



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

KAZI NAZRUL ISLAM MAHAVIDYALAYA

**KAZI NAZRUL ISLAM MAHAVIDYALAYA, P.O. AND VILLAGE KABITIRTHA
CHURULIA, PASCHIM BARDDHAMAN, WEST BENGAL 713334
713334**

<https://knimchurulia.in/>

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

June 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Located in the coal belt region of Asansol, West Bengal, Kazi Nazrul Islam Mahavidyalaya, named after the renowned poet and revolutionary Kazi Nazrul Islam, enjoys a rural setting away from urban hustle. Established in 1981 in Churulia, the college honors the “Rebel Poet,” Nazrul, now the national poet of Bangladesh. This institution was founded by socially conscious locals to offer quality education to underprivileged students from all strata of society.

Initially, the college provided only Pass subjects. However, to meet growing educational demands, it introduced seven Honours courses in Arts and Commerce, along with Geography Honours in Science. Originally affiliated with the University of Burdwan, the college transitioned to Kazi Nazrul University in 2015. From its inception in 1982, Kazi Nazrul Islam Mahavidyalaya has committed to serving underprivileged students, fostering inclusivity, and helping students realize their potential.

Recognized under Section 2(f) of the UGC Act in 1987, the college has consistently upgraded its facilities, including virtual classrooms, computer labs, and smart classrooms. The institution follows its mission encapsulated in its emblem, "Gahi Samyer Gaan" (Singing the Song of Equality), and strives to be a center of excellence through holistic, value-based education. The IQAC, guided by the Teacher-in-Charge, emphasizes humanity, equality, and character building through the core values of Learning, Service, Leadership, and Participation.

The dedicated faculty, both teaching and non-teaching, work tirelessly to motivate students academically and help them showcase their skills. With comprehensive infrastructural and ICT facilities, a well-structured curriculum, and an eco-friendly environment, the college supports students' overall progress. It also encourages extracurricular activities through a proactive NSS unit. To ensure inclusive education, the college offers various scholarships and financial support from the students' aid fund for poor and meritorious students.

Vision

The Vision of Kazi Nazrul Islam Mahavidyalaya is to mentor and encourage our students to achieve their highest potential. An effective policy is maintained for imparting proper education and moral values to lead a righteous life as a responsible global citizen. The Institution aims towards a comprehensive psychic, academic, and 360-degree holistic development of the students.

HUMANITY being its core principle, the institution strives to remove all kinds of discrimination, in order to embed the essence of UNITY IN DIVERSITY in the young minds from the very beginning. Apart from that, academically the institution takes into account regular attendance of the students very seriously and while doing so gives utmost importance in bringing absentee students back to the classrooms providing them with students' friendly class routine, ensuring teachers' presence in the classroom, providing an academic ambience conducive to teaching-learning, continuous internal assessment, 24x7 mentoring of students in the college and through electronic communications etc.

Mission

The institution has taken up the following as its mission:

1. To ensure quality education;
2. To ensure a comprehensive development through co-curricular activities;
3. To empower students with proper skills to ensure employability;
4. To enlighten the youthful souls and eradicate the evils of illiteracy;
5. To enrich the young minds thereby imparting proper knowledge about the rich traditions and values of the Indian society;
6. To ensure EQUALITY and HUMANITY as the basic principles and abolish any kind of discrimination;
7. The task of empowering the students for the workplace and enriching the students for life and the society at large is ensured through the introduction of add-on courses for training and development.

The Teacher-in-Charge monitors the mechanism regarding administration and academic processes to achieve the vision and mission. Following a democratic and participatory mode of governance, the Teacher-in-Charge seeks suggestions from all stakeholders. Governing Body and Co-ordinator, IQAC play their due roles and extend every possible support to the Teacher-in-Charge. For academic purposes, all teachers of every department maintain constant cooperation with the Teacher-in-Charge to achieve academic excellence. Committees are formed to support the regular activities of the college like the Examination Sub-Committee, Library Sub-Committee, Cultural Sub-Committee, Admission Sub-Committee, Sports Sub-Committee, etc. Each Committee plays its due role effectively. Necessary contributions are also made by the non-teaching and supporting staff.

For the task of building stronger self-efficacy, belief gets enabled throughout the year via student-centric activities, observing events of national importance, commemorating the birth and death anniversaries of the national idols and reaching out to the neighbourhood towards building social relations with the sons of the soil.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- More than 50% of the faculty hold M.Phil/ Ph.D Degree with dedicated research orientation
- The student-teacher ratio is 82.89: 1;
- Teachers are dedicated to serving the students mostly hailing from an underprivileged background

- Encourage students to participate in inter-college competitions and Youth Parliament Competitions
- Eco-friendly campus with garden and herbal plants coupled with effective waste management.

- The college has one (1) Seminar Hall, two (2) laboratories with computer facilities, nine (9) well-ventilated classrooms, three (3) smart classrooms equipped with ICT tools, and one virtual classroom to serve the interest of teaching- learning
- The library has SOUL software installed in the library management at college, well equipped with has a diverse collection of 14,000 books, 5 print journals, subscriptions to ten (10) newspapers and magazines, and access through INFLIBNET
- Wi-Fi enabled campus
- Inclusive and gender-sensitive campus
- Solar-power enabled campus as an alternative source of energy to reduce the cost of electricity, aimed towards sustainable environment
- Extensive and effective outreach activities are carried out through proactive NSS wings, promoting holistic development of students through cocurricular, extracurricular, and extension activities
- The college has different cells (Grievance Redressal Cell, Anti-Ragging Cell, Women's Cell, and Internal Complaints Cell) to provide service to the students
- Scholarship to meritorious student and fee concessions to economically weaker students. Exemption on admission fees and other fees are there for economically challenged students. The rank holder from every academic year is awarded financially to further motivate him/ her for higher studies
- The college administration assists in the overall development of the college and provides full support
- The college encourages the faculty to upgrade their skills via attending FDP's, RC's, various short-term courses on a regular basis from reputable institutions, later helping in CAS.
- The college encourages a healthy student-teacher relation to achieve the maximum potential
- The college has installed PCB weather/climate machine to measure the pollution level/purity of air in the surrounding area
- Regular feedback from the students and faculty ensuring appropriate action towards gap in student progression and overall college development

Institutional Weakness

- Most students are first generation learners. A substantial part of them belong to low-income group. Parents are not affluent enough to support their children to continue higher education
- Early and untimely marriage of girl students is a common phenomenon that results in non-completion of the degree
- Funding for organizing academic programmes like seminar/ conference is often difficult to procure
- Absence of an Alumni Association hinders continuous engagement and commitment among the alumni towards college welfare.
- Girls hostel facility is non-functional one, since most of the student hail from local and surrounding areas
- No hostel facility for boy's is available
- Majority of technical staff being temporary. The college lacks in Group C and Group D staff. The recruitment process of the Government in this regard is very slow and lengthy.
- Inadequate language competence in English often leading to an unsavory comprehension and poor communication skill

Institutional Opportunity

- The college plans to increase its collaboration with the other institutions
- The college has the potential to grow at its peak, if the number of teachers, non-teaching staff and other infrastructure proportionately increase
- The college plans to organize more seminars, workshops and Training programmes
- The COVID-19 pandemic has given an opportunity to reinvent modes and methods of teaching. Students and teachers have adapted to new modes of engagement like Zoom, Webex, Google Meet, and Google Classroom. Teaching Learning Process has been enhanced and supplemented by quality e resources
- During the pandemic, several webinars conducted by academics have presented lucrative opportunities for students and teachers
- The college aims to continue its commitment toward society by engaging its staff and students more towards service to the society through more outreach and NSS activities
- The college aims to keep a complete green campus addressing issues like ban on plastic usage and other environment friendly measures
- The college aims to build an Auditorium Hall in the near future

Institutional Challenge

- Due to some limitations and capping in sanctioned employee strength, the purpose of CBCS cannot be fulfilled in true spirit despite best efforts. Students are restricted to limited options for discipline and elective papers.
- As many students come from humble backgrounds, great efforts are required on the part of teachers to make these students par excellence and nurture them to aspire for higher education
- The college being situated in the rural backdrop, teaching in blended mode is a serious challenge, especially with regard to poor internet facility at the students' end.
- It is challenging to establish collaborative programmes with institutions at international level
- To maintain the campus and running the institution, the college needs resources
- The full potential of alumni is yet to be utilized

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The seven Criteria are clearly marked out and the data submitted shows the quality that Kazi Nazrul Islam Mahavidyalaya has wished to competitively create as an ecosystem. Criteria 1.

Teaching-learning and Evaluation

Criteria 2 Upholds the teaching learning process despite the apparent small sample size of students.

Research, Innovations and Extension

The data submitted criteria 3-5 show how the college has taken up challenges in various demanding mainstream circumstances. The Data submitted for criteria 6-7 show effective leadership governance and vision which marries the global outlook of education today, in the backdrop of NEP 2020. oCriteria 7 is a pointer to the future that the college aspires for and shall act as a roadmap of development through future NAAC Cycles.

Infrastructure and Learning Resources

The data submitted criteria 3-5 show how the college has taken up challenges in various demanding mainstream circumstances. The Data submitted for criteria 6-7 show effective leadership governance and vision which marries the global outlook of education today, in the backdrop of NEP 2020. oCriteria 7 is a pointer to the future that the college aspires for and shall act as a roadmap of development through future NAAC Cycles.

Student Support and Progression

The data submitted criteria 3-5 show how the college has taken up challenges in various demanding mainstream circumstances. The Data submitted for criteria 6-7 show effective leadership governance and vision which marries the global outlook of education today, in the backdrop of NEP 2020. oCriteria 7 is a pointer to the future that the college aspires for and shall act as a roadmap of development through future NAAC Cycles.

Governance, Leadership and Management

The data submitted criteria 3-5 show how the college has taken up challenges in various demanding mainstream circumstances. The Data submitted for criteria 6-7 show effective leadership governance and vision which marries the global outlook of education today, in the backdrop of NEP 2020. oCriteria 7 is a pointer to the future that the college aspires for and shall act as a roadmap of development through future NAAC Cycles.

Institutional Values and Best Practices

The data submitted criteria 3-5 show how the college has taken up challenges in various demanding mainstream circumstances. The Data submitted for criteria 6-7 show effective leadership governance and vision which marries the global outlook of education today, in the backdrop of NEP 2020. oCriteria 7 is a pointer to the future that the college aspires for and shall act as a roadmap of development through future NAAC Cycles.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	KAZI NAZRUL ISLAM MAHAVIDYALAYA
Address	Kazi Nazrul Islam Mahavidyalaya, P.O. and Village Kabitirtha Churulia, Paschim Barddhaman, West Bengal 713334
City	CHURULIA
State	West Bengal
Pin	713334
Website	https://knimchurulia.in/

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Abul Kalam Mallick	0341-2960017	9475173432	-	knimchurulia@gmail.com
IQAC / CIQA coordinator	Soumitra Roy	0341-2960017	9832176292	-	iamsoumitraasn1967@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
West Bengal	Kazi Nazrul University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	03-11-1987	View Document
12B of UGC	03-11-1987	View Document

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

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Kazi Nazrul Islam Mahavidyalaya, P.O. and Village Kabitirtha Churulia, Paschim Barddhaman, West Bengal 713334	Rural	17	2824

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/ Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Bengali, HONOURS	48	HS	Bengali	60	24
UG	BA,Bengali, PROGRAM	36	HS	Bengali	78	73
UG	BA,English,PROGRAM	36	HS	English	28	1
UG	BA,English, HONOURS	48	HS	English	42	25
UG	BA,History,PROGRAM	36	HS	Bengali	89	27
UG	BA,History, HONOURS	48	HS	Bengali	49	8
UG	BA,Political Science,HONOURS	48	HS	Bengali	37	8
UG	BA,Political Science,PROGRAM	36	HS	Bengali	60	23
UG	BA,Sanskrit, HONOURS	48	HS	Bengali	18	3
UG	BA,Sanskrit, PROGRAM	36	HS	Bengali	28	2
UG	BA,Hindi,PROGRAM	36	HS	Hindi	11	0
UG	BA,Hindi,HONOURS	48	HS	Hindi	11	0
UG	BA,Philosophy,PROGRAM	36	HS	Bengali	37	12
UG	BSc,Geography,PROGRAM	36	HS	Bengali	11	0
UG	BSc,Geography	48	HS	Bengali	31	7

	hy,HONOURS					
UG	BSc,Economics,PROGRAM	36	HS	Bengali	11	0
UG	BSc,Chemistry,PROGRAM	36	HS	Bengali	11	0
UG	BSc,Mathematics,PROGRAM	36	HS	English	11	0
UG	BSc,Statistics,PROGRAM	36	HS	English	11	0
UG	BCom,Commerce,PROGRAM	48	HS	Bengali	28	9
UG	BCom,Commerce,HONOURS	36	HS	Bengali	28	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				2				12			
Recruited	0	0	0	0	2	0	0	2	7	5	0	12
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	7				0				7			
Recruited	7	0	0	7	0	0	0	0	5	2	0	7
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				13
Recruited	1	2	0	3
Yet to Recruit				10
Sanctioned by the Management/Society or Other Authorized Bodies				7
Recruited	7	0	0	7
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				1
Recruited	1	0	0	1
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	5	3	0	8
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	2	0	0	2	1	0	5
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	1	0	0	1
PG	0	0	0	0	0	0	4	2	0	6
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	1	0	0	0	
	1	0	0	0	1

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	72	0	0	0	72
	Female	150	0	0	0	150
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	42	57	36	40
	Female	48	67	37	39
	Others	0	0	0	0
ST	Male	11	12	11	11
	Female	16	11	13	9
	Others	0	0	0	0
OBC	Male	45	53	26	42
	Female	76	79	57	63
	Others	0	0	0	0
General	Male	116	143	110	123
	Female	140	176	118	132
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		494	598	408	459

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The College is affiliated to Kazi Nazrul University, Asansol and since the Academic Session 2023-24 (current Academic Year) the College has embraced the new NCCF floated by the University which is in keeping with NEP 2020. Each of the syllabi for the subjects that the College has affiliation for has undergone changes. This means that now we have from the Academic Session 2023-24 Major and Minor of each subject. The syllabi have multidisciplinary approach and there are specific Multidisciplinary papers which are compulsorily to be chosen by each registered admitted student. Towards the 3rd and 4th years of their academic life the students shall find an increasing switch towards</p>
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	multidisciplinary approach. he details can be found on the College Website with regard to such information.
2. Academic bank of credits (ABC):	Kazi Nazrul University has accepted the UGC resolution of Academic Bank of Credits or ABC. The University also shall be offering entry and exit points during the pursuance of courses each year and students shall have the benefit of continuing studies later on through the credits accrued in the Academic Bank of Credits (ABC).
3. Skill development:	NEP 2020 has made a huge push towards making learners skill-based. Therefore each subject across the first four semesters in particular has papers which are skill-based according to the Major subject that the learner is pursuing over the two years. The details can be found on the College Website with regard to such information.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The NEP 2020 wishes to incorporate the Indian Knowledge Systems (IKS) with regard to dissemination of knowledge on Indian culture, arts, philosophical thoughts, Vedic Mathematics, the study of ancient Indian texts. Each of the subjects have adequate space for teaching such texts particularly in subjects like Sanskrit, English Literature, Bangla, Philosophy, History and Geography. A list of such areas is sketched and has been put on display on the Website.
5. Focus on Outcome based education (OBE):	NEP 2020 talks about Outcome Based Education or OBE. NAAC also wishes to put focus institutionally on this to measure the holistic growth of learners. These are judged on the basis of surveys, tutorials, remedial teaching, experiential learning, practicals etc.
6. Distance education/online education:	The College has no Distance education mode of teaching available.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The College does not have an Electoral Literacy Club officially but through the NSS Unit of the College has coordinated with the District authorities in periodically holding Voter and Electoral Awareness
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	Camps. Students have frequently participated in these awareness camps. The Women's Cell of the College too has held Electoral Literacy Camps at the College
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?	Because the College does not have an official Electoral Literacy Club no students' coordinators or coordinating faculty members have been officially designated. The NSS Coordinator and Convener, Women's Cell take turns in organizing these awareness programmes.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The College has not undertaken any innovative programmes owing to a lack of dedicated framed infrastructure in this regard.
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.	None so far
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.	Data is available with District Electoral authorities

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
494	598	408	459	490

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

2 Teachers

2.1

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

Response: 20

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	9	9	8	8

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
661131	275826	460179	558135	697026

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Kazi Nazrul Islam Mahavidyalaya has set up an effective mechanism of curriculum delivery through significantly planned and documented processes at various levels. As an affiliated College of Kazi Nazrul University, Asansol the Academic Calendar is generally circulated by the University across semesters throughout the year. These circulated Academic Calendars across semesters forms the basis of the Academic Calendar of the College, a calendar which includes not only the class days but also the schedule of Internal Evaluation tests, College events like College Sports, College Functions, Celebration of Independence Day, Republic Day, Nazrul Jayanti, Rabindra Jayanti, International Mother Language Day etc. It also includes the schedule of visits and field trips as well as NSS Special Camp etc.

The College has also a very transparent system of Internal Assessment which has been related to the sort of Academic Curriculum and Syllabi that has been updated across disciplines from to time. Over the last five years the Curriculum framework had been under the pre-NEP 2020 framework designed by Kazi Nazrul University, Asansol and therefore between 2018-19 and 2019-2020 the Internal Assessments had been mostly been centrally controlled by the Examination Committee of the College as per schedule across semesters and had mostly been on question papers set by the Departmental Committee. During the session 2020-2021 the Internal Examinations had been Home Assignment based online owing to Covid-19 outbreak. The last part of the 2021-2022 session had been on physical mode and the College had initiated reforms by holding individual Departments had been given the authority to undertake a continuous assessment system through student seminars, projects, test-based question papers, quizzes etc. this had been varied on departmental basis and as per need of the paper which was being taught and assessed.

The planned manner of delivery of the curriculum circulated by Kazi Nazrul University and executed by the College has lead to a phenomenal reflection in the performance of the students. The pass out data truly reflects the consistency with which our students have performed at the University level examinations across all semesters. The students who hail from mostly rural and often compromised backgrounds, both socially, economically and educationally, have consistently moved onto the next level of academics, either enrolling themselves for Masters degree courses or in B.Ed.

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 21

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.2.2

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

Response: 19.44

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

2022-23	2021-22	2020-21	2019-20	2018-19
140	76	54	140	66

File Description	Document
Upload supporting document	View Document

1.3 Curriculum Enrichment

1.3.1

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

Response:

The Undergraduate syllabi of most subjects of Kazi Nazrul University addresses a wide range of interdisciplinary and multi-disciplinary ideas across the ideas, both for the Honours and Program students. Some of issues which are addressed are Professional Ethics (part of the Commerce syllabus), Gender (part of syllabi of subjects like Economics, Political Science, History, Geography and the literature subjects like Bengali, English, Hindi and Sanskrit), Human Values (part of syllabi of Philosophy and the

literature subjects like Bengali, English, Hindi and Sanskrit), Environment and Sustainability (in subjects like English and Geography). These inter-disciplinary and multi-disciplinary issues which are raised across the syllabi bring about a panoramic vision towards pedagogy among the students. Also the issues which are taught across syllabi bring to the students the relevance of these issues which drive the world around us.

The College has very consciously integrated these issues into the classroom teaching system while the teachers line up on these issues most consciously, not only as per the requirements of the syllabi but even outside it by showing mfilms on such issues during the classroom teaching. *A pdf of the links to the areas of the issues of this metric taught across different subjects is being uploaded here and can be found on the College website under SSR documents section.*

1.3.2

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

Response: 24.7

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

Response: 122

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

1.4 Feedback System

1.4.1

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

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

File Description	Document
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: 25.24

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

2022-23	2021-22	2020-21	2019-20	2018-19
179	224	147	155	174

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
549	542	542	980	870

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 30.46

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

2022-23	2021-22	2020-21	2019-20	2018-19
79	141	72	70	72

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

2022-23	2021-22	2020-21	2019-20	2018-19
277	245	245	245	413

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 49.4

2.3 Teaching- Learning Process

2.3.1

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

Response:

The face of Higher Education has changed across institutions in India over the last decade and a half. Liberalization, Privatization and Globalization which struck Indian economy in the early 1990s changed the way life was perceived in generally traditionally across India since time immemorial. For most part the imparting of education in Indian education system followed a lecture methodology, almost bringing to us the images of the ‘guru’ or rishi imparting learning to his students as a sage on the stage. Despite the advent of Western education in India following the implementation of Macaulay’s *Minutes* in 1835, the basic propensity towards lecture method learning remained with us for ages. The 1990s changed this methodology as there became an increasing shift towards access to technological tools. Teachers of the Departments of Geography, English, Political Science and Commerce have taken recourse to ICT-enabled tools in their teaching methods since session 2018-19. All the class rooms of the College have access to Whiteboards so that even with a roving short throw projector they can carry out their classes and make the teaching learner centric. The Seminar Hall is equipped with a drop-down screen and has a mounted projector and if the need arises the teachers can even use that as an ICT-enabled classroom. Most of the Introductory part of the lectures in particular are taught to the students through ppts and relevant video links shown through the Smart class room facilities that are installed at the Departments of Geography, English and Political Science in particular.

One of the challenges for the College was how to impart education to students during the Covid pandemic period (Sessions 2020-21 and 2021-22). The Google Classroom proved to be of great help along with the access to Google Meet links. The students too learnt the nuances of access to Whatsapp groups, Google Meet links and accessing materials on Google Classroom links. All examinations during those two sessions were conducted on online mode with online submission of scripts.

2.4 Teacher Profile and Quality

2.4.1

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

Response: 62.86

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	14	14	14	14

File Description

Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)

Document

[View Document](#)

2.4.2

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

Response: 86.36

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

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

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Kazi Nazrul Islam Mahavidyalaya was originally affiliated to The University of Burdwan and the syllabus had no provisions for Internal Examinations. 100 mark examinations for 8 papers of the Hons. Course was conducted across three years under the 1+1+1 system. From the 2015-16 Academic Session CBCS syllabi was introduced by Kazi Nazrul University, Asansol and the Internal Assessment system was introduced as per provisions of the syllabus. The marks weightage for each paper per semester was reduced to 50 marks per paper. The College accordingly embraced these changes. The semester-based CBCS had each paper an Internal Examination component of 10 marks and a Term-End component of 40 marks which was conducted by the University on moderated papers. Therefore, affiliated Colleges are only responsible for conducting the Internal Examinations of 10 marks. These examinations are often conducted on Continuous Internal Evaluation mode. Most of the reforms regarding examinations are therefore reflected through the CIE and includes student seminars, projects, practical problem solving, handling of software, home assignments and even traditional question-answer based test. The modes of the CIE are often dependent on the department, the paper for which the examination is to be conducted for and profile and aptitude of students for a particular paper. Since the 2022-23 session the Internal

Examination weightage per paper has been upgraded to 15 marks by the University as per revised University syllabi. The Dept of Geography for example conducts student seminars as part of Internal Assessments while the departments of Geography, Commerce and Political Science also assign projects to their students across semesters. Some of the Internal Assessment in Geography is conducted on the basis of socio-economic survey.

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The Courses of every subject are equally spread out as per the LOCF and NCCF of the university. The Course outcomes are clearly mentioned at the beginning of each paper unit across subjects and are designed by the respective UGBOS of the disciplines. The Course outcomes per unit vary across subjects and individual papers. Even across streams there are significant variations in the Course Outcomes. The variation in the Course Outcomes proves the inter and multidisciplinary nature of the subjects, particularly with the arrival of NEP 2020. The Course Outcomes help a student to understand the subjects better.

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The POs and COs are evaluated by the University authorities through the Semester End Examinations that are conducted by the University. The Internal Examinations are also a way of evaluating the Outcomes of the students at the end of each semester and cumulatively after three years of study. The Programme Outcomes are manifested by the progression of the students to further Higher Education.

File Description	Document
Upload Additional information	View Document

2.6.3

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

Response: 96.07**2.6.3.1 Number of final year students who passed the university examination year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
80	105	108	109	112

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

2022-23	2021-22	2020-21	2019-20	2018-19
94	108	108	109	116

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

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

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description

Document

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

The Institution has always encouraged its faculty members to participate in research orientations. The College has organized around 30 National Seminars and Invited Lectures over the last 12 years. Even during the pandemic the College was able to organize webinars. The College has organized webinars on health, sustainable development and ecological issues as also on Women's Rights.

3.2.2

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

Response: 6

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

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	1	3	0	0

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

3.3 Research Publications and Awards**3.3.1**

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

Response: 0.95

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	5	4	1	6

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

3.3.2

Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**Response:** 0.75**3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
4	4	4	1	2

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document

3.4 Extension Activities**3.4.1****Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.****Response:**

The College has a robust NSS Unit which is mostly responsible for carrying out the Extension Activities of the College. The Data Template shall show as to how useful and connected to the community the College is through these extension activities. From Village adoption to conducting vaccination camps during the pandemic the NSS Unit has carried out extensive work . The Women's Cell of the College is equally committed towards the community and shows that the College has truly extended its arms beyond its boundaries.

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

The students of the College have won accolades from sports to other arenas. In 2022-23 the students of the College were awarded both at the sub-division and the District level for Youth Parliament. The students also won prizes in District debate and extempore organized at Bidhan Chandra College Asansol.

File Description	Document
Upload Additional information	View Document

3.4.3

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

Response: 24

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	8	2	2	5

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

3.5 Collaboration

3.5.1

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

Response: 15

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The College had availed of the UGC XIth and XIIth Plans to introduce ICT facilities to the institution. As a result large scale development and modernization took place in this College which had laid marginalized for a length of time. Through State Govt and Asansol Durgapur Development Authority (ADDA) grants the College was able to augment its physical infrastructure by building a larger number of classrooms and purchasing computers. The grants were also used for buying equipments for the Geography Laboratory, GIS/Remote Sensing software. Later ADDA and State Government Grants were used for building additional classrooms, installing solar power and rainwater harvesting facilities. The College has its own playground and the College has periodically purchased indoor and outdoor sports equipment. The College has 3 smart class rooms and also has an equipped seminar hall.

4.1.2

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

Response: 80.5

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
587005	63653	407893	500105	576466

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

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 College library is fully automated and has SOUL 2.0 software as Library Management System. The College has a repertoire of nearly 14,000 books and through INFLIBNET subscription and membership of the NDLI club the College has free access to nearly 6000 journals. The College also has subscriptions to 2 Print Journals and to 10 newspapers and magazines in multiple languages. The College is in the process of acquiring OPEC or the LMS and this shall open up a larger vista to students and teachers in the months to come

File Description	Document
Provide Link for Additional information	View Document

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

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

Response:

The College has internet facilities with a bandwidth 60 mbps output speed. The College provides WiFi facilities to all stakeholders with a dedicated password. Frequently the College updates its ICT facilities.

This creates a healthy working environment for the College through its IT facilities. However, there are occasional internet issues in this remote palce and as a result for days to end the College suffers. BSNL is the service provider for such internet facilities. IT facilties are upgraded through a local vendor from Asansol

4.3.2

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

Response: 17.64

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

Response: 28

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 19.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
74126	212173	52286	58030	120560

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)

[View Document](#)

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

[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 52.35

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

2022-23	2021-22	2020-21	2019-20	2018-19
391	275	243	126	247

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.1.2

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

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

Response: C. 2 of the above

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

5.1.3

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

Response: 0

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

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

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 5.61

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	8	5	3	3

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

2022-23	2021-22	2020-21	2019-20	2018-19
94	108	108	109	116

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

5.2.2

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

Response: 0

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

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

File Description	Document
Institutional data in the prescribed format	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 9

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at

national/international level (award for a team event should be counted as one) year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
6	3	0	0	0

File Description	Document
Upload supporting document	View Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format	View Document

5.3.2

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

Response: 54

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

2022-23	2021-22	2020-21	2019-20	2018-19
56	74	0	82	58

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

5.4 Alumni Engagement

5.4.1

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

Response:

The College does not have any Alumni Association

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 mission and vision of the college as shown on the college website clearly manifest the values that the college stands for. Despite its remote location the college has moved with times and created sustainable policies with clear designated institutional plans drawn out by the IQAC, Governing body, Administration, Leadership, Governance and local people. In keeping with the time the college has created an active student base despite most of them being first generation learners. The college has introduced NEP based learning and hopes to move with the time in the future also.

File Description

Document

Provide Link for Additional information

[View Document](#)

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The college has set up a clearcut multi-tiered administrative system (See organogram) which helps in effective planning and implementation of policies. Service rules are under the jurisdiction of the Government of West Bengal and Kazi Nazrul University, Asansol. The College website clearly encapsulates the values that the college stands for.

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document

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 institution has no particular appraisal system but there are mechanisms to understand the production of both human resource in its qualitative form with regard to teaching as also administration. The CAS of faculty members marks the appraisal system and promotional means. The non-teaching staff through their service and prolonged dedication have periodic monetary incentives. The college tries to create an ecosystem which is healthy for all stakeholders. E-governance develops skills and the NEP is likely to create better teaching learning pedagogical matrices.

File Description	Document
Upload Additional information	View Document

6.3.2

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

Response: 0

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

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

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

6.3.3

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

Response: 20.63

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	4	3	1	2

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	5	6	2	2

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The College ensures vibrant strategies of mobilization of funds from the local government and statutory bodies like ADDA. It has receive funds from MP LAD and the ADDA for constructing new class rooms, administrative block and installing solar power plant and rain water harewsting facilities.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The IQAC has streamlined activities over the last four years and has even updated AQAR. The IQAC oversees all policy decision and implementation with active consent of the governing body of the colleges. The IQAC coordinates between various cells and committees in smooth conduct of the administration.

File Description	Document
Upload Additional information	View Document

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
NIRF report, AAA report and details on follow up actions	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

The Institution has undertaken Gender Audit through the Women's Cell for the year 2022-23. It has been found that there are enough areas for improvement in ushering in Gender equity in the College. One of the hearteneing things about the achievement of Gender equity is that nearly 50% of the faculty members are now female and therefore they are increasingly reaching positions of power in increasingly responsible positions of authority. also about an equal number of the learners are girl students and thus they are able to participate in equal measure to the various activities within the institution. This means that there is a conscious drive on part of the College to allow the voice of the wpomen to be heard. It is hoped that over the next five years there shall be increasing participation of women staff members in resposable decision-making positions within the College. The projected absence of harrassment cases within the institution. there is zero tolerance towards sexual harassment cases in the College.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

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

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

The college has undertaken efforts to create a harmonious relationship between students, other stakeholders by believing in the ideals of the rebel poet Kazi Nazrul Islam. There is enough care taken for sensitization with regard to diversity religion caste gender, economic disparity and the blending of young minds with experienced teachers. Seminars, conferences, workshops on these counts and skill enhancement are a feature of this college.

File Description	Document
Upload Additional information	View Document

7.2 Best Practices**7.2.1****Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual****Response:**

The two best practices that the college follows are the following

1. Community level service- The college provides free soil testing to the local farmers and is conducted by the department of Geography. This creates a bridge between the college and the local community. The College makes a conscious effort to integrate itself with the community around. The NSS Unit of the College has taken a lead in this regard over the years and both officially and on the go interacts itself with the community in the form of geriatric camps, vaccination camps, health check up camps and NSS. The camps and interactive community services create a sense of local belonging with the people around the College. The success rate of the students academically whereby they even become University toppers blends with a holistic socially conscious individual which the students grow up with
2. Strategies of Women Empowerment- The women cell of the college during International Women's Day and around it holds programmes which sensitize the girls students regarding their hygiene and also creates a sense of empowerment. Seminars, outreach programmes and even a food festival held of late are small but concrete steps in this regard. Over the last few years the Women's Cell has enabled the girl students to openly talk about menstrual hygiene by showing to them films, integrating them in seminars so that social inhibitions can be shed. The Women Cell members interact with girl students and at Parent Teacher meetings so that they can try to move forward in life shedding their restrictions.

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 College is located in the remote corner of the coal belt of West Bengal and despite being named after one of the greatest sons of India ;has suffered from various hindrances. Despite these hindrances of transportation access and varied student enrollment the college has always striven for excellence and dreamt of being mainstream. as a result over the last fifteen years the college has been able to make a name for itself although most of the students are first generation learners. The college has never suffered from student agitation because it has been able to built trust with the learners and with the local peoples. Other colleges look up to the college with respect and this is found in the large numbers of MoUs, active participation of the students in competitions in teachers delivering lectures and being present in other academic bodies throughout the country. Despite its small size the institution has created a distinctiveness of trust, dedication acceptance which are driven by the ideals of Kazi Nazrul Islam and Rabinmdra Nath Tagore.

5. CONCLUSION

Additional Information :

NA

Concluding Remarks :

The seven Criteria are clearly marked out and the data submitted shows the quality that Kazi Nazrul Islam Mahavidyalaya has wished to competitively create as an ecosystem. Criteria 1. Criteria 2 Upholds the teaching learning process despite the apparent small sample size of students. The data submitted criteria 3-5 show how the college has taken up challenges in various demanding mainstream circumstances. The Data submitted for criteria 6-7 show effective leadership governance and vision which marries the global outlook of education today, in the backdrop of NEP 2020. Criteria 7 is a pointer to the future that the college aspires for and shall act as a roadmap of development through future NAAC Cycles.