SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

PURASH-KANPUR HARIDAS NANDI MAHAVIDYALAYA

POST OFFICE- KANPUR, DISTRICT- HOWRAH
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pkhnm.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Established with the aim to extend tertiary education to the economically backward community of the remote village of Bengal, Purash Kanpur Haridas Nanadi Mahvidyalaya has been instrumental in opening vistas of educational empowerment to the socio-economically marginalized students for more than five decades. All this time negotiating with several hinderances - poor communication, lack of adequate means of transport, infrastructural paucity, the area being flood prone - the institution has remained steadfast in extending quality tertiary level education to the community that mostly comprise of first generation college goers. The reward for the endless strive towards excellence is exemplified by the NAAC accreditaions with B and B+ grades in 2007 and 2016 respectively. With the attainment of RUSA 2.0 grant, the institution has received the much needed financial leverage that has resulted in augmenting the infrastructure, increasing the number of books in library, upgrading the sports equipments and procuring computers and necessary furniture.

The COVID 19 induced lockdown and consequent institutional closure halted the progress of several newly initiated activities and the continuance of the old practices too met with substantial challenges. However, the collge shifted to online teaching learning swiftly and carried on with online academic dissemination on a structured routine. To increase interest among the students and to encourage the advanced learners, several departments and cells organized a number of webinars. The IQAC played an instrumental role in organizing them.

With the reopening of the instituion, the focus was on infrastructural betterment. The newly constructed RUSA buliding provided the much needed additional classrooms and the construction of the college auditorium is currently in full swing.

The lack of enough number of faculty members is one serious point of concern for the college. The recruitment is determined by the recommendation of the W.B. College Service Commission and hence the college can do little to increase the number on its own. The dedicated teachers are, however, always ready to walk the extra miles to help out the students.

The obstacles may be aplenty. But the determined teachers and inspired students are always eager to attain newer heights against all odds.

Vision

The vision of the college is:

"Improving Education for Enlightenment and Enrichment of Rural Masses"

To offer college education to the youth of the locality for developing the local community and buiklding the nation by transforming human population into enlightened human resources.

Mission

The mission of the college is:

"**Attaining Quality through Participation and Neighbourhood Relation Building**"

1. To offer suitable undergraduate courses to make the young people of the locality fit for educational and administrative services as well as groom them for diligent entrepreneur
2. To provide with adequate, up-to-date and advance infrastructure, facilities and resources for delivering quality higher education, related services and resources
3. To engage qualified teachers and dedicated staff for the benefit of students
4. To encourage the students participating in community building activities and programmes through NSS, NCC and other extension activities
5. To offer value-based and value-added education for personality grooming of the students as capable, sensible and responsible citizens of the country.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Institutional Strengths:

1. The quiet and serene campus away from the din of the city is a fit environment for teaching and learning. The large playground offers opportunities for the students to engage in active sports.
2. Sincere, qualified and dedicated teachers are the assets of the institution.
3. The master structured routine offers all possible combinations with the available subjects. Thus, it truly keeps up the spirit of CBCS.
4. Well-stocked library and well-equipped laboratories help the teaching-learning environment flourish.
5. Cordial teacher-student relationship is a pride of the institution. The respectful and friendly relationship enables the institution to adopt new academic and administrative policies with less difficulty.
6. There is e-governance in all four sectors of the institution; namely: admission, finance,examination and administration.
7. The newly constructed boundary wall and arrangements for CCTV surveillance has made the campus well protected.
8. On the official level, the administration ensures regular liaisoning with the apex bodies such as UGC, Higher Education Department of West Bengal and the affiliating university leaving little to no job pending at our end.
9. There are two canteens for the staff and the students respectively. Given the remoteness of the college, this measure has come to the benefit of both the stakeholders.
10. During the COVID lockdown days of institutional closure, the departments arranged a number of seminars and webinars involving pan-India academicians. This successfully boosted the academic environment and involved the students in higher academic pursuits.

Institutional Weakness

Institutional Weakness

1. Number of sanctioned posts of teachers is not adequate. Many departments are functioning with one to

two substantive teachers, making the effective completion of syllabus difficult. Several reserved posts in teaching positions are lying vacant for long years as well.

2. The non-teaching staff are also not adequate in number. The posts of Head Clerk, Cashier, Library Clerk and Library Peon are lying vacant and official works are getting hampered in the process.
3. The college has a locational disadvantage as there is a serious crisis of conveyance and communication. Because of lack of means of communication, many potential candidates are opting for newly established neighbouring colleges.
4. Frequent power cuts and internet disruptions hamper the academic and administrative works.
5. There is no sudotrium in the college. Hence arranging seminars and workshops becomes difficult.
6. The general fund reserve of the college is low.

Institutional Opportunity

Institutional Opportunities

1. The sprawling campus ahs enough opportunities for infrastructure augmentation and landscape as well as medicinal gardening.
2. Qualified teachers are there in several departments to carry out advanced and Masters level courses.
3. As the college has 3 distinct disciplines, namely,Science, Arts and Commerce- it is ready to implement the NEP 2020 as and when the affiliating university directs us to do so.
4. As the students and the teachers are well conversant with ICT enabled teaching-learning, in the coming days rolling out structured online courses is possible.

Institutional Challenge

Institutional Challenges

1. Majority of the students are the first generation tertiary learners in their families. This makes teaching learning at this level a little difficult for them as well as the teachers.
2. The students mostly come from economically weaker section of the society. Thus from buying books and refrences to depositing the requisite fees for university examinations become challenging for them.
3. The college is carrying out the CBCS in spite of having less than adequate number of teachers in all the departments except one (Department of Bengali).
4. The lack of adequate number of permanet non-teaching staff has prompted the college to rely on 4 casual staff members. Still, the students are getting all the government scholarships at the scheduled time.
5. Located on the banks of the flood prone river Damodar, the college often gaets inundated during peak academic session. Still, the teachers see to it that the courses are adequately covered and that the students are confident enough to face the University examinations.
6. There is a growing tendency of administrative centrism that is addressed by the effective intervention of the teachers' representatives in the Governing Body on issues ranging from academics to administration.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The college has 11 programmes and 199 courses that are affiliated by the Board of Studies of the University of Calcutta. The CBCS has been introduced in the college from 2017-18 and 2018-19 for B.Com. and B.A./B.Sc. respectively. The academic calendar of the college is duly prepared every year in tandem with the same of the affiliating university. The syllabi of the instituion is determined by the affiliating university as well. The schedule of the university examinations is determined by the affiliating university. The teaching plans are meticulously prepared by each department for effective teaching-learning. During the COVID times, online teaching-learning took centrestage as the college shifted to online mode with a structured routune. 9 courses address professional ethics, gender and professional ethics, gender and human values, environment and sustainability. As many as 122 courses experiential learning through project and field work. The strong feedback mechanism helped the institution to address the issues of the students effectively during the lockdown days.

Teaching-learning and Evaluation

The teaching-learning activities form the core of the activities of the institution. The academic calendar of the affiliating university is followed meticulously for the academic and evaluation related activities. The dedicated teachers assess the ability of the students through class activities or sometimes through tests and classify them as advanced and slow learners. The formers are given added reference works, seminar links and advanced materials while the slow learners are often allotted additional class hours and study materials aimed at bettering their examination performances. The well-stocked library is a boon for the students in this regard. The equipped laboratories of the departments of Physics, Chemistry, Maths and Geography help the students to have effective practical classes. The 34 full-time teachers include 9 State-Aided College Teachers (SACT). 9 of the faculty members are Ph.D. holders. Principal Dr. Chandan Kumar Jana is a Post-Doctorate and is a PhD Supervisor in the Department of Chemistry, Viswa Bharati University. Along with academic dissemination, the teachers actively engage in mentoring the students. This has proven effective during the COVID times where the teachers in their online classes mentored students regarding several academic and extra-academic issues and assisted them to get over with the difficult times. The internal assessments and the end-semester University examinations are ably conducted by the Examination Sub-Committee while the Result and Evaluation Sub-Committee ensures timely submission of marks in the University portals. The programme and Course Objectives are duly uploaded in the website and the students are made aware of them in their classes by the teachers.

Research, Innovations and Extension

Though the college received on grant for research projects from Governments or NGOs, the teachers engaged in research and publications on their own. Because of the paucity of funds, the college cannot extend any financial assistance to the teachers engaged in research or attending conferences. The college has organized as many as 27 seminars and workshops thanks to the unflinching and sincere efforts of the teachers. 21 research articles in UGC notified journals and 35 book chapters in this period exemplify the stupendous interest of the teachers for research against all odds. NSS and NCC units of the college contribute effectively towards establishing community bonds. Linkage with 5 HEIs for teacher exchange and related programmes have proven

beneficial to advance the academic and cultural activities.

Infrastructure and Learning Resources

There are 26 classrooms in the college of which 9 are ICT enabled. 40 computers are there in the institution of which 30 are dedicatedly used for teaching-learning. Physics, Chemistry, IT, Mathematics and Geography have well-equipped laboratories. The Physical education department and the sports sub-committee are actively engaged in organizing annual sports in the college. The students of the college also take part in District Level and State Level Sports regularly. The vibrant Cultural Sub-Committee organize several event in the college throughout the year, such as Basanta Utsav, Foundation Day, International Mother Language Day, College Socials among others. The library of the college is well-stocked with more than 25,000 books. **The Library of the college is fully automated with the 18.05version of Koha Integrated Library Management Software (ILMS). User can search the collection of the library through OPAC. Searching can be done using different field like title, author, editor, subject, place of publishing, publisher, year of publishing, classification number, ISBN , etc.Library has subscription to INFLIBNET (N-LIST). The library has Wi-Fi enabled internet connectivity. The Library has In-Out management system to track the users who visit the library through RFID. The book purchase availing the RUSA grant has proven beneficial for the students. The college office has acute shortage of able staff members and oftentimes the teachers actively engage with the non-teaching members in sorting out clerical and other official issues. The IFMS is in place and regular audits are carried out of the accounts of the college. The institution follows the Government rules for purchasing things very strictly. Any purchase above Rs. 1,00,000/- is done through e-tendering.**

Student Support and Progression

The Govt. of West Bengal Scholarships are instrumental in enabling the students of the college hailing from socio-economically weaker section to carry on with higher education. In the year 2020-21, as many as 217 students received scholarships. The college ensures that the applications are adequately scrutinized and sees to it that all deserving candidates receive the scholarships. The capacity building activities that the college focuses on are yoga and soft skill development. The International Yoga Day is duly observed every year to spread awareness about Yoga and its benefits while one workshop has been arranged to acquaint the students with the shifting trends in professional communication and soft skills. Workshops have been arranged to equip the students about the world of different competitive examinations as well and the students have been duly inspired by the same. The college takes pride in an amicable camaraderie between the students. Though there is a Grievance Redressal Cell, the college is proud to record that no complaint had been register in this regard in the last five years. The Women Cell is active in organizing the International Working Women's Day every year and also organizes special lectures and other events spreading awareness on a range of issues from women's rights to menstrual health. The students are encouraged to enter into higher studies after graduating from the college. Though there is pressure on them to get into professional world after college because of their weak financial background, many students opt for postgraduation. The college has regular representation and pole positions in District and State Sports. The Sports Sub-Committee plays an instrumental role in this regard. The Cultural Sub-Committee organizes several events throughout the year and extends necessary grooming to the participants in various inter-college events. The administrative decentralization has been attempted through the formation of different sub-committees. However, it is the Principal who takes the last and final call on each and every administrative issue.

Governance, Leadership and Management

The Governing Body is at the apex of the administration of the college and the Principal along with different sub-committees carry out the day to day administration. The decentralization of the administration is duly practised through the sub-committees. However, it is the Principal who is the roof and crown of the institution and it is his orders that prevail over every view and opinion. Deliberations and debates often are superseded by the well thought out decisions made by the chair of the Principal. The e-governance is duly maintained by the college in all the fields of administration, finance, admission and examinations. Promotion of teachers under CAS (Career Advancement Scheme) is dealt with serious strictness. Every minute of the performance is monitored. The data and documents produced by the incumbent needs to be validated by confirmed evidence and due authentication of the conveners of sub-committees. Because of this, due promotions often get delayed by more than one year. The verification process of papers submitted by teachers often run upto six to eight months or even longer. The policy of the chair on this is to ensure no promotion is obtained by any incumbent without the Chair's satisfaction. The teachers are allowed to attend Refresher Course, Faculty Induction Programmes and so on after detailed scrutiny by the Chair of the Principal. The financial audits are duly carried out by the external agencies regularly. The IQAC upon the satisfaction of the Principal engages in organizing seminars, workshops and linkage activities with other HEIs.

Institutional Values and Best Practices

The college takes additional care to ensure the girl students and their concerns about safety and security are duly addressed. The campus is protected by boundary wall and is under CCTV surveillance. The girls' common room is there in the college. There is one sanitary pad vending machine in the girls' common room as well. The Women Cell organizes seminars and webinars to spread awareness about several woman-related issues ranging from women's rights to menstrual health.

The college is aware of the pressing environmental issue and global energy crisis and has resorted to adopting the LED way in illuminating the office, classrooms and the campus.

The waste of the college is segregated at source in perishable and non-perishable ones. The kitchen waste of the staff and student canteens are passed through separate sewer channels. The campus has a borewell, a water body and the facility of rainwater harvesting.

The green campus initiatives adopted by the college include restricted motorways and declaring the campus as a NO PLASTIC ZONE. Green Audit is duly conducted in the 2020-21.

To address the requirements of the *divyangjan* students, the college has built a wheel chair friendly ramp in the new RUSA building. The college arranges for amanuensis for specially abled students. There is disabled friendly arrangements in the washroom of the newly established RUSA building.

The institution arranges for several programmes promoting national integration and communal harmony that include observation of Independence Day, Birth Anniversary of B.R. Ambedkar, International Mother Language Day, International Working Women's Day, Teachers' Day among others. The NCC and NSS units of the college regularly organize camps and programmes to spread awareness about various issues such as vector borne disease, drive against child trafficking and domestic

violence.

Collaborating with the BDO of Amta 1 block, the college organized an EVM and VVPAT awareness workshop to encourage the young voters to exercise their franchise.

The arrangement of Poor Fund is and construction and renovation of Penro Bus Stand stand out as two best practices of the college while the LMS in the institutional website in distinctive thrust area of it.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	PURASH-KANPUR HARIDAS NANDI MAHAVIDYALAYA
Address	Post Office- Kanpur, District- Howrah
City	Howrah
State	West Bengal
Pin	711410
Website	pkhnm.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Chandan Kumar Jana	03214-250236	8100598811	-	pkhnm2010@gmail.com
IQAC / CIQA coordinator	Saranya Sen	033-26557022	9830523581	-	iqacpkhnm@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 minroity institution	No

Establishment Details	
Date of establishment of the college	29-09-1966

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

State	University name	Document
West Bengal	University of Calcutta	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	09-12-2015	View Document
12B of UGC	09-12-2015	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				

Details of autonomy

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No

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	Post Office- Kanpur, District-Howrah	Rural	3.31	2039

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	36	Higher Secondary	Bengali	350	182
UG	BA,Bengali	36	Higher Secondary	Bengali	132	62
UG	BCom,Commerece	36	Higher Secondary	English + Bengali	193	70
UG	BCom,Commerece	36	Higher Secondary	English + Bengali	77	27
UG	BSc,Chemistry	36	Higher Secondary	English + Bengali	31	5
UG	BA,Economics	36	Higher Secondary	English + Bengali	350	1
UG	BSc,Economics	36	Higher Secondary	English + Bengali	350	36
UG	BSc,Economics	36	Higher Secondary	English + Bengali	34	0
UG	BA,English	36	Higher Secondary	English	71	8
UG	BA,English	36	Higher Secondary	English	350	5
UG	BSc,Geography	36	Higher Secondary	English + Bengali	31	2
UG	BA,Geography	36	Higher Secondary	English + Bengali	350	2

UG	BSc,Geography	36	Higher Secondary	English + Bengali	41	26
UG	BA,History	36	Higher Secondary	English + Bengali	61	46
UG	BA,History	36	Higher Secondary	English + Bengali	350	187
UG	BSc,Mathematics	36	Higher Secondary	English + Bengali	31	0
UG	BSc,Mathematics	36	Higher Secondary	English + Bengali	34	1
UG	BA,Physical Education	36	Higher Secondary	English + Bengali	350	20
UG	BSc,Physics	36	Higher Secondary	English + Bengali	31	3
UG	BA,Political Science	36	Higher Secondary	English + Bengali	350	169
UG	BA,Political Science	36	Higher Secondary	English + Bengali	77	17
UG	BA,Sanskrit	36	Higher Secondary	Sanskrit	350	18

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				4				18
Recruited	0	0	0	0	4	0	0	4	10	3	0	13
Yet to Recruit				0				0				5
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				0
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				10
Recruited	3	2	0	5
Yet to Recruit				5
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	3	2	0	4	2	0	11
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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	493	0	0	0	493
	Female	718	0	0	0	718
	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	65	63	62	62
	Female	93	86	89	56
	Others	0	0	0	0
ST	Male	3	4	5	2
	Female	0	2	2	3
	Others	0	0	0	0
OBC	Male	52	44	51	43
	Female	121	91	86	63
	Others	0	0	0	0
General	Male	335	265	271	298
	Female	525	518	545	380
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1194	1073	1111	907

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The college is a general degree college, with a vision of imparting higher education to the people in the remote rural village. The college offers basically 3 streams I.e. Science, Arts and Commerce. This makes

	it clear that the college is multidisciplinary. The college offers 11 programmers and 199 courses under the CBCS system of the University of Calcutta. Thus with this kind of multidisciplinary nature. The college tries to accommodate Interdisciplinary course in its routine framework. The students studying science may take an arts or a commerce course in one's curriculum. The students studying arts very often take different courses from different programmers. Thus, with reference to the NEP 2020 the college is practicing and has the potential to offer Interdisciplinary and/ormultidisciplinary courses.
2. Academic bank of credits (ABC):	The college is an affiliated under graduate college under the University of Calcutta. The college follows the syllabi and the programs as prescribed by the University. At the end of every semester the University centrally holds the examination and awards the marks sheet to the students after being evaluated by the teachers of the same or different colleges. The total marks and the credits are in the custody of the University and the college has no scope to keep that in possession and moreover, it doesn't have the permission to allow any students for free entry or exit except which is permitted by the CBCS system. Since, the college has no autonomy to design its programs or award marks or credit to the students its very natural to say that ABC is barely possible in this college, but however if the Government changes the rule and allow the college to be actively engaged in ABC it will do all the needful.
3. Skill development:	The college understands that the students graduating from here should be graduate and simultaneously be skilled. The CBCS enables them to be skill developed as per the syllabus of it. In addition to that the college offers free certificate and Add-on courses to develop their skill. These Add-on courses are specifically designed as per their courses. So far as STEM or STEAM is concerned the college unless guided by the Government or the University cannot approach on its own. But once there will be a green signal from the Government or the University the college is ready and capable to perform at its best in this aspect.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The college offers Indian languages like Sanskrit and Bengali. A large number of students enrol and study these languages. The teachers of the college deliver their lectures in bilingual mode (English and Bengali

	or Bengali and Sanskrit). Students studying Bengali receive class teaching in Bengali, students studying sanskrit receive their lectures in Bengali and Sanskrit, students studying English receive lectures in English only, while others receive lectures in English and Bengali.
5. Focus on Outcome based education (OBE):	The college is highly focused to educate its students in such a way that at the end of their program they become skilled enough to compete and get a good job. The courses of the college are designed by the University as per the CBCS curriculum and the course outcomes are guided by the curriculum. Since, the college is just an affiliated institution under the University of Calcutta and governed by the Government of West Bengal it doesn't have any autonomy to design or delete it own curriculum. But once they allow the college to do so it will do the necessary things as recommended in the provisions of NEP 2020.
6. Distance education/online education:	During the COVID induced lockdown days of institutional closure, the college swiftly oved to online mode and carried out online classes with structured routine. The teachers submitted daily reports if the online classes conducted to the Principal. Several webinars, online talks and workshops were organized and the students participated and benefitted from them. The LMS in the college website uploaded by the teachers received warm welcome from the students who availed them to attain conceptual clarity and get exam-focused study materials.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	There is no ELC in 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?	Not Applicable.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral	Not Applicable.

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.	
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.	Not Applicable.
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.	On 28.03.2019 the IQAC of the college in association with the office of the BDO , Amta 1 organized an awareness programme on Electronic Voting Machine and VVPAT for the students and the staff members. The programme focused on the importance of the youth especially the new voters to take part in exercising their franchise. The programme was attended by 74 students who learnt about the usage of the EVM and the unction of the VVPAT through hands-on training.

Extended Profile

1 Program

1.1

Number of courses offered by the Institution across all programs during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
199	189	148	140	134

File Description	Document
Institutional data in prescribed format	[View Document](#)

1.2

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
11	11	11	11	11

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1077	1060	995	967	903

File Description	Document
Institutional data in prescribed format	[View Document](#)

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
550	550	550	550	550

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
241	196	218	226	223

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
34	33	31	30	30

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
25	25	25	25	25

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 26

4.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
22.14	37.21	36.00	31.99	45.08

4.3

Number of Computers

Response: 40

4.4

Total number of computers in the campus for academic purpose

Response: 30

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The Institution ensures effective curriculum delivery through a well planned and documented process

Response:

The college follows the curriculum designed by the University of Calcutta, the affiliating university.It ensures effective curriculum delivery among the students through a systematic and transparent mechanism:

Prospectus, Academic Calendar, Teaching Plan and Time Table:
Prospectus and Academic Calendar are prepared at the beginning of the session under the supervision of Teachers' Council and Academic Committee. Both are uploaded in the college website.
Before the commencement of each session/semester departmental meetings are held to allot classes among teachers following academic calendar and respective syllabus. Heads of all departments then forward tentative numbers of required classes per week to the Secretary, Teachers' Council. The Teachers' Council then prepares the Master Routine (Time Table), on the basis of which all departmental routines are prepared. Finally, all departmental timetables are approved by the Principal.
Teachers of every department prepare a detailed month-wise teaching plan according to the syllabus prescribed by the University of Calcutta and upload the same in the Learning Management System (e-Shikshak) of the college. This enables the Principal to monitor the progression of syllabus.
Over and above periodic assessment of curriculum delivery is conducted by Academic Committee and IQAC.

Teaching Aids:
In addition to conventional classroom teaching with chalk and duster, ICT based teaching learning methods are extensively used. During the pandemic, online classes were taken regularly by all departments. The teachers also used WhatsApp, Google Classroom, Google Forms, YouTube etc. as and when they felt necessary for the benefit of the students.
Class notes, PPTs, lecture videos and previous examination questions are made available in college LMS.
Various methods of participative learning are used for effective delivery of curriculum.

Libraries:
The Central Library of the college is equipped with KOHA Library Management System and NList, which help teachers and students immensely in getting necessary books, journals and eresources.
In addition to the Central Library, most of the departments maintain departmental library to give needy students more access to books.

Laboratories:
There are well-equipped laboratories for curriculum delivery of practical classes.

Faculty Development:
The teachers are encouraged to participate in Orientation and Refresher courses and also in various

seminars, workshops and conferences to update their knowledge.

Feedback:

The college collects feedback from faculty and students.

The collected feedback is critically analyzed by the IQAC to assess the efficiency in curriculum delivery.

File Description	Document
Upload Additional information	[View Document](#)
Link for Additional information	[View Document](#)

1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

Response:

As a part of well planned system of curriculum delivery academic calendar is prepared at the beginning of the academic session. Following the academic calendar of affiliating university tentative dates of admission, commencement of classes, internal examinations and final examinations are inserted in the college's academic calendar.The college follows the academic calendar to notify time to time the dates of different academic activities like admission, commencement of classes, internal examinations and final examinations.The academic calendar helps the faculty members to prepare their respective teaching plans. Teaching plans of all departments are uploaded in college LMS. Heads of different departments closely monitor the matter relating to completion of syllabus as per teaching plan. Internal examinations, assignments and class tests are part of Continuous Internal Evaluation (CIE) of students. Assignments are given to the students by the teachers following department specific teaching plans. Internal examinations are conducted following academic calendar. On the basis of class response and performance in assignments and class tests, special classes are arranged for slow learners. Over and above the Principal monitors the effective implementation of the academic calendar through formal meetings of the Academic committee and also through informal discussions with faculty, if he feels necessary.

File Description	Document
Upload Additional information	[View Document](#)
Link for Additional information	[View Document](#)

1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years

1. Academic council/BoS of Affiliating university
2. Setting of question papers for UG/PG programs
3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses

4. Assessment /evaluation process of the affiliating University

Response: C. Any 2 of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Details of participation of teachers in various bodies/activities provided as a response to the metric	[View Document](#)

1.2 Academic Flexibility

1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

Response: 100

1.2.1.1 Number of Programmes in which CBCS/ Elective course system implemented.

Response: 11

File Description	Document
Institutional data in prescribed format	[View Document](#)

1.2.2 Number of Add on /Certificate programs offered during the last five years

Response: 0

1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	[View Document](#)

1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years

Response: 0

1.2.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise

during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

1.3 Curriculum Enrichment

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

Response:

The University of Calcutta incorporates Environmental Studies as one of the Ability Enhancement Compulsory Courses (AECC) for all undergraduate courses. So, all students of this college compulsorily study cross-cutting issues relevant to environment and sustainability. In addition to that important issues of value education and/or gender and/or environment and/or business ethics have been integrated in the syllabi of various subjects/discipline like English, Geography, History, Political Science and Commerce, taught in this college, as either Core Course (CC) or Discipline Specific Elective Course (DSE) or Generic Elective Course (GE) or Skill Enhancement Course (SEC).

List and Description of Courses which addresses Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum

NAME/CODE OF THE COURSE	INCLUDED IN THE SYLLABUS
HISA-CC-1/CC-4/CC-11/CC-13/DSE-A1	Reconstructing Ancient Indian History with special reference to gender and Environment. Culture in Medieval Europe: Position of women in Europe. The French Revolution and emerging gender relations. Social and Religious Movement in India - Debates around gender; Reforms and the woman question
ENGG-CC-3 (Sem-3)	Women's Writing and Women's Empowerment
ENGA-DSE-B2 (Sem-5)	Women's Writings
PLSA-DSE-5-A(1)	Gender and Politics: Sex-Gender Debates, Feminism, the Women's Movement in India, Violence against Women
BCOM CC 4.1 Cgh	Business Ethics: Basics of Business Ethics, Priciples of Ethics In Management, Globalization and cross ethics, Corporate Code of ethics.
Environmental Studies as AECC for all students of	Concept of sustainability and sustainable

B.A./B.Sc./B.Com.	development, and Ecosystems, Natural Resources, Biodiversity Conservation, Environmental Pollution, Environmental Conservation: Ethics and Practices, Human Communities and the Environment

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	[View Document](#)

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 28.24

1.3.2.1 **Number of courses that include experiential learning through project work/field work/internship year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
122	78	40	11	5

File Description	Document
Programme / Curriculum/ Syllabus of the courses	[View Document](#)
Institutional data in prescribed format	[View Document](#)

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

Response: 100

1.3.3.1 **Number of students undertaking project work/field work / internships**

Response: 1077

File Description	Document
Institutional data in prescribed format	[View Document](#)

1.4 Feedback System

1.4.1 *Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni*

Response: C. Any 2 of the above

File Description	Document	
URL for stakeholder feedback report	[View Document](#)	

1.4.2 Feedback process of the Institution may be classified as follows: Options:

1. **Feedback collected, analysed and action taken and feedback available on website**
2. **Feedback collected, analysed and action has been taken**
3. **Feedback collected and analysed**
4. **Feedback collected**
5. **Feedback not collected**

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document	
Upload any additional information	[View Document](#)	
URL for feedback report	[View Document](#)	

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 41.6

2.1.1.1 **Number of students admitted year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
501	507	495	401	386

2.1.1.2 **Number of sanctioned seats year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
1101	1101	1101	1101	1101

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 21.64

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

2020-21	2019-20	2018-19	2017-18	2016-17
146	131	128	120	70

File Description	Document
Institutional data in prescribed format	[View Document](#)

2.2 Catering to Student Diversity

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

Response:

It is primarily through the classroom interactions that the teachers assess the learning levels of the students and organises special programmes for advanced learners and slow learners. For advanced learners the approaches adopted are as follows:• More challenging work in the form of projects and home assignments

• A well stocked library with advanced reference facilities

Incentives in the form of merit scholarships and prizes

• Encouragement for participation in inter-college and intracollege competitions, and paper presentations using ICT

• Special lectures by eminent speakers from industry and academia

• Free internet access

• Counselling by faculty to appear for competitive examinations

• Seminars and workshops Role Reversal Quiz Lecturing in seminars Identification of weak students made on the basis of interactions and assessment tests during classes. The strategies adopted to level up the slow learners are as follows:

• Meeting and communicating to the weaker students their areas of weakness

• Providing exam-friendly study materials

• Teachers available beyond class hours to counsel the weaker students over phone and interfaces

• Monitoring the progress of the students through written assignments

• Evaluated answer scripts of college examinations discussed with students to identify and address their shortcomings Remedial Classes for slow learners are also arranged.

For the advanced learners, the teachers

- Suggest advanced texts and references.
- Organize webinars and talks on relevant fields.
- Refer to various e-resources for more profound comprehension.

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

Response: 32:1

File Description	Document
Any additional information	[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 experiences

Response:

All the departments follow student centric learning practices as much as applicable depending upon their syllabi and curricula.

Experimental Learning: The departments of Geography, Chemistry and Physics have well equipped laboratories. The theoretical classes are mostoften supplemented with experiments to assist them acquiring and enriching in-depth knowledge.

Geo-informatics Laboratory: The Department of Geography has computer laboratory and required software for learning Geo-informatics and related topics. The students are divided in groups to practice the software and do assignment.

Computer Laboratory: The departments of Commerce and Mathematics also have computer laboratories. The students of the Department of Commerce and Mathematics are given the opportunity to study and practice different programmings and applications software as included in their respective syllabi. The students are divided in to groups for doing practice as a participative learning.

Excursion and Education Tour: The department of Geography undertake excursion every year. The students are given task to collect data and information relevant to their place of visit as part of their project work. Some other departments like Bengali, History, Physical Education also conduct education tour. The students of Bengali and History get the opportunity to learn from the historical place or place of birth/work of renowned writer/poet they visit and/or through outdoor observation guided by their teachers.

Participative Learning: At the beginning of an academic session students of the some departments are divided into groups of two/three members that help them practicing hands on experiments through participative learning.

Application of ICT in teaching-learning: Use of ICT in lesson delivery, assignment and project submission became the pedagogical norms at Purash-Kanpur Haridas Nandi Mahavidyalaya. Most of the teachers deliver their lessons using LCD/LED projector and apply PowerPoint presentation, YouTube video, drama, recitation, etc. through CD, DVD. The students enjoy the ICT enabled classes the most. All the department upload text, audio and video teaching material on the college website under Learning Management System (LMS). The students can access the LMS available on the website.

Interactive and participative Teaching Learning: Most of the departments organise quiz, debate, extempore, group discussion, role-reversal and departmental seminars, etc. as important and effective

components of student centric and participative learning. Topics in their respective syllabi are primarily considered for quiz, group discussion, extempore, role reversal, departmental seminars, etc. Though initially the advanced learners participate, but later on, all the students are asked to participate.

Departments of Geography, Physics, Chemistry and Physical Education uses different types of teaching-aids to make the learning process more enjoyable and student centric.

During the pandemic it was initially a challenge both to teachers and students to carry out the Teaching-Learning Process efficiently. However, both the Teachers and students soon shifted from Conference Calls and Whatsapp group calls to meeting on the newly popularised platform of Google Meet and Zoom. Google Classroom also proved to be another helpful digital space for efficiently conducting the teaching-learning process. Youtube videos, interactive webpages through the help of Insert Learning and animation videos with Powtoons made the learning process more student-centric and participative.

2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

Response:

Use of ICT in lesson delivery, assignment and project submission became the pedagogical norms at Purash-Kanpur Haridas Nandi Mahavidyalaya. Most of the teachers deliver their lessons using LCD/LED projector and apply PowerPoint presentation, YouTube video, drama, recitation, etc. through CD, DVD. The students enjoy the ICT enabled classes the most. All the department upload text, audio and video teaching material on the college website under Learning Management System (LMS). The students can access the LMS available on the website.

The pandemic necessitated the use of the digital platforms and tools for effectively reaching out to students. Meetings as well as classes in the audio visual modes were conducted both on Zoom and Google Meet. According to the requirement and the number of participants, even Whatsapp was heavily used for conducting departmental meetings and classes. However the Google Workplace was extensively exploited for carrying on the teaching-learning process. Google meet, Google Forms, Google Docs, Google Sheets and Google Slides have proved to be fascinating ICT tools for collaborative work. All the departments have their respective Google Classrooms dedicated for each of the semesters where study materials are posted from time to time to provide additional flexibility to students in the virtual mode.Classes are accessible 24X7 as recorded material in the LMS reaching out to the students beyond the regular teaching hours.

The college has bought its own domain under Google and with this official id it has come up with its own Youtube channel where several online webinars were broadcast live for the greater participation of the students. Some of the departments and the teachers also have their own individual channels on this popular platform where they upload video classes. Besides, the 9 ICTenabled classrooms in the college facilitate the teachers to use Power-Point Presentations for generating greater interest and participation of the students. A dedicated ICT sub-committee assures the smooth functioning of the various online events which were organized by the college during the lockdown through Google Meet and Youtube.

There is free internet connectivity in the campus for the academic purposes of the teachers and students. The library is equipped with OPAC and RFID. The college has subscribed to INFLIBNET and the teachers have been provided the id and password which enable them to access various journals through this platform which in turn help them in their own research and thereby to prepare effective lectures.

File Description	Document
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process.	View Document

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

Response: 33:1

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

Response: 33

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	View Document
Mentor/mentee ratio	View Document
Circulars pertaining to assigning mentors to mentees	View Document

2.4 Teacher Profile and Quality

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

Response: 126.4

File Description	Document
List of the faculty members authenticated by the Head of HEI	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 25.14

2.4.2.1 **Number of full time teachers with** *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* **year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
9	10	10	6	5

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 54.06

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

Response: 1837.99

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

Response:

The college has adopted continuous internal assessment procedures for constant monitoring of the students progression in achieving course objective. In addition, it has a well established protocol for internal assessment as a part of year-end/semester-end examination as per CSRs of the Calcutta University.

In the annual system of examination that was in practice till 2016-17 for BCom and till 2017-18 for BA and BSc at least three internal/periodical tests and a 'selection test examination' were conducted for monitoring students' progression. Although there was no provision for including marks obtained by the students in those examinations in their final university marksheets, to monitor performance of the students the practice yielded was beneficial to the students.

Since starting of CBCS in 2017-18 in BCom and in 2018-19 for BA & BSC internal/periodical tests for monitoring student progression is done at three levels: a) at individual teacher level - a teacher take class

test/quiz after completing a chapter/section of the syllabus. b) at departmental level – a department organises internal periodical test after completion of certain part of the syllabi to monitor performance of the students on the chapters already delivered, and finally c) at institutional level.

The entire internal assessment schedule is outlined in the teaching plan and/or academic calendar. However, due to COVID-19 pandemic the same was not regular.

The Examination & Internal Assessment Sub-committee take responsibility of conducting internal assessment and The Result & Evaluation Sub-committee take responsibilities of collecting and analysing the results.

The evaluation of the students' academic performance is a constitutive part of the teaching-learning process and internal assessment plays a pivotal role in this system. Internal examination for the new CBCS syllabus acquires a vital role in the process of evaluation of students by the University, so it is included in the University Examination system. In the lockdown period due to Covid-19, internal assessment was conducted exclusively in the online mode through Google Forms. Auto generated marks through Google Forms made the process of internal assessment transparent.

2.5.2 Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient

Response:

The evaluation of the students' academic performance is a constitutive part of the teaching-learning process and internal assessment plays a pivotal role in this system. Internal examination forms an important part of the process of evaluation of students by the University, so it is included in the University Examination system and hence they are conducted as per the guidelines and timelines provided by the University. Hence the possibility of grievances in the Internal examination are significantly low and the college usually does not receive grievances about internal assessment. Eventually the marks of internal assessment are uploaded on the University portal.

In case of any grievances related to internal assessment of the college the students can directly talk to the concerned departmental teacher. In addition the Result & Evaluation Sub-committee is there to address the issue. In case of complaint against final result published by the university the students have two options – they can directly request for reviewing their papers by the university itself or to request for photocopy of the answer-script for examination by third party-examiner (called FSI). Though college does not have any direct role in this regard but it helps the students for submitting their application online for review or FSI on university's portal and deposit the fees in favour of them.

During the pandemic almost all departments provided the google forms link for internal exam and took the

exam mostly in the form of multiple choice question and the marks were auto generated keeping the entire process of evaluation completely transparent. RTI provision is also available.

During the COVID Lockdown days, to redress the online examination related grievances an e-hepdesk was set up and one non-teaching staff was assigned with the responsibility of recording students' issues in this regard, if any.

2.6 Student Performance and Learning Outcomes

2.6.1 Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

Response:

The syllabi of all the courses are published by the respective Board of Studies of the Calcutta University. All the departments at the college prepare teaching plans and curriculum based on the teaching staff available and their choices of topics. Teaching plans are communicated to the students in classes and on the college website.

Corse and Programme Outcomes (COs and POs) are drafted by the teachers on their subject and course of teaching. They are finalized in their departmental meetings held before commencement of a new academic session. The teachers in their beginning classes discuss on the COs and POs with the students in detail to encourage them in the study. The POs and COs are published on the college website under each respective department.

A teacher describes in details on the topics to be learnt and their future prospect in a CO. The link of a topic of discussion with another is also mentioned. In CO the academic importance of the topics to be learnt is highlighted. However, in a PO future prospect in employment as well as in higher study are also stated.

In the academic session 2021-22, each and every department discussed on the POs and COs as part of e-counselling for admission with the new applicants through PPT presentation on virtual platforms.

Results of the students in an examination are considered one of the important components to evaluate attainment of the COs and POs. The departments discuss and analyses the results in departmental meeting and take appropriate steps for modification and improvement, if required. The summary of the results is also published in the prospectus/e-prospectus that are published online on the college website and on the WhatsApp groups. In the academic and administrative audit the COs & POs had been considered as one of the most important components.

Attainment of programmes outcomes and course outcomes are evaluated at two levels - in-study and after-study. During study, presently in semester system, performance of all the students' are monitored through periodical/class test to check to what extent they have been able to attain course outcomes. The quality of results is considered bench mark for the attainments of the outcomes. In addition, the students' performance in home assignments, project, class test, quiz, extempore, departmental seminars, workshops, etc. is useful for measuring attainment of the COs and POs. Before the semester-end examinations all the

students need to appear for internal examinations in all the courses and programmes. The results of that examinations are also uploaded on the Calcutta University results submission portal. The results of the internal examination provide final assessment on in-study attainment of POs and COs.

For after-study attainment of the POs and COs, the results of the students in the final examinations are considered the main parameter. In addition, all the departments keep track records of the outgoing students on whether they are continuing with higher study or recruited for gainful employment.

File Description	Document
Upload COs for all courses (examples from Glossary)	[View Document](#)

2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

Response:

Provide Link for Additional information

Results of the students in an examination are considered one of the important components to evaluate attainment of the COs and POs. The departments discuss and analyses the results in departmental meeting and take appropriate steps for modification and improvement, if required. The summary of the results is also published in the prospectus/e-prospectus that are published online on the college website and on the WhatsApp groups. In the academic and administrative audit the COs & POs had been considered as one of the most important components.

Attainment of programmes outcomes and course outcomes are evaluated at two levels - in-study and after-study. During study, presently in semester system, performance of all the students' are monitored through periodical/class test to check to what extent they have been able to attain course outcomes. The quality of results is considered bench mark for the attainments of the outcomes. In addition, the students' performance in home assignments, project, class test, quiz, extempore, departmental seminars, workshops, etc. is useful for measuring attainment of the COs and POs. Before the semester-end examinations all the students need to appear for internal examinations in all the courses and programmes. The results of that examinations are also uploaded on the Calcutta University results submission portal. The results of the internal examination provide final assessment on in-study attainment of POs and COs.

For after-study attainment of the POs and COs, the results of the students in the final examinations are considered the main parameter. In addition, all the departments keep track records of the outgoing students on whether they are continuing with higher study or recruited for gainful employment.

File Description	Document
Upload any additional information	[View Document](#)

2.6.3 Average pass percentage of Students during last five years

Response: 75.18

2.6.3.1 **Total number of final year students who passed the university examination year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
241	149	152	134	158

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

2020-21	2019-20	2018-19	2017-18	2016-17
241	196	218	226	223

File Description	Document
Upload any additional information	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Paste link for the annual report	[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 currently enrolled students (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)**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	[View Document]

3.1.2 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 0

3.1.2.1 **Number of departments having Research projects funded by government and non-government agencies during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

3.1.2.2 **Number of departments offering academic programes**

2020-21	2019-20	2018-19	2017-18	2016-17
12	12	12	12	12

File Description	Document
Institutional data in prescribed format	[View Document]

3.1.3 Number of Seminars/conferences/workshops conducted by the institution during the last five years

Response: 28

3.1.3.1 **Total number of Seminars/conferences/workshops conducted by the institution year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
28	0	0	0	0

File Description	Document
Report of the event	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

3.2 Research Publications and Awards

3.2.1 Number of papers published per teacher in the Journals notified on UGC website during the last five years

Response: 0.38

3.2.1.1 **Number of research papers in the Journals notified on UGC website during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
2	4	2	1	3

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

3.2.2 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: 1.11

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

2020-21	2019-20	2018-19	2017-18	2016-17
4	12	9	4	6

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

3.3 Extension Activities

3.3.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

Response:

One of the important components in our vision statement is development of the community through providing with higher education to the youths of the locality. Therefore, the students are sensitized to carry out extension activities in the local community to fulfil their social responsibility and contribute to nation building. It is considered that 'class to community' not only contribute to the community development but also offer an opportunity for the holistic development of student's personality. In order to ensure this, our college has been continuously supporting various extension programs organised by NSS, NCC and different departments.

The NSS units (two) carry out general awareness programme in their adopted villages. The volunteers at first undertake survey in their adopted villages on family structure, sources of income, level of education, general health, etc. The volunteers campaign in the villages i) on how to improve general health, hygiene and sanitation, ii) against child marriage, dowry and girl child trafficking, iii) against superstitions and 'ozha', iv) against smoking, chewing gutka and consumption of alcohol. They campaign to generate awareness to protect the environment, against deforestation, against bad impact of rampant use of chemical fertilisers and pesticides on the ecosystem.

The NSS, NCC and the Students' Union jointly organise Blood Donation Camp, Thalassemia Detection Camp and awareness camp for Prevention of AIDS every year. The students, staff, teachers and local people participate in the camps.

The Women Cell organises seminars on different issues related to women empowerment, prevention of child marriage and girl child trafficking, domestic violence against women, unequal nutrition and opportunity for education for girl child. They perform gender audit and discuss with students on its results and outcome. They observe Internal Women Day every year and discuss on the themes.

The NSS and NCC cadets organise tree plantation, observe different days of social importance like World

Forest Day, National Voters .They organise social awareness programmes on World AIDS Day, Anti-tobacco Day and International Day against Drug Abuse and Illicit Trafficking.

During COVID-19, the NSS volunteers and other students campaign on maintaining social distancing and use of sanitizer and mask to prevent spread of the disease. At the beginning of the pandemic when there was no mask available in the market our NSS volunteers and students prepared face mask for use by their family members, relatives and neighbors. The department of Bengali distributed face mask among common people and survey on the impact of COVID-19 on family income and education.

The department of History under the supervision of the Principal organize workshop on use of domestic waste for preparing vermicompost. They have also made a pilot pit near college's staff canteen to demonstrate preparation of the compost to the interested people. Their objective is to make common people aware of valuable use of organic waste and at the same time help Self-Help Group to improve their earning though production and sale of vermicompost.

3.3.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

Response: 1

3.3.2.1 **Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
1	0	0	0	0

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-copy of the award letters	[View Document](#)
Any additional information	[View Document](#)

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

Response: 34

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	3	10	11	9

File Description	Document
Reports of the event organized	[View Document](#)
Institutional data in prescribed format	[View Document](#)

3.3.4 Average percentage of students participating in extension activities at 3.3.3. above during last five years

Response: 23.75

3.3.4.1 **Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
104	97	401	446	122

File Description	Document
Report of the event	[View Document](#)
Institutional data in prescribed format	[View Document](#)

3.4 Collaboration

3.4.1 The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-job training, research etc during the last five years

Response: 15

3.4.1.1 **Number of linkages for faculty exchange, student exchange, internship, field trip, on-job training, research etc year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
5	5	5	0	0

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-copies of linkage related Document	[View Document](#)

3.4.2 Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the last five years

Response: 0

3.4.2.1 **Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Institutional data in prescribed format(Data template)	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Response:

The College has a sprawling campus. Whole campus is with internet facilities through Lan connection and is Wi-Fi enabled.

There are 26 well ventilated classrooms of different sizes including 9 smart classroom and three computer labs. 9 classrooms are ICT enabled. All classrooms in the college premises are properly and optimally utilized during the academic sessions. Classrooms are also utilized for the purpose of University examinations. Large rooms are also used for organizing seminars, special lectures, cultural activities and otheradministrative meetings.

The college has no separate conference room. The smart class rooms, Room no.21 and 23 are utilized as Conference Rooms as and when necessary.The computers/ laptops are also interfaced with LCD projectors for Presentations. There are total 40 computers in the college. 30 Computers are there exclusively for academic purpose. The College has a well equipped central Library. The college has four well equipped laboratories in the departments of Physics, Chemistry, Geography and Mathematics.

Classrooms:

The College has 26 classrooms of different sizes including four halls for accommodating large number of students. All the classrooms are well -equipped with adequate number of benches, lights, fans, black, white or green boards. Old wooden benches have been replaced with modern scholar benches. All the big classrooms and ICT enabled classrooms are equipped with public addressing system. Nine classrooms have facilities for teaching-learning activity using ICT. By managing batch-wise movement of students in the routine there is no scarcity of classrooms.

Laboratories:

The institution has laboratories for the departments of Geography, Chemistry and Physics. All the laboratories have adequate numbers of instruments, equipment and related items for doing experiments for undergraduate courses.

The Department of Geography has computer laboratory and required software for learning Geo-informatics and related topics.

The departments of Commerce and Mathematics have computer laboratories.

ICT infrastructure:

The college has purchased adequate numbers of projectors, computers and procured other resources for ICT enabled teaching-learning and related activities. There are 40 computers (desktop and laptop) out of which 30 machines are for student use only. Most of the machines are placed in the Computer Laboratory of Commerce department and others are in the Laboratories of Geography, Mathematics and English. There are 15 laptops out of them at least a dozen laptops are used for ICT enabled classes by the teachers and rest of the laptops are used by IQAC, Bursar and office.

College has five broadband internet connections – one each for office, Library, IQAC-cum-Teachers' room, Commerce Computer Centre and Geography laboratory through LAN with cable network of an internet service provider. The minimum speed 60MBPS. There are eight WiFi distribution ports connected with four of them. All the students get free access to internet through WiFi in the classrooms, library and campus.

The College library is also well equipped with ICT enabled learning resources.The college has membership to INFLIBNET and some e-journals. The entire library resources have been made available on OPAC through intranet. The college has installed RFID scanner for easy book lending and security purposes.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

4.1.2 The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.

Response:

College with its infrastructure encourages students to take part in different indoor and outdoor games and sports. There is sports sub-committee comprising of teachers and students. This committee organizes annual sports. Students take part in University land District level Kho Kho and football tournaments.Different playing kits such as cricket, football and carom board are in place. The College has its own playground and organizes annual sports here.

The students are encouraged to organize and take part in cultural events. The cultural sub-committee of the instituion is entrusted with the responsibility of organizing cultural events. the institution regularly organizes events such as International Mother Language Day, International Women's Day, College Foundation Day and so on. As the college dose not have an auditorium as of now, room no. 23 is used for holding cultural and extra-curricular events.

The college has a dedicated space for gymnasium where equipments for the same purpose are kept. They are regularly utilized by the students.

The cultural sub-committee of the college efficiently organizes different cultural events and

competitions. Students are encouraged to take part in different cultural events and competitions organized by the college and other institutions.

During the academic year 2020-21, all the oudoor activities and sports were suspended following the COVID guidelines issued by the government.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. *(Data for the latest completed academic year)*

Response: 34.62

4.1.3.1 **Number of classrooms and seminar halls with ICT facilities**

Response: 9

File Description	Document
Upload any additional information	[View Document](#)
Institutional data in prescribed format(Data template)	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response: 42.7

4.1.4.1 **Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
42.88	3.05	4.18	0	0

File Description	Document
Upload audited utilization statements	[View Document](#)
Institutional data in prescribed format(Data template)	[View Document](#)

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS)

Response:

The Library of the college is fully automated with the 18.05version of Koha Integrated Library Management Software (ILMS) . User can search the collection of the library through OPAC. Searching can be done using different field like title, author, editor, subject, place of publishing, publisher, year of publishing, classification number, ISBN , etc.Library has subscription to INFLIBNET (N-LIST). Library has collection of 25139books.The library has Wi-Fi enabled internet connectivity. The Library has In-Out management system to track the users who visit the library through RFID. The library is under CCTV surveillance to prevent any untoward losses. There are carrels for reading. There are three computers, one RFID kiosk, one laser printer and one reprographic machine for the purpose of library management.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for Additional Information	[View Document](#)

4.2.2 The institution has subscription for the following e-resources

1. e-journals
2. e-ShodhSindhu
3. Shodhganga Membership
4. e-books
5. Databases
6. Remote access to e-resources

Response: D. Any 1 of the above

File Description	Document
Institutional data in prescribed format(Data template)	[View Document](#)

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-

journals during the last five years (INR in Lakhs)

Response: 2.14

4.2.3.1 **Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
.059	10.50	0.059	.087	.0152

File Description	Document
Institutional data in prescribed format(Data template)	[View Document](#)
Audited statements of accounts	[View Document](#)

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

Response: 0

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

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

There are 9 ICT enabled classrooms including a seminar cum smart classroom and two computer labs cum classrooms. Three Computer Labs have28 Computers. There are WiFi enabled computerized facilities in the college. The College Office room is fully computerized with 7 computers and 5 Printers.The Library started its computerization from the year 2014 where the books database is maintained by Koha software and OPAC is for searching for books. The College automation was initiated in 2014 through an online admission process by Infonetics company. The online admission system is renewed and upgraded every year. Office management was started in the year 2014 by Infonetics and the contract gets renewed every year.

The college office uses Internal Finance Management Software and Online Internal Fees Collection Software.Students Registration Software is used for University Enrollment and MIS of the students.

The College registered with G-Suite in 2020-21. During Covid-19 pandemic period extensive use of G Workspace was done. During pandemic the college administration adopted e-noticing and collection of data and information through Google forms

File Description	Document
Upload any additional information	[View Document](#)

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

Response: 36:1

File Description	Document
Student – computer ratio	[View Document](#)

4.3.3 Bandwidth of internet connection in the Institution

Response: A. ?50 MBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	[View Document](#)

4.4 Maintenance of Campus Infrastructure

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

Response: 10.5

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)**

2020-21	2019-20	2018-19	2017-18	2016-17
0.28	3.05	0	7.08	9.43

File Description	Document
Institutional data in prescribed format(Data template)	[View Document](#)

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

Response:

There is a systematic procedure for maintenance of physical and academic Infrastructure. Purchase requirement of any matter is placed before the Development and Purchase Committee. If the amount is less than Rs.100000/- (Rs. One Lac) the collegecan purchase taking at least three quotations or directly from the

market. If the amount is more, tender if duly floated following Govt. rule. Physical infrastructure is maintained by two or three local workers on labor contract basis or fully contract basis following the Govt. rule. Computers are maintained by college assigned staff members.Branded laptop or computer are purchased through tender calls. All the water purifiers are well maintained through AMC. Fire extinguishers are timely refilled. Class rooms are well maintained by sweeper/ cleaners. WBSEB provides electricity in college. Electricity maintenance is done by authorized persons. Generators and water pumps are checked regularly. Reprographic Machines are under AMC. Maintenance and repairing of Civil work, Plumbing, Furniture etc are done by the skilled persons hired by the institution.

For any purchase above Rs. 100000/- tenders are invited. The college follows G.O. No. 5400-F(Y), dated 25/6/2012 and related amendments. Sub-committees of the college aid in purchase, procurement and maintenance of facilities.

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

Response: 21.82

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

2020-21	2019-20	2018-19	2017-18	2016-17
217	288	223	207	162

File Description	Document
upload self attested letter with the list of students sanctioned scholarship	[View Document](#)
Institutional data in prescribed format	[View Document](#)

5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	[View Document](#)

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

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
Institutional data in prescribed format	[View Document](#)
Link to Institutional website	[View Document](#)

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

Response: 5.83

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

2020-21	2019-20	2018-19	2017-18	2016-17
120	191	0	0	0

File Description	Document
Institutional data in prescribed format	[View Document](#)

5.1.5 The Institution has a transparent mechanism for timely 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
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	[View Document](#)

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	[View Document](#)

5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 14.11

5.2.2.1 **Number of outgoing student progressing to higher education.**

Response: 34

File Description	Document
Upload supporting data for student/alumni	[View Document](#)
Institutional data in prescribed format	[View Document](#)

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

Response: 20

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	1

5.2.3.2 **Number of students appearing in state/ national/ international level examinations (eg:**

JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	1

File Description	Document
Upload supporting data for the same	[View Document](#)
Institutional data in prescribed format	[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 level (award for a team event should be counted as one) during the last five years.

Response: 7

5.3.1.1 **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) year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
0	2	3	1	1

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-copies of award letters and certificates	[View Document](#)

5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)

Response:

The college forms the Students' Union as per the Calcutta University Act, 1979 (WB Act. XXXVIII of 1979) & conferred upon it by sub-clause (g) under clause 93. According to the Act, class-wise student representatives are elected every year through general students' election. The elected

members then elect/selectGeneral Secretary (GS) of the Students' Union in a meeting in the office of the Principal who acts as Presiding office of the election process and later on acts as the President of the Union. In the same meeting, other elected members are assigned duties for sports, cultural activities, etc.

Since 2017, there have been no elections of the students to form their union as there was no order issued in this respect by the Department of Higher Education, Govt. of West Bengal. In addition, in spite of a gazetted notification of Department on 27.2.2020(G.O. 64 L/OM-164L/2018) for implementation of The West Bengal Universities and Colleges (Administration and Regulation), Act 2017 the Act has not been implemented to form Students' Council due to COVID-19 pandemic.

Under this situation also representations of the students were ensured by the GB through selection of a student as GS by the GB itself or by asking for written application for the same from the students.

File Description	Document
Upload any additional information	[View Document](#)

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

Response: 4.8

5.3.3.1 **Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
3	4	7	5	5

File Description	Document
Report of the event	[View Document](#)
Institutional data in 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:

There is no registered Alumni Association of the institution. However, the college encourages the alumni

to engage with the institution in various capacities.The present Governing Body and the IQAC has representatives from the alumni who attend the meetings of the bodies and extend their valuable inputs for the betterment of the institution.

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

Response: E. <1 Lakhs

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of and in tune with the vision and mission of the institution

Response:

As per the Calcutta University Act, 1979 (the West Bengal Act XXXVIII of 1979)that amends its First Statutes, 1966 as First Statutes, 1979, the Governing Body (GB) of the College is the apex administrative body (Clause 93).It comprisesof the Principal as secretary and ex-officio, representativesfrom the Teachingand Non-teachingcommunities, a representative of the Students' Union as GS, in addition to the external members as donor/or founder members from the locality, representatives nominated by the Affiliating University and the StateGovernment one ofthemworkingasPresident of the GB.For smooth running of the college and implementation of its academic as well as administrative plans and programmes the GB appoints different sub-committees under the Chairmanship of the Principal in accordance with sub-clause 3 under clause 97 (Power and Functions of the GB) of the Statutes. Other than Finance Subcommittee all other sub-committees may include teaching and nonteaching representative of the GB. All major financial decisions on development and management of the institution are taken by the Governing Body duly considering the recommendations and suggestions provided by the Finance Subcommittee and concerned sub-committees, in recent years also of the IQAC.
The GB of the College designs plans and policies after taking necessary inputs from the concerned sub-committees and advisory bodies in compliance with the Rules, Regulations, Policies of the affiliating university, UGC and the Governments. For framing, implementation and execution of the plans and policies roles of the Principal is vital.Under his leadership all plans and policy are executed/implemented once they are endorsed by the GB. All faculty members participate by giving their inputs in the framing of plan and policy and perform their own specific duties in implementation and execution of the projects.

Since formation of IQAC as per Guidelines of the NAAC recommendations of the IQAC are given prime importance by the GB in all spheres of college activities, programmes and projects.

The college also provides a platform for the active participation of the students through formation of Students' Union as per the Statute (sub-clause g, under clause 93) and include its General Secretary or members of the Union in the various sub-committees that not only enables them in gaining leadership qualities, execution of skills and understanding rules and regulations, but also they are taken in confidence in all college affairs.

The GB delegates all the academic and operational decisions to the Academic Council and to other concerned sub-committees in order to fulfill the vision and mission of the institute. The IQAC, Academic Council and the various sub-committees formulate plan and programmes in tune with the stated vision and mission of the collegewith respect to curricular, co-curricular and extra-curricular activities and ensure their implementation in timely manner.

Since the institution is situated in a remote rural location of the district where majority of the population are engaged in agriculture and some working as staff in business establishment, thecollege offers undergraduate courses in arts, science and commerce that are demanded by the local students especially for the benefit of the students of poor financial backgrounds.

File Description	Document
Upload any additional information	[View Document](#)

6.1.2 The effective leadership is visible in various institutional practices such as decentralization and participative management

Response:

The authority of the college has formulated elaborate mechanism for participative management through delegation of duties and decentralization as advised in the First Statute, 1979 of the Calcutta University under clause 97 and sub-clause (3). It appoints different sub-committees, councils, bodies and/or cells under the chairmanship of the Principal. Each and every sub-committee/council/cell has one or two convener(s), two to three representatives from the teaching faculty, one or two members from non-teaching staff in addition to a students' representative. The selection of the convener(s) and members for the sub-committees/councils are done in a meeting of theStaff Council where the Principal inform the House about the list of sub-committees/cells/council needed for various jobs to be undertaken, functions and responsibilities would be of them.

The selection procedure of the convener(s) and members includes inviting names of the willing

membersbased on three basic principles: i) liking of a person for the kind of job to performed when in the sub-committee/council/cell, ii) knowledge of the person on the job to be performed and iii) expertise and skill on it. The compositions of the sub- committee/council/cells are approved by the Governing Body as such or sometime with little modification and endorsed. All the sub-committees/cells are free to convene meeting anytime on any arisen requirement to accomplish assigned duties that may include organising a programme or event, construction/renovation of any infrastructure to procurement/purchasing of any item. All the sub- committees/cells maintain respective meeting books as well as job diaries. Under the existing guidelines and policies of the GB, affiliating University, UGC and/or the Governments they are free to make plans and programmes for implementation or execution of the plans and programme. Even they can place financial budget for approval of the Finance Sub-committee and/or the GB for procurement or to avail service.The subcommittees are given full operational autonomy and restricted financial autonomy to honour existing purchase policy of the Finance Department of the Govt. West Bengal.List of last Sub-committees/Cells/Councilsformed is given in the annexure attached.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

The college works under the management of the Governing Body and leadership of the Principal. Participation is ensured through functioning of various statutory committees and sub- committees of the college. Various sub-committees are formed by the representation of teaching, non-teaching staff and students. However, it is the Principal who is the roof and crown of the institution and it is his orders that prevail over every view and opinion. Deliberations and debates often are superseded by the well thought out decisions made by the chair of the Principal.

Case Study: "On line Examination"

The College acts as a center for all University Examinations held in an academic year. During the pandemic, all examinations were held online. The departments individually arrange and execute the internal examination process, right from setting of question papers and evaluation of answer scripts. For University examination, the Office of Controller of Examinations, Calcutta University sent the question papers to the Principal of College via email, which in turn was forwarded to the responsible memberof the examination sub committee, vcurated by the Principal himself. It is to be noted that

the Principal may ver well forward the question papers himself without taking the sub-committee in confidence. The member generally further forwarded the question papers to the HoDs and uploaded the same in the official website of the College. HoDs uploaded the question papers in the Departmental website, the Google Class Room and in the WhatsApp group of the Department. The students submitted the answer scripts in both online and offline mode. The HoDs then after being permitted by the Principal, distributed the answer scripts for evaluation. The teachers evaluated the answer scripts and uploaded the marks in the affiliating university portal.

File Description	Document
Strategic Plan and deployment documents on the website	[View Document](#)

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

Response:

College functions as per statute of the affiliating university and follows academic guidelines issued by it. Order from Higher Education Department of Government of West Bengal is also adhered to. The Governing Body formulates policy for the development of infrastructure and academic affairs. All major financial and administrative decisions are taken by the Governing Body in compliance with recommendations of IQAC and other statutory and nonstatutory sub-committees which ensure decentralization and participatory management. However, in the overall administration of the college, it is the Principal who takes the final call. If he so desires unanimous decisons of the sub-committes may get altered and the committe formations might very well change.

President of the Governing Body and Principal, as Secretary of Governing Body, constitute the nucleus of administration. The management of day-to-day functioning of college rests with the able leadership of the Principal. In discharge of this duty, he has the IQACfor quality improvement, HODs.Bursar, Librarian and Non teaching staff are thereto assist him. Service rules and procedures are guided by Calcutta University Statutes and rules of State Government as amended from time to time. The College has no autonomy to appoint any teacher on substantive basis. Teachers are appointed on the basis of recommendations of The West Bengal College Service Commission.

File Description	Document
Upload any additional information	[View Document](#)
Link to Organogram of the Institution webpage	[View Document](#)

6.2.3 Implementation of e-governance in areas of operation

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	[View Document](#)
Institutional data in prescribed format(Data template)	[View Document](#)
ERP (Enterprise Resource Planning) Document	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

Response:

The institutiontakes into consideration its obligation towards ensuring the welfare of its teaching and non-teaching staff.

The following welfare measures are provided:

General Provident Fund (GPF) for the staff is ensured through government treasury. Some staff members are linked with GSLI scheme. Staff in substantive positions have the provisons ofpension benefit as per the rule of the government.College arranges fast disbursal of PF loan.Government Health Scheme can be availed through college. Teachers who apply for Faculty Induction Programmes, Faculty Development Programmes, Orientation Programmes and Refresher Course are generally allowed to join the same.The College authority also lets the faculty members attend and present papers in International, National, State and Local Seminars and Workshops.

The non-teaching staff are extended with a number of welfare measures. Mr Uday Pachhal,a staff who passed away while in service, before the commencement of the family pension from the government, the college extended a one time monetary relief to his family.

The casual Non-teaching staff are exteded with festival bonus before the puja holidays.

The permanent Non-teching staff are extended with a Puja Advance which they reimburse throughout the year from their salary.

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

Response: 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**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Institutional data in prescribed format(Data template)	[View Document](#)

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

Response: 0.6

6.3.3.1 **Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	3	0	0	0

File Description	Document
Institutional data in prescribed format(Data template)	[View Document](#)

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 8.86

6.3.4.1 **Total number of teachers attending professional development Programmes viz., Orientation /**

Induction Programme, Refresher Course, Short Term Course year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
4	2	2	2	4

File Description	Document
Upload any additional information	[View Document](#)
IQAC report summary	[View Document](#)
Institutional data in prescribed format(Data template)	[View Document](#)

6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff

Response:

An attendance Register for teachers is maintained wherein it is mandatory for every teacher to record the time of arrival and departure and is regularly examined by the Principal. Time of arrival and departure, number of classes allotted and classes taken (theory and practical) and other administrative and exam- related duties performed are also recorded. Total number of Leaves (Casual Leave, Medical Leave, Earned Leave etc.) enjoyed by a teacher is also duly recorded.

Promotion of teachers under CAS (Career Advancement Scheme) is dealt with serious strictness. Every minute of the performance is monitored. The data and documents produced by the incumbent needs to be validated by confirmed evidence and due authentication of the conveners of sub-committees. Because of this due promotions often get delayed by more than one year. The authentication by the IQAC Coordinator is never enough in this institution. The Principal would always take the final call on promotion under CAS. The verification process of papers submitted by teachers often run upto six to eight months or even longer. The policy of the chair on this is to ensure no promotion is obtained by any incumbent without the Chair's satisfaction.

An Attendance Register for non-teaching staff is maintained. A Leave Register is also maintained under the supervision of the Chair. The Institution promotes its non-teaching staff according to the time scale as per the guidelines of the Government of West Bengal and after consideration of their performance in the College.

During COVID times, online class reports were meticulously collected from the teachers through mail.Though each and every teacher submit monthly teacher's diary as a part of Appraisal Procedure, but due to COVID-19 pandemic it was not possible to submit/collect the same. Instead, all class and other relevant records like submission of e-content, Webinar etc were submitted to the Principal online through e-mail.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

External audit is conducted on a regular basis every year. The auditor is appointed by the Higher Education Department of Government of West Bengal. Every year, the auditor submits his Audit Report, where he includes his observations and suggestions. This report is placed in the Governing Body meeting. This year, due to the pandemic, the appointment of the auditor has been delayed. Moreover, due to the abnormal situation, the auditor could not attend the college for performing audit.

Due to COVID-19 pandemic no list of Panel Auditors had been published by the HED, WB. Accordingly external auditing could not be done. In the very next year. however, the audit of 2020-21 has now been duly carried out by the external auditor.

6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Institutional data in prescribed format(Data template)	[View Document](#)
Annual statements of accounts	[View Document](#)

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

In order to maintain effective and efficient use of available resources of the college the institutional mechanism is as follows :

In the Governing Body meeting the report of the Finance subcommittee is placed there by appraising every member of the Governing Body about the trends of college finance. The statutory audit process in the college is regularly done and the observations of the statutory auditors are complied with The college has an internal audit mechanism which monitors the financial transactions in the college with a goal of strengthening larger internal check and control.

IFMS (Internal Finance Management Software)has been introduced for maintaining the financial account system.

The college has tried its best to mobilize internal resources through austerity measures. The institution does not indulge in extravagance and curtails unnecessary expenditures.The motto of the institution in this regard is "One rupee saved means one rupee earned".

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

Response:

Academic Calendar, Academic Plan and Structured Routine Preparation:

Academic Council takes initiatives to draw up a concrete Academic Calendar at the beginning of the academic session, in consultation with the IQAC.Thereafter, it is shared with the head of the departments which in turn is shared with the faculty members. This makes everyone aware about the various activities that need to be undertaken.

Academic Plan is prepared by the departments on the basis of Academic Calendar. A consolidated and Structured Routine is prepared for each semester by the routine committee under the supervision of IQAC.

Programmes under MoUs & Linkages: The College has academic linkage and MoUs with different HEI to provide quality teaching to the students. A lot of academic programmes were conducted by the College under the initiative of IQAC and different Departments in collaboration with the HEI under MoUs/ Academic Linkages. Faculty exchange with the partner institution has been a hallmark of the achievements of the institution during the COVID times.

During the COVID period, the IQAC in collaboration with the NSS units carried out two Whtasapp groups spreading COVID awareness. IQAC was instrumental in continuing with the implementation of ICT in teaching-learning.

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the

incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

Academic and Administrative Audit: In oredr to ensure the culture of quality, the IQAC had resolved to carry out Academic and Administrative Audit even in the trying times of the pandemic. The systematic review of the audit ensured that the monitoring and evaluation of the institutional processes are in place. The audit was carried out with two external acdemicians. The Principal, the Co-ordinator of the IQAC and the Convener of the Academic Council functioned as the facilitators of the same. The report of the AAA is duly uploaded in the institutional website.

In order to create quality culture in the college, IQAC resolved that every year the academic and administrative audit would be conducted. Initially from the year 2016-17 the audit was conducted internally.. External Academic and Administrative Audit was implemented from the year 2018-19. The prime objective of this kind of Audit is to monitor and evaluate the institutional process through systematic reviews. These Audits help to review, assess, and evaluate the performance in domains of teaching-learning process, research, extra-curricular and administrative aspects pertaining to departments of the institution. While in pandemic times, the audit could not be carried out in the current year, strict monitoring of academic and administrative activities have been in place to ensure quality.

Use of ICT in Teaching Learning Process:

Continuous effort has been taken by the institution for use of ICT in Teaching Learning Process which was reviewed from time to time by the IQAC under the leadership of the Principal. The pandemic has brought significant transformations in teaching learning and evaluation of the college. At this,extensive use of Google workplace i.e Google forms, Google docs, Google sheets, Google slides, Google Classroom and Google Meet platform has made the e-Learning system easy. Google classroom has made the review process easier. The college website hosts a substantial number of e-contents meticulously prepared by the teachers in order to assist students in their preparation for the courses.

6.5.3 Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
2. **Collaborative quality intitiatives with other institution(s)**

3. Participation in NIRF

4. any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

Response: C. 2 of the above

File Description	Document
Institutional data in prescribed format(Data template)	View Document
Paste web link of Annual reports of Institution	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

The institution has a robust atmosphere of gender equanimity in the campus. The Women Cell of the college makes it a point that the students and the staff are abreast of the parameters of geneder sensitization. On 08th March, the convener of the cell sent a detailed write up to the Google classroom platform to make students aware of the importance of International Working Womens' Day. Two webinars were organized by the Cell to make the girl students aware of the importance of maintaing menstrual hygiene and following the related health protocols. The webinar of 04.08.2020 and 26.11.2020 was graced by Smt Roshnee Bhowmick, CSR Executive Kolkata Unicharm India Pvt Ltd.who enlightened students in this regard. The Cell also organized Popular Lecture Series on Gender Issues. Sri Saranya Sen, Assistant Professor of English of the college delivered the inaugural talk on 'mansplaining' on 12.06.2021.

To ensure that our girl students, women staff and teachers study and work with dignity and comfort the following measures as development of infrastructural facilities have been made:

1. CCTV surveillances at major places of gathering
2. Student ID is must for entering the campus - 'No ID, No Entry'
3. Visitors' Register at the main gate to restrict unwanted outsiders
4. Separate common rooms for girls with attached toilets
5. Separate resting room for women teaching staff
6. Round the clock manning the Main Entrance Gate by Day Guard and Night Security

ICC has been constituted as per directive of the Sexual Harassment of Women at Work Place (Prevention, Provision and Readressal) Act, 2013 of the Ministry of Women and Child Development, GoI. It functions independently as per the guidelines of the Act. 2013. All the members and director of the ICC are women. Members from the local administration and an NGO have been included as per guideline. Any girl student, woman staff and even a guest as girl or women visiting college are free to can lodge complaint with ICC on any kind of sexual harassment. It takes the required steps immediately as per the guidelines.

In addition to the above, the college has established Grievance readdressal Cell, Anti-ragging Cell and Anti-ragging squad. All the students are mentored by teachers in group and also individually.

Details of the chairman/director/convener and members of the ICC, Anti-ragging Cell/Squad and Grievance Readdressal Cell are published on college website as well as on website of the Banglar Uchhasiksha.

Sensitization Programmes

Every year the International Women's Day is observed too spread awareness about women's rights. Several webinars and talks are arranged with the similar aim. The girl students are made aware of their rights and constitutional redressal of any infringement of the same through one-on-one counseling as well.

Menstrual health awareness in also prioritized and the girl students are informed about menstrual hygiene as well as are empowered to overcome social taboo regarding the same.

File Description	Document
Annual gender sensitization action plan	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

Response: D. 1 of the above

File Description	Document
Geotagged Photographs	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:

Solid & Liquid Waste Management: The College has an efficient waste management system. A Cleaning personnel is appointed to regularly dispose of both bio-degradable and non-bio-degradable waste from the college premises and keep the campus clean. Bio degradable and non-biodegradable wastes are separated at source.NSS volunteers of the college undertake the task of cleaning the college campus in regular intervals as a part of awareness programme. The College has a proper sewage system linked with main sewage system. The Canteen wastes are also disposed of properly. E-Waste Management: Dysfunctional Computers, computer accessories and other dysfunctional electronic devices are stored in a separate room and E -waste are manage properly. The College has successfully minimized the use of paper through an increased focus on ICT in teaching learning and administration.

File Description	Document
Geotagged photographs of the facilities	[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: B. 3 of the above

File Description	Document
Geotagged photographs / videos of the facilities	[View Document](#)

7.1.5 Green campus initiatives include:

1. **Restricted entry of automobiles**
2. **Use of Bicycles/ Battery powered vehicles**
3. **Pedestrian Friendly pathways**
4. **Ban on use of Plastic**
5. **landscaping with trees and plants**

Response: A. Any 4 or All of the above

File Description	Document
Geotagged photos / videos of the facilities	[View Document](#)

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

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

Response: D.1 of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	[View Document](#)

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: B. 3 of the above

File Description	Document
Geotagged photographs / videos of the facilities	[View Document](#)
Any other relevant information	[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 other diversities (within 500 words).

Response:

It is the duty of an educational institution to encourage an atmosphere of inclusiveness and harmony irrespective of cultural, linguistic, regional, communal and socioeconomic diversities among the students and the staff. The college has organized one webinar on the occasion of Ambedkar Jayanti on 14thApril, 2021 to encourage social inclusiveness and Yoga Day on 21stJune, 2021 spreading the message of harmonious coexistence. International Mother Language day was observed to spread the message of inclusiveness over linguistic diversities.Saraswati puja was organized by the students in the college to encourage communal and religious harmony.

 Blood Donation Camps are regualrly organized by the NSS and NCC units of the college that see spontaneous parttication of the students. Several cultural programmes are regularly organized to promote culture of harmony and coexistence.

The College observes all the national holidays/vacations meant for religious festivity/rituals as Durga Puja, Idal Fetor, Fateh Dauz Doham, Saraswati Puja, Doljatra, Good Friday, Easter Saturday, Buddha Purnima, Id-ul-Fitr, Id-Uz-Zoha, Janmastami, Muharram, Guru Nanak's Birthday, Rathajatra, etc. The students' Union organises Vasant Utsav in which all the students of all caste and religious beliefs participates and enjoys the 'rong khela' (smearing of abir).

To inculcate the values of nationalism, patriotism and pluralism the college observes all the days of national importance, like National Youth Day, Republic Day, Independence Day, Mahatma Gandhi's Birthday, etc. Hoisting of National Flag and Parade by the NCC cadets are organised in Republic Day and Independence Day.

 The college is committed to its community responsibilities. During the COVID times the college has been

a quarantine centre and the NSS units of the college formed WhatsApp groups that reached put to local communities in order to spread awareness about the virus and the safetly measures against it.

Gender sensitization programmes and popular lecture series are organized to promote gender inclusivity. Various cultural events on the occasions of Rabindra Jayanti, National Youth Day,Independence Day, Teacher's day and Foundation day are regularly organized to bind the students with a common goal of harmonious coexistence by following the ideals of the great leaders and thinkers who have shaped this great country.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	[View Document](#)

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

An Educational Institution is responsible for imbibing the students with the necessary qualities of an ideal citizen and sensitize them to their constitutional rights and obligations. The College has Equal Opportunity Cell, Anti-Sexual Harassment Cell and an Anti-Ragging Cell. The students are counseled by the Principal and the teachers about their constitutionally ensured rights, social and constitutional duties. The IQAC in tha past has organized awareness drives for first time voters. The social sciences departments have the opportunity of curricular dissemination of the said constitutional obligations. Several programmes are organized by Women Cell and Equal Opportunity Cell to spread awareness about constitutional and legal rights. The Internal Complaints Committee is in place to ensure that no case of sexual harassment goes unreported or unredressed.

All staff and students are encouraged to participate actively in the cultural programmes organized in the college time to time. Speeches are delivered by senior faculty on those occasions, whereby the students learn the importance of constitutional obligations.

In association with the BDO of Amta 1, the college organized an EVM and VVPAT awareness workdshop in the campus to make the new voters aware of their right to exercise their franchise and be adept with the usage of the electronic voting devices.

The two courses nemely Political Science Core Course, and PoliticalScience Generic Elective course allow students to gather in-depth knowledge about the Constitution of the country. The students from different departments have regularly participated in events like Mock Parliaments which offers them an opportunity to orient themselves to the political and social responsibilities that make them responsible citizens of the country.

The volunteers of NSS undertake different programmes in the adopted villages, like campaign for generation of awareness on maintaining general health and hygiene, awareness against child marriage,

domestic violence against women, girl child trafficking, management of domestic waste and preparation of organic compost, etc.

Several departments undertake extension activities as community service. Department of History has started campaigning on management of organic waste and preparation of vermicompost from that organic waste. It aims to provide with avenue for the Self Help Groups in the localities. All the students and teachers participate in the NSS activities and extension activities as community services to its fellow citizens

Apart from these the Women's Cell of the college is very proactive in sensitizing the students on several gender related issues from time to time. The students as well as the staff eagerly wait for the Women's Day celebration where speakers deliver enrapturing presentations on the annual thematic issues and beyond to make the students aware of their roles and responsibilities in the society.

File Description	Document
Details of activities that inculcate values; necessary to render students in to responsible citizens	View Document

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

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

Response: D. 1 of the above

File Description	Document
Code of ethics policy document	View Document

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

Response:

The institution is a social body and ushers social feelings among all its stakeholders. An attempt is made to cast the students into a secular spirit by means of various events like the National Youth Day, Republic Day, International Women's Day, International Mother Language Day, Saraswati Puja, Basanta Utsav, Rabindra Jayanti, International Yoga Day, Independence Day, Birthday of Vidyasagar , Independence Day, Teachers Day / Foundation Day, Orientation Programare organized and celebrated by means of workshops and seminars. Eminent resource persons from different walks of life are invited to deliver their valuable

perspectives on the given days and encourage the students to choose the righteous and just paths to enrich the nation. Film screenings, cultural events are organized with the same goal. The celebrations and observations are aimed to inculcate the values of a global citizen among the students while keeping them rooted in the history, tradition and culture of our nation.

File Description	Document
Geotagged photographs of some of the events	[View Document](#)
Annual report of the celebrations and commemorative events for the last five years	[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:

1. Title of the Practice- "POOR FUND"

Objectives of the Practice-

- To assist the econoically backward students with monetary assistance from the end of the institution.
- To generate fellow feeling among the students.
- To further the vision and mission of the institution

The Practice : The fund is collected from all the students at the time of their admission. The fee details have the component entitled 'Poor Fund' and students contribute a certain amount at the time of admission. The fund is then collected and deposited in a separate bank account. The needy students may apply for financial assistance and if the fund permits, the assistance is duly provided from the said fund after deliberations in the finance committee. The records are duly kept in a separate register along with the copies of the application from the incumbents. Oftentimes, the student union comes with names of the needy students as they have a close connect with the students community and well aware of their background.

Evidence of Success: From 2016-17 to 2020-21 as many as 65 students hailing from economically backward section received the assistance from Poor Fund and the amount disbursed in all in is Rs 26,335/-. The students who applied for and got the assistance mostly utilized the money for university examination fees payment necessary for filling up the form.

Problems Encountered and Resources Required:The primary problem is that there are far too many students are coming from the financially weaker section. The amount received in the fund is often not adequate to cater to everyone's needs. The filtering of the application thus becomes inevitable in many cases. Then again, to increase the amount collected for Poor Fund at the time of admission would only

increase the burden on the students and their families. At this, plans are in place to initiate accommodate the scope for external donations in the fund.

NOTES : During the pandemic, the applications could not reach the authorities and consequently no fund disbursement took place. However, the fees of the college were considerably curtailed at that period to enable the students and their families to overcome hardships.

2. Title of the Practice : Penro Bus Stand Renovation

Objective of the practice: Neighbourhood relation building is an integral part of the vision and mission of the college. Keeping that in mind, the NSS unit of the college decided to respond to a longstanding demand of the local community: to have a reinforced bus-stop in the neighbouring Penro. The students mostly get down and board from this bus stop while commuting to and from the college. Thus the project would benefit the students and the locals alike.

The Context: The college being situated in the rural area, communication has always been a problem. The wait at the bus stop has always been long and in an open air bus stop the travails only increased. At this, the college and the NSS unit decided to come forward and address the issue.

The Practice: The bus stand was built under the direct supervision of the NSS unit and the College bore the financial costs of the project. Not only the establishment, the maintenance of it is also supervised by the NSS units. During the special camps, the volunteers take spontaneous participation in the said project and the bus stop is adequately cleaned and minor repair works are done.

Evidence of Success: The bus stand in amidst a busy thoroughfare and the daily commuters get immensely benefitted by it. The sultry summer and the rains had been plaguing them all along and hence this reinforced bus stop has indeed come to their rescue.

Problems Encountered and Resources Required: To regularly maintain the bus stand, the college requires funds which the institution finds hard to allocate. The more funds would ensure better maintenace and upgradation of the facility

NOTES The practice proved to be extremely beneficial to the students and the local community alike. Simultaneously it furthered the stated vision and mission of the institution.

File Description	Document
Best practices in the Institutional web site	[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:

During the pandemic, immediately after the announcement of the nationwide lockdown, our institution shifted to the online mode of education almost overnight. The various digital meeting interfaces were platforms of choice but lack of a proper internet connectivity on the part of the students was a serious challenge for the institution. All other modes of communication that could be exploited for teaching-learning faced similar challenges. In this situation the LMS system on the college website provided a way out of the predicament. On the college website each department has its own 'Academic Resource' section where the teachers uploaded relevant study materials so that the students can access these resources at their own convenience. This offered the maximum affordable flexibility to the students with regard to the teaching-learning process.

The learners were immensely benefited by the practice. Because of the lockdown they were not havinbg any access to library or any other physical learning facilities. Oftentimes, getting access to textrs were becoming difficult. The LMS in the college website cam as a boon for them. All the departments came together to contribute in this and the Website and ICT Sub-Committee played a pivotal role in engaging with the then internet service provider to upload the materials as soon as possible.

The materials were of two kinds:

a. Materials supplementing the lectures delivered in the online classes.

b. Materials aimed at assisting students to tackle the university examinations.

The first type was aimed to assist the slow and adavanced slow learners alike while the slow learners were the prime targets of the latter.

The students who were feeling lost by the unprecedented lockdown, got reassured by this measure. The measure not only assisted them course-wise or programme wise, it actually aimed at furthering the vision and mission of the institution even during the COVID times. As the students come from neighbourhood community, the measure reached the rural masses and enabled the college to keep enlightening them even in the dark days of pandemic.

The attainment of quality was also furthered by this measure and the same was done through effective neighbourhood relation building as the students come chiefly from the neighbourhood communities.

File Description	Document
Appropriate web in the Institutional website	[View Document](#)

5. CONCLUSION

Additional Information :

To ensure healthy academic environment, the college has adopted several measures in the recent days:

1. True CBCS is followed in the structured routine as the students of arts stream may take up a science subject or vice versa. There are students in the Department of English and BSc stream who have done that.
2. Not having a boundary wall had been a security concern for the college. With the construction of one, the issue has been resolved.
3. New building with RUSA 2.0 gant has increased the number of classrooms.
4. The RUSA 2.0 grant has proven beneficial in increasing the number of books in the library.
5. Installation of CCTV has augmented the security of the campus.
6. In the session 2022-23 the college has been the proud host of the Inter-College State Sports & GamesChampionships, 2022-23 (District Level).
7. The LMS in the college website has proven immensely beneficial for the slow and advanced learners alike.
8. RUSA 2.o grant has been utilized to procure and install new projectors.
9. The construction of an auditorium is in full swing with monetary grant from the MPLAD fund.
10. The college has participated in the NIRF in the year 2022.

Concluding Remarks :

The college strives for academic and holistic development of students in spite of the locational, communicational disadvantages. The students with their limited resources are hardworking and disciplined. The cordial teacher-student relation helps building a vibrant academic atmosphere. The teachers are ever eager to reach out to the students in need of academic or other assistance and the receives the cooperation of the authority in the same as well. The college believes in and practices optimum utilization of resources to ensure there is no expenditure made without requirement or due documentation. The college faces a lot of challenges but with the able management and dedicated staff members the institution aims to achieve the course of actions in the near future:

1. Add-on courses are to be initiated for the betterment of employability of the students.
2. MoUs to be materialized with industries for internships and placements of the students.
3. New academic building to be set up.
4. New UG courses to be introduced.
5. PG courses in Bengali and Commerce are to be initiated.
6. Recruitment of teaching and non-teaching staff to be materialized.
7. Construction of auditorium to be completed.
8. Extension activities are to be increased.
9. Local authorities and government are to be engaged with in order to better the communication to college.
10. Administrative decentralization is to be ensured and participatory management is to be practised.