plans being developed by the students. The University has already produced 5 first-generation entrepreneurs. The effort to promote entrepreneurship and innovation, in a structural manner, is a distinctive feature of the University and in line with its mission to groom manpower who can contribute in creating new jobs with critical thinking, collaborations and creativity. The University's constant endeavour in churning dynamic human resource with a humane face has been well supported by its infrastructure and policies.

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

5. CONCLUSION

Additional Information :

Aliah University has a unique prehistory which explains the cultural and social significance of this institution in the history of the Nation.

It was originally set up as Calcutta Mohomedan College or Calcutta Madrasah or Aliah Madrasah by the British Governor General Warren Hastings in 1780 near Calcutta in Sealdah. The chief intention for establishing this institution was to educate the children of Muslim families in Arabic, Persian and Muslim Law so that they might be eligible to get jobs in different Government Departments . However, within a decade the curriculum of Aliah Madrasah had also encompassed modern subjects like arithmetic, geometry, astronomy and the natural sciences along with the more traditional branches of learning like Law, Theology, Elementary Grammar, Philosophy and Logic. English was first introduced at Aliah Madrasah in 1826.

After the Revolt of 1857, however, the British rulers began to have a suspicious attitude to the Muslims. There were proposals to abolish the Madrasah. However, in 1860, the Government of India, rejecting the idea of abolition, rather recommended improvement in its management. So the Madrasah continued to function until it faced another hurdle during the Partition of 1947 when it was suggested that books and estates of the Madrasah be shifted to Dacca. It was only at the initiative of Maulana Abul Kalam Azad, that teaching restarted at the Calcutta Madrasah. In 2002 a Madrasah Education Committee under the leadership of A.R. Kidwai presented its recommendations for the continued development and future excellence of Aliah Madrasah.

Finally, the over-two-hundred-year old institution was elevated to the status of a University in 2007. Initially classes were held at the heritage campus at Haji-Mohammad Mohsin Square and the rented buildings at Salt Lake Sector V, but in 2014 , construction of the New Town Campus was completed on the 20 acres of land allotted to the University by the Government of West Bengal in 2011. Classes started to be taken from 2015 onwards at the New Town Campus and in the G+9 building at the Park Circus Campus which too was ready by that time.

Link: <https://aliah.ac.in/history-of-aliah-university>

Concluding Remarks :

Aliah University has traversed a long way from being a heritage institution safeguarding and disseminating classical knowledge, culture, to one which has emerged as a modern and unique institution of higher studies. However, and as explicated earlier, the traditional and the modern go hand in hand, harmoniously. As per Aliah University Act , it has been conferred the status of a minority educational institution with autonomy. Yet, converging people of myriad race, creed, caste or class, this University plays a crucial and leading role in advancement of higher education for socially and educationally backward classes belonging to the Minorities. The institution is also committed to the empowerment of girls by offering professional degree in Nursing and is recognized by West Bengal Nursing Council and Indian Nursing Council.

The focus on interdisciplinary studies and adoption of advanced technology-based teaching-learning process is in-synch with the new National Education Policies, which intends to produce manpower with multi-level skills and competency. The University has taken steps to ensure successful implementation of focal areas, such as,

adoption and dissemination of CBCS course curricula, with natural progression to adapting and implementing NEP, following the central guidelines, from May-June 2024 onwards, seamlessly integrating functional areas through Enterprise Resource Planning.

In a rapidly changing world, as a HEI, Aliah realizes that it can no longer pursue a strategy to produce job-seekers only. The twin-notion of Entrepreneurship and Innovation are evolving fast. Aliah University has acknowledged this transition and has created the Institution Innovation Council (IIC) in line with the recommendation of Ministry of Education, Govt. of India. In doing so, the University has adopted the National Innovation and Start-up Policy (NISIP) along with efforts to create awareness of Intellectual Property Rights (IPR). The University has already produced 5 first-generation entrepreneurs. The effort to promote entrepreneurship and innovation, is a distinctive feature of the University and blends with its mission to groom humanpower who can contribute in creating new jobs with critical thinking, collaborations and creativity. The University's constant endeavour in churning dynamic human resource with a humane face has been well supported by its infrastructure and policies.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
2.4.1	<p>Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years</p> <p>2.4.1.1. Total Number of Sanctioned year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>304</td> <td>304</td> <td>304</td> <td>304</td> <td>291</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>297</td> <td>297</td> <td>297</td> <td>297</td> <td>297</td> </tr> </tbody> </table> <p>Remark : As per clarification received from HEI, thus DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	304	304	304	304	291	2022-23	2021-22	2020-21	2019-20	2018-19	297	297	297	297	297
2022-23	2021-22	2020-21	2019-20	2018-19																	
304	304	304	304	291																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
297	297	297	297	297																	
3.4.6	<p><i>E-content is developed by teachers :</i></p> <ol style="list-style-type: none"> <i>1. For e-PG-Pathshala</i> <i>2. For CEC (Under Graduate)</i> <i>3. For SWAYAM</i> <i>4. For other MOOCs platform</i> <i>5. Any other Government initiative</i> <i>6. For institutional LMS</i> <p>Answer before DVV Verification : D. Any 2 of the above Answer After DVV Verification: E. None of the above Remark : As per clarification received from HEI, thus DVV input is recommended.</p>																				
3.7.1	<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>Answer before DVV Verification :</p> <p>Answer After DVV Verification :179</p> <p>Remark : As per clarification received from HEI, and only functional MOUs to be considered, thus DVV input is recommended.</p>																				
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**

Answer before DVV Verification : A. All of the above

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

Remark : As per clarification received from HEI, thus DVV input is recommended.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students on rolls year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>5990</td> <td>6068</td> <td>6064</td> <td>5738</td> <td>5558</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>5308</td> <td>5512</td> <td>5528</td> <td>5208</td> <td>4913</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	5990	6068	6064	5738	5558	2022-23	2021-22	2020-21	2019-20	2018-19	5308	5512	5528	5208	4913
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2022-23	2021-22	2020-21	2019-20	2018-19																	
5308	5512	5528	5208	4913																	
1.2	<p>Number of final year outgoing students year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1702</td> <td>1802</td> <td>1564</td> <td>1213</td> <td>1206</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1788</td> <td>1784</td> <td>1552</td> <td>1202</td> <td>1188</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	1702	1802	1564	1213	1206	2022-23	2021-22	2020-21	2019-20	2018-19	1788	1784	1552	1202	1188
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